

**CHANGING YOUTHstories, Mapping Risks, Diagnosing Needs and Modelling Multimodal  
Intervention towards Personal Growth and Social Inclusion of Young People in Difficult  
Situations**

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# CHANGING YOUTHstories

**Stories with a beginning, a middle and a ...change**

**Handbook of Training in the Systemic-Dialectic Approach to Working with Youth at Risk**



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# Overview of the Training

The present Handbook corresponds to a 10-day seminar focused on **training for working with Youth at Risk** conducted by colleagues of the **Athenian Institute of Anthropos**. Accordingly, the structure and tasks described herein correspond and are organized on the basis of the theme and the duration of this particular seminar. However, the structure and tasks of such training can be constructed, adapted and matched to shorter or longer seminars, as long as the scope and purpose of the chosen tasks are appropriate for each phase of a given session or the seminar as a whole. Defining the scope of a specific seminar, the particular needs and characteristics of the seminar's participants, along with the facilitators' experience and understanding of the group's dynamics will define the selection of tasks and structure of the overall program.

Within this perspective, tasks are presented below within three major categories: (i) Joining & Group Forming Tasks, (ii) Main Tasks, and (iii) Closure Tasks. The purpose of this categorization stems from the fact that different tasks highlight different principles and concepts of the **Systemic-Dialectic Approach**<sup>1</sup>, which emerge and are highlighted within a certain process and timing of an experiential learning process.

"Developing systems thinking and holistic understanding while, at the same time, training towards the personal differentiation of the trainee, is a process of "transformative learning". It is our experience that this professional and personal transforming process can be more fully achieved in a training group program which is, throughout its course, experiential in nature. One where, in each session of training, trainees are given opportunities to focus on their intrapersonal experience and work on their interpersonal skills. The trainees' group process thus becomes one of the fundamental tools for learning." (page 41, Polychroni et al., 2008)

## Day 1

- Welcoming the Participants
- Introduction of the Trainers and the Seminar:
  - Co-creating an initial "contract"
  - Introduction of the Systemic-Dialectic Approach
  - Basic Systemic Principles
- Group forming: dyads, small groups, large group
- Task: individual and/or small group
- Whole group: sequence and synthesis

## Day 2 to Day 10

- Each day consists of a morning and an afternoon session, comprised of: **Joining task – Experiential task – Closing Synthesis.**
- The beginning of each day is dedicated to the “**Joining**” of the participants, i.e. co-creating collaborative relations, trust, safety
- Experiential tasks are performed by the participants, after which they enter small groups so as to exchange their feelings thoughts and learnings
- Closing consists of the whole group again coming together:
  - the small groups present their feedback and the facilitator/trainer reflects back a synthetic narrative of the whole group as it emerged from the ‘sequence’ of small group reports – these are perceived as the “**inner voices**” of the whole group.
- The facilitator/trainer offers the theoretical principles underlying the specific task and the group’s experience. He/she relates the overall process to the goal/theme of the program (in this particular program, to Working with Youth at Risk)

## Key concepts

### Joining

Joining refers to a task/exercise/process used to promote the development of safety and trust in the group. Members of the group may be asked to share a thought/feeling with the others as to “Where they are at the moment” or “how they feel coming today at the training. This sharing is optional and spontaneous and allows the facilitators to get a better sense of the concerns of the group members and their connection, and thus, facilitates further development. The trainer/facilitator accepts and validates these experiences and notes how common they are in such trainings.

### Group/System forming

Group/System forming refers to a task/exercise used to foster connection and to develop a sense of belonging to the group as a whole. This may entail the forming of dyads that are then grouped into groups of four. In other words, moving “from the individual to the initial emergence of the group as a system. The purpose of this stage is to develop an initial connecting process to act as groundwork where trainees become more emotionally open to a learning experience” (page 32, Polychroni et al., 2008).

## Experiential Process

Experiential process refers to the main part of the training session. It involves a task of an experiential nature: an activity that involves both inner work and relational processes and highlights one or more systemic concepts/principles to be learned.

## Small Groups

Small groups are used to either catalyze or process an experience. Members share their thoughts and experiences on a particular theme or their feelings from a performed task – What did you learn from the experience? About your work? About yourself? Small groups are each time asked to co-create a short report of their process for the whole group. At times, this report may also be shared through an **image** or a **metaphor** of the small group's process.

