

**Presentation**

One of the goals of the Centre for Legal Studies and Specialised Training (CEJFE) is to promote and disseminate subjects of scientific interest in the sphere of justice and criminology using, amongst other media, the journal *Invesbreu*, specialized in publishing research works. This number 69 presents two researches that propose new intervention programmes for offenders in the community. These programmes aim to achieve greater efficacy in the action of justice and a more positive reintegration into society of the people serving sentences.

Both studies received economic support from the CEJFE through the 2014 annual public call for research grants. With the promotion of these works, the CEJFE keeps open the lines of research and action designed to introduce improvements in the work processes of the professionals in the sphere of criminal justice.

The first research presents the *Motivational Intervention Plan* for subjects who have to follow a training programme, dealing with domestic violence, as a community sanction. Its main purpose is to enable the users to begin the training programme in optimal conditions, which will make the measure more effective. It has been based on theoretical models of motivation for change and on the therapeutic techniques that turn out to be most relevant and effective. It aims to help the participants identify the positive aspects derived from this change, as well as their personal capacities for achieving it.

The aim of the second piece of research, *Design and assessment of a social skills programme for young people in the positive management of conflicts*, is to draft and validate a social skills programme for the positive resolution of conflicts aimed at juveniles subject to a community measure such as socioeducational tasks or probation.

The work plan is adapted to an evaluative research model from a twofold consideration: a) it starts from a broad concept of assessment, focusing on both the processes and the reality where the activities take place and on their final results or effects; and b) it chooses an assessment model that is congruous with an orientation towards development and improvement, and so the most important goal is not only to demonstrate specific results but to improve the quality of the social skills programme through permanent feedback from the technicians and the young people.

This methodological design makes it possible to take decisions considering the contributions of the participants in order to adapt the process to the needs of the people it is aimed at and increase both the internal validity of the programme and its educational potential.



## **The motivation for change of the gender aggressors who follow a training programme: Design of a Motivational Intervention Plan (MIP)**

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### **1. Introduction**

In Catalonia, at present, there are a large number of *Training Programmes applied as an alternative sanction* in the sphere of domestic violence. The programmes are specific interventions in re-education and/or psychological treatment aimed at mobilising in the user cognitive, attitudinal, emotional and behavioural changes. The changes, and the knowledge gained, are aimed at helping the juveniles' reintegration to the community and preventing from committing new violent acts.

The main elements in the effective psychological interventions and programmes have been widely identified by the international bibliography: risk assessment for the individuals, identification of their criminogenic needs, goals oriented towards those needs, focusing the programmes on the teaching of life skills and restructuring of thought, adaptation of the interventions to the characteristics of the individuals, boosting the motivation for change, etc. However, so far the training programmes in domestic violence have shown a moderate to low level of efficacy.

The study presented here is a continuation of the research *Analysis of the motivation for change in subjects who have followed a training programme in domestic violence* from 2013. The research assessed the motivation for change and the psychopathological characteristics of a sample of gender aggressors who were following a training programme (TP) in domestic violence in Girona (a northeast region of Catalonia). The main conclusions were that the subjects following a TP were not motivated for a therapeutic change before the start of the intervention, nor was there any improvement in that aspect after it had been carried out. The same motivational results were observed in a control group (i.e., a group of subjects on a waiting list to follow a TP, who were assessed when they began their measure and about three months afterwards without having received any therapeutic intervention). All in all, as the scientific bibliography suggests, it could interfere with the efficacy of the intervention.

Moreover, through an analysis of the subjects' clinical personality characteristics three profiles were identified and labelled "realistic", "moderate" and "denial". They showed a relation with the motivation for change, so that the subjects of the realist group were significantly more motivated than the moderate and those in denial.

Bearing those conclusions in mind, the main goal of the study presented here is to design an intervention plan aimed at promoting motivation for change in subjects following a training programme in domestic violence as a community sanction.

