

Social rehabilitation of minor criminals

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Abstract

Social rehabilitation of juvenile delinquents plays an important role in maintaining public safety. It requires special care and respect for the child's unformed personality. This article summarizes the experience of the Russian system of rehabilitation of juvenile offenders. It is emphasized that the system is closed and standardized, which limits the possibilities of applying new technologies in working with deviant and delinquent children. The goal of this study was to develop optimal social technologies combining classical and innovative methods of rehabilitating juvenile offenders and taking into account the specifics of closed institutions. The main research question was: what new theoretical developments are effective in the rigid and inflexible conditions of these closed institutions? Will they give steady positive results or does space itself block them? The pedagogical experiment conducted by our research team is a unique attempt to go beyond traditional forms. It has a classical scheme consisting of three successive stages: diagnostic, organizational, and evaluation. Novelty is determined by the development and implementation of innovative technology to involve juvenile offenders in voluntary activities in the following areas: environmental (development of environmental awareness, planting trees and plants, caring for homeless animals, etc.), civil and patriotic (design of exhibitions based on the results of search operations, care behind memorials, the organization of festive concerts in for veterans), cultural and leisure (holding concerts, theatrical performances, holidays for socially- unprotected categories of citizens). Volunteering promotes the restoration of broken social bonds through self-awareness as a useful member of society. The use of methods based on cognitive activity, creativity and creativity of children, the active involvement of parents in the rehabilitation process, has achieved impressive results in learning, interpersonal interaction, and most importantly – in self-awareness and self-presentation of children, which society has traditionally become accustomed to writing off.

Keywords: deviant behavior, juvenile offender, social rehabilitation, socially oriented position, volunteering.

Социальная реабилитация несовершеннолетних преступников

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Аннотация

Социальная реабилитация несовершеннолетних преступников играет важную роль в поддержании общественной безопасности. Она требует особой осторожности и бережного отношения к еще не сформировавшейся личности ребенка. В данной статье обобщен опыт российской системы реабилитации несовершеннолетних правонарушителей. Подчеркивается, что система носит закрытый и стандартизированный характер, что ограничивает возможности применения новых технологий в работе с девиантными и делинквентными детьми. Цель данного исследования заключалась в разработке оптимальных социальных технологий, сочетающих классические и инновационные методы реабилитации несовершеннолетних преступников и учитывающие специфику учреждений закрытого типа. Основной исследовательский вопрос заключался в том, какие новые теоретические разработки эффективны в ригидных и негибких условиях этих закрытых учреждений? Дадут ли они устойчивые положительные результаты или само пространство блокирует их? Проведенный нашим исследовательским коллективом педагогический эксперимент является уникальной попыткой выйти за рамки традиционных форм. Он имеет классическую схему, состоящую из трех последовательных этапов: диагностический, организационный и оценочный. Новизна определяется разработкой и внедрением инновационной технологии по вовлечению несовершеннолетних преступников в добровольческую деятельность по следующим направлениям: экологическое (развитие экологического сознания, посадка деревьев и растений, уход за бездомными животными и др.), гражданско-патриотическое (оформление выставок по результатам поисковых операций, уход за мемориалами, организация праздничных концертов в честь ветеранов), культурно-досуговое (проведение концертов, театральных постановок, праздников для социально-незащищенных категорий граждан). Волонтерство способствует восстановлению разрушенных социальных связей через осознание себя полезным членом общества. Использование методов, опирающихся на познавательную активность, творчество и креативность детей, активное привлечение родителей к процессу реабилитации, позволило

добиться впечатляющих результатов в обучении, межличностном взаимодействии, а главное – в самооощении и самопрезентации детей, на которых общество традиционно привыкло ставить «крест».

Ключевые слова: девиантное поведение, несовершеннолетний преступник, социальная реабилитация, социально ориентированная позиция, добровольческая деятельность.

Introduction

In any country, regardless of its economic, political and social development, the problem of juvenile delinquency is always a painful topic. The UN General Assembly adopted guidelines for the prevention of juvenile delinquency in 1990. Along with these international conventions, there are also Russian national laws regulating work with delinquent adolescents: Federal Law “On the Basics of the System for the Prevention of Neglect and Juvenile Delinquency” 2017), “National Action Strategy for Children for 2012–2017,” etc.