## Whole Group

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*Whole group refers to all the group members together in an open circle. After the small groups have discussed they come back to the whole group – always keeping close/sitting next to their fellow small group members. Each group reports to the whole group, sharing their feedback of feelings and learnings in an open circle. Important to note is that the groups do not present in a preset order. They are free to share when they feel it appropriate, based on the criteria of connection with the previous group's presentation.*

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“Coming again together as a full group is one of the most important phases in the training process. It reveals a meta-level scope of the whole group process on a higher complexity. This comprises the main issues being negotiated in the group at that specific time in its developmental process, along with its members' multi-voices of emotions, ideas and concerns” (page 34, Polychroni et al., 2008).

## Group Narrative/Synthesis

From the sequence of the diverse small group reports a group narrative emerges - a narrative which is spontaneously co-created through the sharing of the small group inputs, and/or metaphors, in the whole group and is reflected by the facilitator/trainer.

“The trainer listens to these reports, viewing them as expressions of the different inner voices of the group. He/she tries to understand the content, sequence and metaphors of the different voices in relation to the context/goal of the particular training session and the theme under discussion. At this time, the trainer's role is to actualize and integrate the flow of difference in the group's voices. This is done by



generating meaning from the metaphors within the context of the sequence they are expressed and by reflecting, back to the group, a unifying synthesis relevant to the whole group process. The trainer may be seen as an “outside witness” of the group process. One who expresses to the group his/her understanding of what evolved, as a “one-person reflecting team”, so facilitating the development of a new level of integrative collaborative understanding” (page 34, Polychroni et al., 2008).

A synthetic narrative goes behind and beyond what is expressed in the content/ words of the group report, revealing an underlying process and/or issue of the group, reframing what has been shared on a higher level of meanings. This synthesis illustrates to the group the systemic principle of “the whole is different than the sum of its parts”.

# Structure of the Training

Each day the training is comprised of three main consecutive stages:

- (i) Joining & Group Forming
- (ii) Experiential Process
- (iii) Closing Synthesis

Each of the two above-mentioned categories comprise possible task/exercises that can be performed depending on the systemic concepts/principles the facilitator/trainer wishes to highlight for a particular session – always taking into consideration both the scope of the seminar and the specific needs of the participants with the group process dynamics at that moment in time. These include work on both the individual and small group level.

The closing of the day consists of the whole group coming back together. Small groups give their feedback and the facilitator reflects the group narrative that emerged and refers to specific relevant systemic principles/concepts.

Accordingly, the structure of the Training Program addressed in this Handbook was based on some of the **Themes that the Institute** considers essential in training those who work with Youth at Risk. These were:

1. Group/System Forming:
  - a. Co-creating safety through connection
  - b. Contract: learning through doing
  - c. Complexity and Change
2. Anthropos as a Biopsychosocial System
  - a. Hierarch and Interaction of Systems
  - b. Importance of Context:
    - (i) Sociocultural/Global Change: transition/effects on functioning (particularly on today's youth)
    - (ii) Family Functioning and Life Cycle Change: adolescence and young adulthood
  - c. Systemic Expert: Co-evolution/"gardener vs builder"
3. Self as a Dialogical Process of Development
  - a. Self-knowledge/Inner Voices: discovery and utilization
  - b. Intergenerational Patterns
  - c. Self-Leading Skills: emotional awareness, empowerment through personal meaning and connection
  - d. Boundaries: self and others
  - e. Flexibility: openness to new and/or alternative possibilities/solutions
4. Interpersonal Relations:
  - a. Actions of Communication
  - b. Attunement and Empathy
5. Group Process:

- a. Types of Leaders in Groups
  - b. Reflection Resonance:
    - (i) “Difference makes the difference”
    - (ii) Openness to and use of all emergent voices, behaviors and dynamics for mutual growth
  - c. Co-evolution
6. Empowerment and Development: Intra/Inter-personal skills for young people
- a. Personal Meaning

# Tasks

## Rationale

Tasks are performed during both morning and afternoon sessions. All tasks follow a similar structure and set of instructions. What varies is the content and form of the task. Multiple systemic concepts/principles are relevant to and can be connected to each task. The specific systemic theoretical principle and/or concept that the trainer/facilitator sees as relevant to the training theme and to the specific session in the development of the group is the basis for the selection of a particular task.