A further aim is to look more deeply into the results obtained in the previous research, broadening the sample of the participants assessed.

### **2. Procedure**

In order to design and develop the Motivational Intervention Plan for men sentenced to follow a training programme, two detailed bibliographic investigations of the national and international specialised scientific studies were carried out.

First, over 677 articles on the different motivational interventions existing and their main characteristics, the different theoretical bases from which they started and their efficacy were reviewed.

Secondly, the techniques and exercises of intervention from general and applied psychology, social psychology, psychotherapy, etc. were explored to find the most suitable ones for the design of the motivation programme.

The searches were carried out through the data bases of the scientific journals *PsycINFO AND Sage*, as well as the general internet interface and *Google Scholar*. To broaden the results there was a manual review of the therapeutic books of the University of Barcelona Psychology Faculty library. The ones related to the modules of the programme being created were selected for a closer reading.

From those bibliographic reviews two kinds of qualitative and quantitative analyses were made. Their purpose was to place the motivational intervention programme on a sound and internationally recognised theoretical base and to follow the main characteristics of the interventions that stood out as the most effective.

### **3. Results: The Motivational Intervention Plan (MIP)**

#### **Goals and theoretical base**

The Motivational Intervention Plan (MIP) is a programme designed to increase the level of motivation for change in subjects who have to follow a training programme in domestic violence.

The MIP is based on the main motivational theories of today: *Prochaska and Diclemente's Transtheoretical Model* and *Motivational Interviewing*, and on the main contributions of other therapeutic approaches such as the *cognitive-behavioural model* or the *constructivist model*.

The MIP aims to move away from the direct therapeutic style that is closer to classic psychotherapy and opt for a Socratic style that seeks the autonomy of the individual. Through this style the professional has to help and guide the user during the performance of the tasks without being the one to provide the answers. The MIP follows the therapeutic style and the specific strategies indicated by Miller and

Rollnick in motivational interviewing. They are based on five basic principles: 1) expressing empathy; 2) creating a discrepancy; 3) avoiding argument, 4) making suggestions, not impositions; and 5) fostering self-efficacy.

### Structure and content of the MIP

The MIP is composed of five modules aimed at intervening in the individual's most important difficulties in order to increase his motivation in relation to participation in the training programme and his change of behaviour. The programme will be developed in a maximum of seven sessions in individual format (two for assessment) which last approximately one hour and are applied fortnightly.

- **Module 0. Assessment.** Before the start of the MIP two assessment sessions are carried out. They should be part of the usual assessment done by the delegate for the execution of alternative penal measures.  
During these sessions the tasks detailed in Table 1 will be performed.

**Table 1. Tasks to be done during the initial assessment**

1st Session	2nd Session
Framing of the measure Anamnesia and exploration of the present situation Identification of criteria of exclusion Application of the URICA (pre) scale and the starting thermometer	Application of the PAI questionnaire and the MDC-Victoria questionnaire  Close

- **Module 1. Is there anything you want to change? Feedback and Ambivalence.** The professional starts the intervention by doing a feedback of what the subject has said during the assessment phase. Immediately, the aspects the individual should change are identified. Work will be done on any feelings of ambivalence the user may have in relation to change through the identification of the benefits and costs of his behaviour (see Table 2).

**Table 2. Example of the motivational balance activity**

	No Change	Change
<b>Benefits</b>	<i>I let off steam, I don't have to make any effort</i> <i>I get away with it</i>	<i>Not having any more problems with justice</i> <i>I wouldn't have so many reasons for drinking</i> <i>I could go home</i>
<b>Costs</b>	<i>I've had to go back to live with my parents</i> <i>I'm worse off economically</i> <i>I don't see my children</i> <i>I've lost my wife</i>	<i>I have to come here and waste time</i> <i>I have to remember things I don't want to remember</i> <i>I have to admit I've done something I haven't done</i>

- **Module 2. Is there anything that might help me change? Self-efficacy and Social Support.** During this session the individual's feelings of self-efficacy will be boosted so that he gains confidence in the possibility of a change. The main social support agents (family, friends, neighbours, formal resources...) he can count on in the process will also be identified, as well as the ones that might hinder it.
- **Module 3. Road map.** The user will set a series of goals for short, medium and long term change and the strategies he might follow to achieve them (see example in Table 3). The professional will help relate the user's goals to the strategies and knowledge offered by the TP and which will help him to be successful in them.