Socio-economic processes in modern Russia are accompanied by changes in the behavior and consciousness of people. These phenomena have led to a significant change in the value-moral personality sphere, particularly in the younger generation. Modern adolescents living in a complex world in their content and structure, more than other age categories, depend on the norms and values cultivated in society. These social changes have exacerbated a number of negative processes, such as the growth of asocial and at-risk families, an increase in the number of homeless and street children, and minors involved in criminal activities.

According to Federal State Statistics Service, in 2017 there were 45,300 crimes in Russia committed by minors, or with their complicity (Rosstat, 2018). It is worth considering that this indicator does not include latent crimes and offenses that do not qualify as criminal. The practice of rehabilitating juvenile offenders in Russia requires understanding and introducing new approaches to organizing activities, including its socio-pedagogical component.

Literature review

Work with juvenile delinquents is multidimensional; scientists in various fields of science – sociologists, psychologists, lawyers, educators, and others are involved. The works of Jorge Gaete and his colleagues who investigated mental health and related factors among young criminals (2018) ; Marko Manninen et al, who studied adult crime among former school teenagers (2017); John Robst, Mary Armstrong, and Norin Dollard, who identified the link between the treatment of mental illness in the hospital and the recidivism of youth crimes (2015); A. N. Groth, who made a significant contribution to the study of the psychology of criminal acts (2001); and Malatesiinic, Micovic & Kendel, who developed a questionnaire to assess the psychological and social factors of risk behavior in adolescents (2005).

Russian science also has significant material on working with deviant and delinquent adolescents. The psychology of asocial-criminal groups of adolescents was studied by I.P. Bashkatov (2002); psychological and acmeological support of adolescents delinquent behavior by VG Belov (2010); resocialization of adolescents in an educational colony by M.V. Bukharova (2010); placement of a minor in a closed institution by the court – A.I. Mamedov (2008); involvement of minors in the commission of crimes – A.V. Osip'yan (2004); sociocultural conditionality of the re-socialization of maladjustors and deviants in the process of social change – A.M. Shevchenko (2004); the study of international and Russian experience delinquent groups of minors – Yu.L. Orlova (2010), I.I. Saldamatina (2007) and others.

A brief review of the literature demonstrates the multifactorial nature of the phenomenon of juvenile delinquency and the difficulty of identifying cause-effect relationships in its diagnosis. There are different points of view on the nature of the onset of episodic tendencies in children and adolescents, but most researchers tend to believe that, under certain conditions, successful rehabilitation and prevention of relapses are possible.

Materials and research methods

The objective of this study was the need of modern Russian society to reduce the level of criminalization of minors and increase the effectiveness of social and educational institutions for the rehabilitation of adolescents with socially dangerous behavior – social rehabilitation of juvenile offenders. The aim was development of social technologies for the rehabilitation of juvenile offenders in a closed-type institution, contributing to the formation of socially-oriented positions.

It uses methods of theoretical analysis, synthesis, abstraction and generalization; empirical methods: observation, testing, expert evaluation, a formative experiment, and methods for statistical processing of experimental research results.

To create a single conceptual field, we propose to use the following terminology: the deviant behavior of adolescents is the actions of minors who violate moral and / or legal norms adopted in society, detrimental to the adolescent and/or society (Dikusar & Mironov, 2017, p. 47), and delinquent behavior of adolescents is associated with a violation of the criminal code of the Russian Federation. Juvenile adolescents who have committed a series of offenses and crimes of minor and moderate severity consist of various types of preventive registration: the intra-school commission, the commission for the affairs of minors and the protection of their rights, etc. Teenagers aged 14 years who have committed serious crimes, are convicted by a criminal court for minors. They are assigned various types of criminal penalties, including imprisonment, or they can be sent to specialized closed educational institutions. Under the socially-oriented position of a minor criminal, we understand the process and the result of his social rehabilitation, reflecting the teenager's personal attitude towards the surrounding reality, towards society, other people and himself.

In Russia, there are two types of educational institutions for children with deviant behavior: open and closed. The open type for maintenance, education and training, accepts people aged eight to eighteen years old, requiring a special pedagogical approach. Among other reasons for admission to an open educational institution, the consent of the parents (legal representatives) is required, as well as the consent of the child himself, if he has reached the age of fourteen years. Minors between the ages of eleven and eighteen years old, who need special conditions of upbringing and education, may be placed in closed institutions. Only a court can decide to place a child in a closed institution. The mission of such schools is to create educational and rehabilitation support for a teenager who is in conflict with the law.