What follows – is not an exhaustive list of possible tasks – corresponds to the tasks selected and performed during this particular training program.

**Joining/Group Forming tasks:** aim at fostering the formation of the group as a living system, creating safety and promoting collaboration and enhancing group cohesion.

Every day of the program, independently of its length, begins with a joining exercise among participants but also across the days of the program.

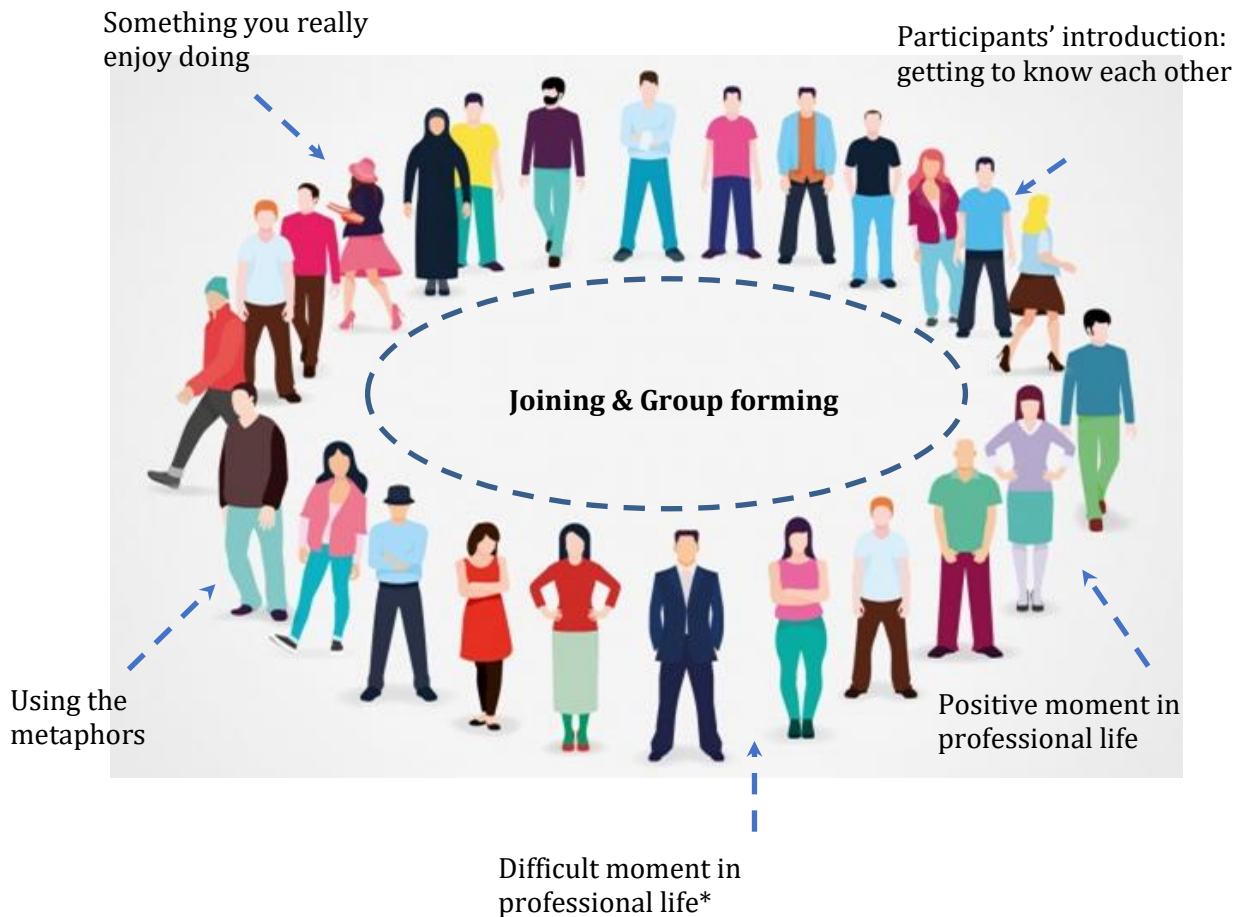
What varies is the type of joining task chosen by the facilitator/trainer as the group evolves over time – some joining tasks can only be performed within an already formed/developed group.