**Table 3. Example of the Road Map activity**

<b>Goal</b>	<i>Not to think badly of everyone</i>
<b>Prediction of the most likely consequences</b>	<i>I won't feel so alone I'll have more friends to confide in I won't feel so bad</i>
<b>Potential obstacles</b>	<i>That somebody will do me a bad turn I realise that people say one thing to my face and then talk about me behind my back</i>
<b>Strategies for overcoming the obstacles</b>	<i>Talking directly to the person about what happened Facing emotions in a non-violent way</i>
<b>Results</b>	<i>I'll understand why I acted like that and I won't think that everyone has to act the same way. I'll be able to express my unease</i>

- **Module 4. Moving ahead. Monitoring.** Lastly, the most important aspects worked on during the MIP and the most important motivational aspects will be collected to satisfactorily accomplish the goals of the penal measure and the training programme to be followed.

#### **Intensity and timing of the MIP**

The MIP has been designed with three degrees of intensity to adapt the intervention to the individual's motivational level and psychopathological profile, according to the information obtained during the previous assessment phase.

To identify which type of intensity of the MIP is most suitable for a specific user a comparison of the results of the PAI questionnaires (according to the subjects' psychopathological profiles: denial, moderate or realist) and with the URICA scale (according to the motivational stages in which they are situated: precontemplation, contemplation and action) will be used. The combination of the results of the two questionnaires will determine the type of programme to be applied to the subject (Table 4).

**Table 4. Decisional table**

	<b>Precontemplative stage</b>	<b>Contemplative stage</b>	<b>Action stage</b>
<b>Denial profile</b>	INTENSIVE	INTENSIVE	COMPLETE
<b>Moderate profile</b>	COMPLETE	COMPLETE	SHORT
<b>Realistic profile</b>	COMPLETE	COMPLETE	SHORT

The **COMPLETE PROGRAMME** is the standard of intervention that covers the largest number of suppositions. At each intervention session work will be done on one of the modules of the programme.

The **SHORT PROGRAMME** is designed for the more advanced cases, in which the results show that the subject already has a good predisposition for change.

The **INTENSIVE PROGRAMME** is for the more difficult cases, where the goal is to have a stronger effect on the subjects' resistance to change.

And so the three types of applications coincide in the initial assessment session but differ in the number of intervention sessions and the distribution of their content (Table 5).

**Table 5. Periodicity of the MIP programme**

	<b>SHORT</b>	<b>COMPLETE</b>	<b>INTENSIVE</b>
<b>1st session</b>	Initial assessment	Initial assessment	Initial assessment
<b>2nd session</b>			
<b>1st intervention session</b>	Ambivalence & Self-efficacy	Ambivalence	Ambivalence
<b>Back-up session</b>			Ambivalence & Self-efficacy
<b>2nd intervention session</b>		Self-efficacy	Ambivalence & Self-efficacy
<b>3rd intervention session</b>	Road map	Road map	Road map
<b>4th intervention session</b>	Monitoring	Monitoring	Monitoring

#### 4. Conclusions

In short, the main product of this study has been the drafting of the Motivational Intervention Plan (MIP) and the design of a manual to be applied with a definition of the activities and tasks to be developed in each of the modules.

The MIP is a new tool for professionals that are in charge of the follow up of alternative penal measures, whose aim is to improve the individuals' motivation for a change of behaviour. The application of the MIP is aimed at improving the motivational and attitudinal conditions of the individuals to optimise the degree of advantage taken of the training programme in domestic violence imposed by judicial order and thus to encourage a return to society.