Experimental research was carried out between February 2009 to March 2016 in the State public educational institution of the Sverdlovsk region "Special closed educational institution for students with deviant (socially-dangerous) behavior" and the State budgetary special educational institution for students with deviant (socially-dangerous) behavior of the city of Moscow – School "Chance" .. The total number of participants in the pedagogical experiment was 258 people, including 165 teenagers, 21 teachers, 72 parents. All the research procedures were agreed with the administration of institutions and parents, and were carried out in the presence of persons authorized by the administration. The study included three stages of social rehabilitation of juvenile offenders: diagnostic and prognostic, organizational and activity, and productive and evaluative.

The first diagnostic and prognostic stage is associated with a comprehensive survey of juvenile offenders. Conversations, interviews, observation, questioning, and testing were used to determine: the degree of severity and intensity of past and current offenses committed by the teenager;

- the family circumstances affecting his delinquent behavior;
- his education is recorded;
- the specifics of the relationship of a teenager with peers;
- their use of psychoactive substances;
- the organization of his leisure time;
- the personal qualities of the adolescent (high or unstable self-esteem, aggression, hyperactivity, etc.);
- his attitudes and social orientation.

At the second, organizational stage, the analysis and interpretation of the survey results are carried out. This allows the prediction of the content, forms and methods of work with juvenile offenders. Various programs have been developed and published: “Socio-pedagogical activities for the prevention of deviant behavior of adolescents” (Galaguzova & Toisteva, 2015), “Post-penitentiary support for minors in conflict with the law” (Moskvina, 2017), “Socio-pedagogical rehabilitation” (Moskvina, 2016). These led to traditional social technologies for the legal education of minors (business game “Me about the law. Law about me”, legal education “The alphabet of the young lawyer”, legal quest), technology of working with the minor’s family (technology of correction of parent-child relations “Family holiday”, the technology of forming a constructive self-identity of a teenager based on the restoration of family history “What to dream?”).

A key element of the rehabilitation program is an innovative technology for the involvement of juvenile delinquents in voluntary activities (Galaguzova, Luzhkov & Galaguzova, 2016). Volunteering today in Russia is becoming a mass phenomenon, but its potential for restoring destroyed social ties and relations with society in adolescents remains insufficiently studied.

The main difficulty for volunteer work with juvenile offenders is that the rehabilitation system creates a number of restrictions on freedom of action and exercises through twenty-four-hour control over adolescents. Therefore, any decisions on the implementation of new educational approaches require coordination with a special commission, development and approval of regulatory documents, appointment of responsible ones, selection of social partners and conclusion of cooperation agreements with them (as is the case with volunteer work).

We have identified the following types of voluntary activities of juvenile offenders: environmental, civil-patriotic, cultural and leisure. Ecological activities are associated with the landscaping of the territory, the care of the springs, the teaching of the principles of environmentally friendly handling of household waste, the manufacture of birdhouses and bird feeders. One of the most important types of volunteering for teenagers is to help homeless animals and work in animal shelters. Systematic work in shelters allows a teenager to take care of a particular animal, which, after the termination of the sentence, a teenager can take home from the shelter. Civil-patriotic activities include participation in patriotic actions (“Making a Soldier”, “Immortal Regiment”, “The Book of Memory”, etc.), helping in the design of exhibitions based on the results of search operations, taking care of monuments and graves, organizing and holding festive concerts hospitals, boarding schools for veterans. The cultural and leisure activities include the preparation and holding of concerts, theatrical performances, holidays for the elderly, disabled children, orphans, which contributes to the formation of a positive experience of caring for others.

The third stage of social rehabilitation of juvenile offenders is associated with the conduct and analysis of experimental work.

Research results

The structure of the ascertaining unit of the study (2010-2011) includes comprehensive socio-pedagogical diagnostics based on the regulatory, activity and motivational components of the socially oriented position of the adolescent delinquent behavior (Table 1).