Five possible joining & group forming tasks follow:

1. Participants' introduction:
  - Dyads: getting to know each other
  - Groups of 4: each participant presents the other (from their dyad) to the group, speaking in the "I" position (i.e. as if he/she were that person)
2. A positive moment in your professional life
3. A difficult moment in your professional life
4. Using metaphors: music, verse, hero
5. Something you really enjoy doing



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**Experiential process tasks** constitute the central part of the training session. They highlight one or more core systemic concepts/principles and are selected accordingly. These tasks foster an understanding of the Systemic-Dialectic Approach which emerge through the participants' felt experience, insights and sharing.

This category includes tasks, such as:

- Sentence completion: view/experience
- Systems Game
- Switch Game
- Family's Life Cycle
- Family in Crisis
- "It's Monday 14.40 ": Hierarchy/Complexity

- Broadening the Context
- Self vs Work-Context Roles
- Axioms of Communication

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- Broadening the Context
- Self vs Work-Context Roles
- Axioms of Communication
- "School is almost out..."

**Closure tasks** are performed towards the end of the training and aim at offering the participants a sense of closure of the overall experience.

"At this phase feelings of closure and separation are starting to emerge. Tasks of this phase should facilitate the expressions of these feelings and promote a reporting-debriefing of each member's experience in the group during the specific day or the whole seminar. It is also important that a kind of evaluation of both the knowledge and the whole process will take place" (Filippou & Karantana, 2010).

These tasks include:

- Appreciative Inquiry
- Dreaming
- Magic Shop

Below one can see an indicative matching of tasks with the training themes/systemic principles/concepts as previously described.



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Joining tasks	
Tasks	Systemic Concepts/Principles
Participants' introduction	Self-knowledge/ Self-awareness
A positive moment of your professional life	Self expression – connecting/sharing with others/collaboration
A difficult moment of your professional life	
Using the metaphors: music, verse, hero	
Something you really enjoy doing	Empathy
	Biopsychosocial system
	Empowerment/ Development of personal meaning

As<sup>1</sup> all joining tasks are performed in order to promote group forming, they all encompass the same systemic notions. In that sense, trainers can choose any one of them as initial tasks, except for the task of “sharing a difficult moment...” as this task has higher levels of exposure on behalf of the participants and thus a more established group trust and familiarity is required.

<sup>1</sup> (Systemic Concepts/Principles are referred to through a key word – please refer to the “Themes of Anthropos Institute” list for a full description of each notion, page XX)



Experiential tasks	
Tasks	Systemic Concepts/Principles
Systems Game	Group Processes Anthropos as a System
Switch Game	Interpersonal communication Empowerment Self-knowledge/ Self-awareness Self expression : connecting/sharing with others
Family's Life Cycle	Intergenerational patterns Family Stages and Functioning Diverse Inner voices Self-knowledge/ Self-awareness Complex socio-cultural and global change
Family in Crisis	Intergenerational patterns Complex socio-cultural and global change Setting boundaries Types of leadership
"It's Monday 14.40..."	Complexity/Hierarchy of Systems Setting boundaries Expressing self
Broadening the Context	Flexibility Inner voices Self-knowledge/ Self-awareness
Self vs Work-context Roles	Setting boundaries Flexibility Self-knowledge/ Self-awareness Inner voices Expressing myself – sharing with others
Axioms of Communication	Interpersonal communication Empowerment of communication skills
"School is almost out..."	Group dynamics: roles/leaders Self-knowledge/ Self-awareness





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Closure tasks	
Tasks	Systemic Concepts/Principles
Appreciative Inquiry	Empowerment and development Interpersonal communication and skills Self-knowledge/ Self-awareness Expressing myself – sharing with others - empathy
Dreaming	Empowerment and personal meaning Flexibility Expressing myself – sharing with others Self-knowledge/ Self-awareness Inner voices
Magic Shop	Expressing myself – sharing with others Self-knowledge/ Self-awareness/ Self-leading Flexibility

# Detailed Tasks' Description

## Joining & Group Forming tasks

### Something you really enjoy doing

#### Dyads (select the least familiar to you person)

Get to know each other. At first, introduce yourself by sharing something about you, something that you really enjoy doing (not professionally, something like a hobby). Then, share your expectations of this seminar, in terms of what you expect to get out of it but also how you expect/ would like this time here to be

#### Groups of 4 (2 dyads joining together)

Describe your partner from the dyad as shared with you (in the first person)

Each share feelings, thoughts and expectations.