#### ***Design and assessment of a social skills programme for young people in the positive management of conflicts***

Authors: Esther Luna (coordination), Cristina Blasco, Pilar Folguez, Pilar Lozano, Sara Marín, Berta Palou, Carme Panchón and Marta Sabariego.

##### 1. Introduction

This research is set in the context of the educational intervention in the juvenile justice field in order to incorporate young people into their own learning processes so that they can achieve an integral development and a positive reincorporation into society. The task involves preparing the young people for an ethical and social commitment, requiring them to understand the reality around them and being able to act in it responsibly and competently.

The incorporation of the offenders into their own learning processes ensures, first, that they assume their commitments in the educational action and, second, that the professionals will carry out a socioeducational accompaniment to provide the conditions (personal, family and environment) necessary to progress. In that sense the figure of the educator in juvenile justice is a crucial piece who can contribute to the young people's socioemotional development, giving support and motivation to the youngster in the face of difficulties and challenges, identifying the prosocial behaviours to reinforce them and detecting the needs in order to respond to them. Likewise, the educator's intervention in the community enables him to give a multifocal treatment to the educational action aimed at the young person when he is in coordination with other agents (teachers, family, residential centres for educational action, etc.), who also foster learning in skills for the positive resolution of difficulties and conflicts.

And so, without losing sight of the educational nature of the whole judicial procedure, of the programmes, of the set of professionals and of the methodology needed to accomplish the mission entrusted to the juvenile justice services, this research aims to provide a response to the return to society of the young people by drafting and validating an educational programme that equips them with tools and strategies for the development of their social skills.

Social competence is the capacity to have good relations with other people. That means mastering the basic social skills: capacity for effective communication, respect, prosocial attitudes, assertiveness, etc. There are three types of social skills that are necessary for the resolution of conflicts: interactive, cognitive and affective, and they are all dealt with in the programme designed. The learning of those skills is particularly important for overcoming certain risk behaviours (use of toxic substances, lack of adjustment to training or work contexts, group pressure, aggressiveness, etc.) which predispose the young person to commit fresh offences. Certainly mastering social skills makes it easier to cope with these risk circumstances since the adolescent has tools that allow him to develop in a healthy and positive way in his surroundings. For years in different contexts (such as school and juvenile justice) work has been going on to foster social values and skills in adolescents so that they can achieve personal and social well-being.

Out of interest and a will for improvement in the socioeducational action carried out in the sphere of juvenile justice we have done an assessment of young people's educational process from the implementation of a programme of social skills for the positive management of conflicts.

## 2. Goals

The global concept that provides the framework for this research covers two basic questions: the drafting and the empirical validation of the social skills programme in a real context through a process of evaluative investigation.

Both are clearly reflected in the general goal of the project and the more specific goals within each.

### *General goal*

To draft and validate the social skills programme for the young people who are on probation and have to fulfill socioeducational tasks.

### *Specific goals*

To draft the programme from the theoretical proposal for the social skills defined.

To implement and assess the programme from an integrated methodological model of programme development:

- First assessment to diagnose the initial state of the young people's social skills.
- Process assessment to appraise the implementation of the programme, analysing the level of adjustment between the practice, the theoretical formulation and the planning designed and the degree of accomplishment of the young people's social skills.
- Assessment of results once the application of the programme is complete in order to discover the changes that have taken place in the young people and identify good practices to contribute to an optimal development for future application.

## 3. Methodology

The work plan to respond to those goals uses an evaluative investigation model from a twofold consideration:

- It starts from a broad concept of assessment, focusing on both the processes and the reality where the activities take place and on their final results or effects.
- It chooses an assessment model that is congruous with an orientation towards development and improvement, and so the most important goal is not only to demonstrate specific results but to improve the quality of the social skills programme through permanent feedback from the technicians and the young people.

