

Person-Centered Approach as Method to Rehabilitate Children in Need of Social, Psychological and Pedagogical Support

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Abstract—This paper is dedicated to studies of methods of rehabilitation of children needing social, psychological and pedagogical support. Person-centered approach is used as a foundation. From the materials of research conducted in the secondary school no. 69 of the city of Orenburg, a special program has been developed aimed at prevention and reduction of ill-being among adolescents.

Keywords—pedagogy; adolescents; deviant behavior; adaptation; trust

I. INTRODUCTION

Processes taking place in our society make especially painful impact on the younger generation. There is a steady increase in the number of children lacking parental care, involved in criminal activity; drug addiction and alcoholism among children are on the rise. Many children find themselves in asocial, often criminal environment; their health also raises concern, as do growing manifestations of social apathy and maladjustment.

Pupils with various deviations in behavior may have different names in psychological and pedagogical literature: “problem children”, troubled children, maladjusted children, children with deviant behavior, risk-group children [1]. In our school we selected a more correct name: students in need of social, psychological and pedagogical support [2].

This is a category of children who by force of circumstances of their life are more susceptible to negative external influences from society and its criminal elements, leading to their maladjustment [3].

As in other schools, there are children in our school who repeatedly break the school rules and commit offenses. So, in 2016 a significant increase in the number of offenses was registered.

To mitigate the problem, a social program named *The School for Mutual Understanding* was developed, aimed at joining forces of mentoring teachers in an integral educational system as a method to rehabilitate students in need of social, psychological and pedagogical support [4].

Main tasks of the program:

1. Providing psychological and pedagogical support to participants of the program.
2. Rendering complex assistance to participants of the program in overcoming revealed problems by consistent teamwork of mentoring teachers;
3. Engaging pupils in various types of creative, cognitive, artistic and communicative activity.
4. Forming adequate self-esteem in the pupils, increasing responsibility for one's actions, developing communication skills.
5. Increasing the role of parents in education of the children.

II. METHODOLOGY AND TECHNIQUES

Prior to starting to implement the program, we surveyed the children who are on file for various reasons. The aim of the survey was to detect necessity for setting more trustful relations between adults and children, during which the child may turn for help to the adult (teacher or parent). To conduct the survey, a set of tools was developed, including questionnaire and sample formation. The questionnaire was developed in accordance with the common scientific principles of organization and performance of sociological studies. The questionnaire consists of nine questions. When calculating the probability sample, we proceeded from the fact that there are 26 adolescents in the school, which are on file for proactive care as of 2016. In total, 30 adolescents were surveyed. The processed data are not comprehensive; however they are sufficient for analysis and development of a correctional program [3].

III. RESEARCH DESCRIPTION

Children who needed proactive care at school were asked questions allowing revealing the level of trust that they have to their teachers, parents and peers.

Analysis of the obtained results has shown that in most cases children are in need of a more trustful relationship with their teacher; it is necessary to create an atmosphere of mutual understanding and goodwill between them so that in the future the teacher may support and cooperate with the pupils. We

solve this issue by implementing the School for Mutual Understanding social program. Unlike other existing programs aimed at troubled children, our program suggests a new approach to solving the problem: it is a consistent approach in the work of mentoring teachers [5].

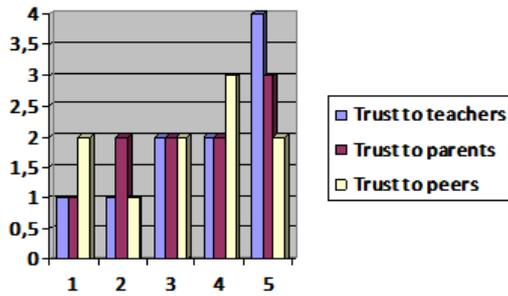


Fig. 1. Troubled adolescent's trust to teachers, parents, peers (number of people)

Mentoring teachers were engaged in implementation of this program: each of the mentoring teachers opened their HQ.

Each HQ has a pupil as its head, but the mentoring teacher curates the operation of the HQ. There are 6 HQs operating in the school: Leaders, Young Volunteers, Environmentalists, Sports, Artists, Resourceful Ones.

Originality of the experiment lies in the fact that teacher's control is to be replaced with teacher's support and continuous cooperation, which may be performed in both study time and extracurricular time.

The priority individual approach to each ward was selected. This person-centered approach, creation of amiable and respectful space together with proofs of personal interest of adults (teachers and parents) in solution of each child's problems ensure successful solution of the child's ill-being problem.

Since 2016, the program has been successfully implemented in the secondary school no. 69; it is aimed at prevention and mitigation of adolescent ill-being.

During the implementation of the program, some task-oriented measures have been taken with the participants, aimed at elimination of offenses and truancy, arrangement of leisure activities.

During the implementation of the program, mentors daily monitor attendance and tardiness of their wards. In case of missed classes, causes are investigated and all the data are entered in the logbook for this ward. Weekly, mentors have conversations with the form teacher and adolescents, discussing behavior during classes, relations with peers and teachers, appearance of the adolescent in their ward.