Write on a paper your feelings, thoughts and your common expectations of this seminar

Optionally, in the same groups of 4:

- Write a slogan starting from the phrase: "Youth at risk today..."
- Give a nickname to your small group

#### Whole Group

The trainers are reflecting a Sequence of what was said from the small groups.

## Participants' introduction: getting to know each other

#### Dyads (choose a person that you think is different from you and that you would like to know him/her a little better. Focus on some difference with another person that you notice here and now.)

Participants introduce themselves from personal and professional point of view. Each dyad discusses about the similarities that occurred/emerged during the process.

### **Groups of 4 (2 dyads joining together)**

Each partner from the dyads introduces his partners to the rest of the group. The group of 4 identifies some similarities between the 4 stories. Each group of 4 reflect on this experience and formulate their experience in a couple of sentences.

The sentence will be shared with the Whole group.

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

## **Using metaphors: music, verse, hero**

### **Dyads**

Each participant will think of a metaphor for his/her partner: a music that describes the partner from the dyad, like a verse, or a super-hero, etc.

### **Groups of 4 (2 dyads joining together)**

Reflect on the process.

### **Whole Group**

Share the reflection within the large group. The trainers are reflecting a Sequence of what was said from the small groups.

## **A positive moment of your professional life**

### **Dyads (select the least familiar to you person)**

Share a positive moment of your professional life, a moment that warmed your heart...

### **Groups of 4 (select the least familiar dyad to your own)**

Discuss and then write down any common things (principles, etc.) that have emerged in your previous discussion with your partners in the dyads.

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.



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## A difficult moment of your professional life

**Dyads** (choose a person that you feel most comfortable with right now – NOT in the first meeting)

Think of a difficult, complicated situation in your professional life. Share it with your partner.

**Small groups** (choose a dyad that you feel most comfortable with right now)

Discuss about the things you shared in your dyad and see if there are any similarities/ common things between them. Write them down.

**Whole group**

The trainers are reflecting a Sequence of what was said from the small groups.

## Experiential Process Tasks

### System Game<sup>2</sup>

***[System characteristics and rules]***

Two volunteers are asked to stand out of the group and leave the room until we tell them to come back.

To the rest of the group: Stand up... each one of you chooses two persons in the group without telling them and tries to....)

- Step 1: Stand up. Start walking in the room and looking in the other's eyes, saying hello (using the eyes only) and then, after a sign of the trainers, stop looking at the others.
- Step 2: Each participant will choose 2 other participants and will try to be in the same distance from each other -either triangle or in line, no matter how or where the other 2 persons will move).

We ask the two volunteers to enter and observe what is going on... They are not part of this “system” and will try to explain what is happening...

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<sup>2</sup> Revised version of REOS TOOLKIT MODULE NO. 9: The Systems Game

<http://reospartners.com/wp-content/uploads/2015/07/Reos-Partners-Toolkit-Module-9-The-Systems-Game.pdf>

#### **Groups of 4: (the same as before)**

Discuss about the task. Share thoughts and feelings about it.

Write something as a small group in order to share with the rest in the Whole group

Use an analogical form of expression, e.g. a metaphor, a painting, etc.

#### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

#### **Related theory - important points for the trainer to note:**

- The discussion will reflect some of the system characteristics:
- Homeostasis (the ability of an organism/ living system to seek and maintain a condition of equilibrium or stability within its internal environment when dealing with external changes)
- Closed system, but in the same time open system etc.
- A system is more than the sum of its parts
- Every change in a part of the systems affects the entire system etc.