This methodological design makes it possible to take decisions considering the participants' contributions in order to adapt the process to the needs of the people it is aimed at and increase both the internal validity of the programme and its educational potential.

The present investigation is based on providing evidence about the following components and stages of the design and execution of the programme:

- The *conceptualisation and design of the programme*; bearing in mind its *external coherence* with its context, the problems and needs it sets out to cover, and the *internal coherence* it shows in its constituent elements.
- The *viability of the programme*, in relation to the real and effective possibilities of its being put into practice.
- The process of *execution*, appraising the implementation and putting into practice of the operations provided for and making any suitable comparisons with the theoretical formulation of the programme. That enables an analysis of:
  - a) The *feasibility and quality* of the processes and operations of the programme.
  - b) The *effects* that are observed on its direct and indirect users.All these aspects have enabled us to take decisions during the *process*. *These decisions* are referred to any appropriate modifications that can guide the programme towards the accomplishment of its goals.
- The *results obtained*, from an analysis of the final effects, including intentional and unintentional results.

An analysis of the evidence obtained from each of these components has allowed us to validate the social skills programme in its initial formulation and *take decisions* on its continuation and/or accreditation.

The type of methodology is mixed since it has used both qualitative and quantitative information collection techniques.

The sample was made up of a total of 33 young people on probation and socioeducational tasks who were being monitored by a technician from the Barcelona 2, 3 and 4 open custody teams.

#### 4. Results

The final contributions of this research consist of three key dimensions: preparation for the development of the social skills, value of the collective action and changes in the programme. Those dimensions cover all the goals of the programme, the changes made and synthesise the degree of accomplishment of the social skills of the minors/young people:

a) *Preparation for the development of the social skills.* The programme has enabled the young people to try out the social skills for the positive resolution of conflicts, generating participatory dynamics, respecting the rules established among them all and acquiring knowledge, abilities, attitudes and values of their own for the development of social competence. That is shown when the specific social skills (cognitive, affective and interactive) are developed.

b) *Value of collective action.* In this aspect we might conclude that the programme has promoted the value of collective action. The group work has enabled them to acquire significant learning from the potential of “what he/she says”. Training in expression, discussion, deliberation and negotiation of differences has also been promoted, generating an inclusive space that improves coexistence.

Through the group work the programme has developed two key aspects for the positive management of conflicts: *a capacity for cooperation and mutual help among the young people, thus fostering a better group atmosphere.*

c) *Changes in the programme.* The application of the programme has allowed us to validate it and make the relevant changes in order to optimise it in its future application; changes that refer to organisational, logistic, content and didactic aspects.

We may say that the programme provides a framework for action that gives meaning and coherence to the set of goals, contents and activities for a social skills programme for the positive resolution of conflicts. That is so insofar as the programme is more practical than theoretical, more significant than memoristic and more responsible and committed to change than a conveyor of information.