Table 1. Criteria and indicators of socially oriented adolescent delinquent behavior

Criteria	Indicators	Methods
Regulatory	knowledge about self-regulation and self-control; level of development of volitional self-regulation	Methodology "Research of volitional self-regulation" (A.G. Zverkov, E.V. Eydman).
	the level of subjective control	Methodology "Diagnosis of the level of subjective control" (J. Rotter).
	observance of discipline, attitude to the fulfillment of tasks at home, attitudes towards learning, manifestation of instances of conflict with peers, attitudes towards work, features of responding to pedagogical influences	Pedagogical diagnostic card.
Activity	the potential of adolescents in the development of their communicative and organizational skills	Methodology "Identification and evaluation of communicative and organizational skills" (V. Sinyavsky, B. A. Fedorishin).
	the nature and strength of the cognitive interest of students	Methodology "Cognitive interest" (L.M. Friedman).
	activity in educational activity, personal manifestations in labor activity, activity in socially approved forms of life activity, the appearance of a teenager, the quality of the formation of a teenager's attitude to violations of the discipline	Pedagogical diagnostic card.
Motivational	the severity of the motivation to success	The method "Diagnosis of the individual on the motivation to success" (T. Elers).
	sustainable motives of the individual: the motive of striving for success and the motive of avoiding failure	Technique "Measuring the motivation to achieve success" (A. Mehrabian).
	manifestation of cognitive activity, manifestations of activity in participation in creative activity, manifestations of activity with participation in intellectual activity, manifestations of activity in participation in labor activity, manifestations of social activity	Pedagogical diagnostic map.

In the course of diagnostic procedures, it was found that there are significant differences between adolescents in the nature of their attitudes, ways of interacting with others and self-presentation. Conventionally, there are three levels of adolescent socially oriented positions for each of the criteria – high (orientation to discipline, activity in educational and extracurricular activities), medium (isolated cases of misconduct,

selective interest in learning material, unsystematic creative and extracurricular activity) and low (conflict and systematic violation of discipline, poor learning of the material, lack of interest in extracurricular activities).

Regulatory criteria

The first stage of the experiment showed that only 6.7% of respondents have a high level of volitional self-regulation and subjective control, another 21.8% of respondents demonstrate an average level of these qualities. Most adolescents (71.5%), are at a low level; the system of self-regulation and self-control is poorly developed, there is no motivation to keep themselves in the field of social approval.

Activity criterion

This is a weighted average of three indicators – the level of communicative and organizational skills, level of cognitive interest and activity in socially-approved forms of vital activity. The results are distributed as follows: 5.5% – high, 19.4 – medium, 75.1% – low. It is worth noting that the highest rates were demonstrated in the communicative and organizational skills of adolescents, which is explained by criminal experience in the peer group, where these skills are necessary for full-fledged communication and interaction.

Motivational criterion

The research results show low levels of choosing socially-approved ways to achieve success – 69.1% of adolescents demonstrate a low level, 26.1% – an average, only 4.8% – a high level. This

is directly related to the unfavorable situation of these adolescents, lack of positive life experience and lack of faith in the possibility of achieving success through socially acceptable methods.

The formative stage of the pedagogical experiment consisted of solving the following issues:

- organization of the correctional and developmental environment of a special educational institution (the main components of the environment are represented in spatially-specific, social, psychological and pedagogical components. A specific component of the environment of a special educational institution — modal) is significant within the framework of research tasks:

- improving the qualifications of employees of special educational institutions (a system of scientific and methodological support for social and pedagogical rehabilitation has been developed. It includes: the program “Social and pedagogical rehabilitation of adolescents of delinquent behavior in a special educational institution”; correctional program “My choice” for the implementation of differentiated approach in the pedagogical provision of social and pedagogical rehabilitation of adolescent delinquent behavior; the method of “Individual взаимодействие interaction with the pupils of a special educational institution”; educational-methodical complexes “Formation of legal literacy of adolescents delinquent behavior”, “Diagnosis and development of social skills of adolescents delinquent behavior”, the program “Features of the work of a regime service” methodological materials “Educational potential of regime moments of a special educational institution for adolescents delinquent The behavior” and other methodological developments;

- development of social partnership of subjects of social and pedagogical rehabilitation. The specificity of institutions limits the participation of external actors in the educational process, but as part of the experimental work, a list of organizations potentially able to have a positive pedagogical impact was identified.