Once a month, the work in the HQs was reviewed. For a more efficient implementation of the program, we engaged juvenile justice officers and medical workers. We organized meetings and conversations between children and all the services, concerting the issues they found interesting during certain periods of life. Children actively participated in question and answered sessions and discussions on various topics, from criminal offenses to healthy lifestyle.

IV. RESULTS

The following results were achieved during the implementation of the program: in 2016 there were 11 students with the JD, in 2017 - 0; in 2016 there were 15 students registered with IR, in 2017 - 7 students.

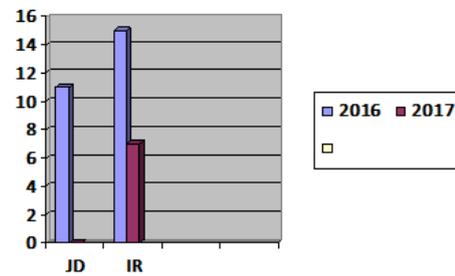


Fig. 2. Indicators of achievements of the School for Mutual Understanding adolescent ill-being prevention program in the secondary school no. 69 in Orenburg (persons)
 * JD – Juvenile Division
 * IR – Internal registration

TABLE I. IMPLEMENTATION PLAN OF THE SCHOOL FOR MUTUAL UNDERSTANDING ADOLESCENT ILL-BEING PREVENTION PROGRAM IN THE SECONDARY SCHOOL NO. 69 IN ORENBURG. PART 1.

Term	Milestones	Ways to implement the measures
Preparatory Stage (Sept-Oct 2017)		
September 2017	Coordination meeting of mentoring teachers, project participants	Discussion of project details, development of observation logbooks
September 2017	Conducting a joint meeting of mentoring teachers, pupils registered with the school to prevent offense and their parents	Acquaintance of the project participants. Drafting the agreements
September - October	Diagnostics	Surveying, testing, making contact
October 2017	Acquaintance with the Work Plan	Making adolescents aware of the stages of the project and plan of works for the school year.

TABLE I. Part 2.

Milestone (November 2017 - April 2018)		
November 2017 September 2018	Getting the pupils acquainted with clubs and sports groups available in the school	Distribution of pupils among the clubs and sports groups. Arrangement of connections with heads of clubs and sports groups of the school.
September	Decade of Sports	Participation
Daily	Checking attendance	Checking class register, investigation of causes of truancy.
November 2017 April 2018	Checking attendance of clubs and sports groups	Checking attendance of clubs and sports groups, investigation of causes for lack of willingness to attend.
Weekly	Conversation with form masters	Conducting conversations with the form masters on behavior of their wards and measures to prevent asocial behavior.
October	Congratulatory Concert "Teacher is a Proud Name"	Preparation of amateur performance
November	All Different, All Equal special campaign	Taking active participation in special campaigns, engaging children to participate in socially important events
November	Friendship Day	Designing the Goodness Tree
December	Propaganda team work for Advancement of Healthy Lifestyle	Participation: team organization, topic selection, preparation
December	Collage contest for World No Tobacco Day	Production of Healthy Lifestyle-themed posters
December – January	European Convention on Human Rights, a dispute Preparation for the New Year celebration	Presentation "Rights, Responsibilities and Accountability of Underage Persons"; Conversation on the topic of "Selecting the correct way in life" Participation in a contest for design of New Year celebration room Congratulating teachers with approaching New Year
February	Exhibition of children's works "Creativity of young – to the beloved city"	Production of a family project
October, March	Five-a-side and hockey competitions	Participation in regional competitions
February	Knight Tournament	Creation of a team and participation in the tournament
December, April	Clear Book special	Collection of signatures against drugs
March	International Women's Day Meetings with inspectors of Psychoneurological Dispensary and Traffic Police	Creating a celebratory atmosphere in the school, congratulations. Conversation on the topic of juvenile delinquency
April	School Creativity Contest SHKAP, oblast-level contest	Preparation of Street Break Dance routine
November 2017 April 2018	Photographing of the project implementation process	Collection of photographic and video records covering implementation of the project

TABLE I. Part 3.

Arranging meetings with other specialists of the preventive care system		
December, March	Conversation with a substance abuse professional	Topic: Harmful Habits. Healthy Lifestyle
4 times a year	Conversations with a psychologist and a social care teacher.	One of the following topics: Selecting a correct way in life, How to find the way out of a conflict situation, Know Yourself, A Right to Life
2 times a year	Meeting the Juvenile Affairs and Rights Commission specialists	Topic: Administrative Code of Russia
4 times a year	Meeting the Juvenile Division inspector	Public and legal liability of adolescents for offenses and crimes
Final stage (May-June 2018)		
June 2018	Progress review of the project	Drafting reports on performed works Surveying the adolescents; Creating a video covering implementation of the project

* JD – Juvenile Department

* JARC – Juvenile Affairs and Rights Commission

* JD – Juvenile Division

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