- 1 Inmigrantes y criminalidad en Europa. Los ejemplos de Alemania y España. Enero 1995.
- 2 La cárcel pública de Barcelona durante la etapa isabelina / La casa de corrección de Barcelona (1836-1856). Enero 1998.
- 3 El coste de la justicia penal. Privación de libertad y alternativas. Febrero 1998.
- 4 El niño abusado sexualmente como testigo / Los delitos contra la libertad sexual relacionados con menores. Marzo 1998.
- 5 Inteligencia y personalidad en el proceso rehabilitador del delincuente. Mayo 1998.
- 6 Salud y prisión. Octubre 1998.
- 7 La prensa frente a la violencia juvenil y la cárcel. Noviembre 1998.
- 8 El tratamiento de los agresores sexuales. Febrero 1999.
- 9 La victimización en Cataluña en el año 1996. Abril 1999.
- 10 Programas aplicados de psicología comunitaria con personal penitenciario. Junio 1999.
- 11 Justicia juvenil: inserción laboral y medidas en medio abierto. Octubre 1999.
- 12 Reincidencia y delincuencia juvenil. Noviembre 1999.
- 13 Violencia doméstica. Diciembre 1999.
- 14 El estado de la adopción en Cataluña (1998-1999).
- 15 Maltratos infantiles en Cataluña. Junio 2000.
- 16 Prisión y mujeres. La incidencia de los programas motivacionales en la conducta social. Un estudio evolutivo (1988-2000) en la prisión de mujeres de Barcelona. Septiembre 2000.
- 17 Evaluación de un programa de tratamiento para jóvenes violentos. Noviembre 2000.
- 18 Evaluación de la efectividad de los programas de tratamiento con delincuentes en Europa. Enero 2001.
- 19 La victimización en Cataluña en el año 1999. Mayo 2001.
- 20 El arresto de fin de semana en Cataluña (1996-2000).
- 21 Adictos a las drogas y reincidencia en el delito.
- 22 Maltratos físicos graves a bebés y menores de cuatro años ingresados en centros de acogida.
- 23 Intervención institucional. Elementos para el análisis en menores infractores o en riesgo.
- 24 Los menores extranjeros indocumentados no acompañados ( MEINA ).
- 25 La mediación penal
- 26 La reincidencia.
- 27 Familia y conducta antisocial.
- 28 Presentación de dos investigaciones del ámbito penitenciario.
- 29 Intervención en centros de justicia juvenil.
- 30 La clasificación inicial en régimen abierto de los condenados a prisión.
- 31 La reincidencia en las penas alternativas a la prisión en Cataluña.
- 32 La asistencia religiosa y la libertad de culto en las prisiones de Cataluña.
- 33 Bullying - Violencia de género. Elementos para el análisis.
- 34 Violencia de los jóvenes en la familia.
- 35 Infractores y conducta violenta.
- 36 Drogas y tratamiento penitenciario.
- 37 Perfil profesional del juez de primera instancia e instrucción de Cataluña.
- 38 Violencia de género y justicia.
- 39 Delitos sexuales y reincidencia.
- 40 Intervención con infractores juveniles.
- 41 Mediación y resolución de conflictos en entornos penitenciarios.
- 42 Perfil profesional del Secretario Judicial de Cataluña.
- 43 Predicción del riesgo de violencia en contextos institucionales. Los sistemas de control monitorizado aplicado a penados adultos.
- 44 Drogas y prisión . Medidas de seguridad y salud mental.
- 45 Modelos de política criminal y penitenciaria internacional.
- 46 Mujer y violencia de género.
- 47 La formación de los funcionarios de seguridad de los centros penitenciarios en Cataluña y Francia.
- 48 Perfil de los penados por delitos contra la seguridad del tráfico.
- 49 Intervención con agresores de violencia de género.
- 50 Intervención con infractores condenados por delitos de tráfico a programas formativos.
- 51 Abuso sexual infantil: valoración psicosocial desde el ámbito de la justicia.
- 52 Agresores en violencia de pareja.
- 53 Inserción después de la cárcel.
- 54 Extranjeros en centros penitenciarios.
- 55 Victimología y ciberdelito en menores.
- 56 La reincidencia en el programa de mediación y reparación de menores.
- 57 Intervención penal con infractores de tráfico.
- 58 Evaluación de menores infractores: factores protectores y de riesgo..
- 59 El tiempo en la justicia de menores.
- 60 Intervention in the framework of penal measures in the community.
- 61 Community service orders and tasks to educate for life in society in juvenile justice.
- 62 Victimization of children and adolescents in care and in juvenile justice.
- 63 Conditional release in Catalonia.
- 64 Case management in Catalan prisons.
- 65 Penal measures and drug addictions.
- 66 Assessment of the Limits parenting skills training programme.
- 67 The rate of penitentiary recidivism 2014.
- 68 Comparative study of the quality of life of people with intellectual and developmental disabilities in prisons in Catalonia