The following partnership projects have been developed and implemented:

1. Quest games for family, civil, patriotic education, inculcating the basics of life safety (together with students of the Ural State Pedagogical University).

2. Operation “Birdhouse” (design, manufacture, decoration and placement of birdhouses). Organized a regular visit to the nursery for animals by members of the volunteer detachment of a special educational institution (together with students of FSBEI HE “Ural State Agrarian University”).

3. Vocational guidance work – visiting production shops and acquaintance with the production process, the organization of professional samples (together with the production enterprises of the city).

4. Cultural and educational activities (excursions and activities outside the special educational institution, visits by cultural institutions of pupils in the region of a special educational institution).

5. Organization of interaction between parents and children in a special educational institution (holding parental meetings, sports and cultural events: the game “Santa Claus Village”, the quest game “By the Maze of Knowledge”, joint production of products in workshops, planning a joint future in the framework of specially-organized forms of work).

Control diagnostics were based on the procedure of correlating the criteria indicators of the socially oriented position of adolescents before and after the formative experiment. Table 2 presents the comparative results of changes in the socially oriented position of adolescents.

Table 2. The dynamics of the socially-oriented position of adolescents

Criterion	Level of formation	Indicators at the establishing stage (%)	Indicators at the control stage (%)
Regulatory criteria	High level	6,7	98,8
	Average level	21,8	0,6
	Low level	71,5	0,6
Activity criterion	High level	5,5	94,6
	Average level	19,4	3,6
	Low level	75,1	1,8
Motivational criterion	High level	4,8	95,8
	Average level	26,1	3,0
	Low level	69,1	1,2

In this process of socio-pedagogical rehabilitation of adolescents with delinquent behavior, visible positive results were already achieved after the first three months of experimental activity in the frequency of homework and interest in studying. The most time-consuming and labor-intensive processes are the correction of conflict behavior and the formation of an adequate attitude to the observations and requests of teachers (the regulatory component).

Interest in learning has also influenced the success of educational activities, accuracy in work and appearance: positive dynamics were noted during the first half of the socio-pedagogical rehabilitation of all adolescents. Significant resistance was noted to the correction of the adolescent’s inner position – the condemnation of negative actions of peers, and an open statement of one’s own opinion (activity component).

Indicators of the motivational component, the manifestation of cognitive interests, creative and work activities, social activity, have improved significantly during the year

of the formative experiment. Interest in extra-curricular and extra-curricular activities has increased, and the frequency and quality of participation in intellectual and creative competitions at school, city, regional, All-Russian and international levels has increased.

An important result of socio-pedagogical rehabilitation is the ability to resist the factors of recurrent crime. At the beginning of the experimental work, there was a negative result in 71.5% of adolescents; by the end of the experimental work, almost 100% of positive results were achieved. This illustrates the meaningfulness of students of the importance of compliance with the norms and requirements in force in modern society, and also demonstrates their ability and desire to organize their lives in socially acceptable ways.

The indicators selected in the course of the experiment are not only responsible for changing the socially-oriented position of the adolescent, but also play an important role in their ability to withstand the factors of recidivism, the ability for socially-approved activities, and the motivation for success.

It is known that after graduation from a closed institution, minors return to their former social environment, where in 90% of cases the situation in the family and social environment of adolescents does not change in a positive way. That is why the ability of graduates to resist the factors of recidivism is important. This has the greatest influence on the adolescent's self-esteem, his motivation and success in becoming a law-abiding citizen. Our study also proved that there is an interrelation between the levels of the socially oriented position of a minor and the success of his life activity after his release from a closed institution.

Discussion and conclusion

The social technologies developed and implemented by a team of authors have made a concrete contribution to the theory and practice of rehabilitating juvenile offenders. The programs developed, and innovative social technologies for volunteering and diagnostic tools, can be used to rehabilitate not only juvenile delinquents, but also social rehabilitation for adolescent deviant and delinquent behavior.

Further development of the problem should be continued in the following areas: identification of risks in the use of social technologies for the rehabilitation of adolescent deviant and delinquent behavior, additional education of teaching staff to work with such adolescents; use of the rehabilitation potential of the adolescent's family for his social rehabilitation.

Ethical statement

All actions were coordinated with the management of the institutions where the study was conducted. All rights and freedoms of pupils and their parents were respected. The results are implemented in practice.

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