## Switch Game<sup>3</sup>

#### ***[facilitating/ promoting connection, non-labelling the others]***

- Stand up, push chairs towards the back
- Walk around the whole room... not so fast, at your own pace, at your own direction... As you're walking, try to say hello to the other people that you meet in your path, only with your eyes! (...Encompass all the room, don't stay at the outskirts...)
- When I say “switch”, I want you to keep walking without looking at the other people, not saying hello... (like in the airport, in a rush...not connecting with anyone. Try to stay in touch with your feeling.
  - Switch!: Say hello with your eyes...
  - Switch!: not looking to anyone, observe your body, how you 're feeling...
  - Switch!: you connect with the others, you are greeting them silently..
  - Switch!: no contact (observe your body)

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<sup>3</sup> Revised version of REOS TOOLKIT MODULE NO. 13: The Switch Game

<http://reospartners.com/wp-content/uploads/2015/07/Reos-Partners-Toolkit-Module-13-The-Switch-Game.pdf>



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- Switch!: you want to say hello, heartfully...
- Slowly, choose one person and stand in front of each other
- Look at that person from head to toe
- Become aware of any judgement that you already have made about that person, positive or negative, interesting or dull, attractive or not...
- Become aware of your judgments of that person... Bring to your mind those labels/judgements. Now push them away!
- That person has a past, has a family, has dreams, aspirations, has a birth, a destiny in life and a death.
- The person in front of you is a mystery to you...
- Say goodbye.
- Find another partner. Look at that person from head to toe... Become aware of any judgement... Sweep them away! They are your judgments. That person is unique.....has a birth, a destiny /path and some point a death... It is a mystery... Say goodbye to him/her anyway you feel...
- Find 3 other people and sit together. Make small groups.
- Talk about your experience: What is it here that we are trying to learn?

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

### **Related theory - important points for the trainer to note:**

- All of us are here present, without any preconceptions.
- All these are projections, not real facts.
- The need of being yourself and at the same time the need to connect.
- Autonomy through and for Interdependence

## **Family Life Cycle**

Trainees make small groups – “families” in different life phases:

1. Newly married, no children
2. Family with young child / young children
3. Family with teenage children
4. Family with young adult/-s

The trainer is giving the following direction to each family:

- Discuss with each other: What are you planning to do this weekend?

After they have written the scenario of their discussion, each family gets into the circle and plays it, without any comments.

Then, they return back to the Whole circle and every member is answering to the following questions:

- How did you feel about (or within??) this family?
- How would you describe the emotional atmosphere of the family, in a nutshell?
- Has everyone participated in the decision making of the family? Have all the voices been heard and taken into account?
- How did each member of the family feel at the end of the discussion?
- If your neighbors were able to watch the discussion, which nickname they would give to your family?

### **Small groups**

Trainees make small groups composed of at least one member of each family. They discuss how they felt, what they experienced, what they understood. In the light of which big task, which major changes is the family at the moment?

### **Whole Group**

Small groups share their reports and then the trainers sum up with the theory about life phases.

## **Family in Crisis**

### ***[Role-playing]***

(5 family members: father 41 yr., mother 39 yr., son 14 yr., daughter 12 yr., daughter 8yr. old)

Trainees are asked to form small groups for each role/family member in the given story, or at least for the first three (it needs to be at least three persons in each small group/ member). Then, the trainer reads the following story/ incident, which trainees are listening through their roles:

Petros is an architect with his own office which is very successful. He used to be a very good student during his university studies in Polytechnic School of Architecture, where he met Eleni. They shared the same dreams and they got together soon after they met. When Petros finished his military service and Eleni took her university degree, they got married.

They started a business (architecture studio) together but soon after that Eleni got pregnant, so they decided that she should stay at home. They had their first child, Yannis. After two years they had their second, Anna, and 4 years later their third child, Maria. So, Eleni, became a housewife.

Petros was spending more and more time in his office. Eleni was worried about that but couldn't say anything, since the bills were very high with three children. She was trying to be patient, but often she made some bitter comments about their father's absence to their children...

It's Saturday evening. Petros is coming home from work at 10:30. He grabs something to eat and goes to his office to finish some work, since he has a deadline for tomorrow. On his desk, he finds his blueprints/papers all messed up and smudgy! He sees that it's Yannis' hand-writing. He gets furious and calls, yelling, for Eleni. She goes to him really scared.

- Look at this! I am going to kill him!
- Eleni feels more scared now... She doesn't know what to say.
- Come on honey, he is just a child...
- Petros gets angrier. He storms into Yannis' room holding his messed up papers.
- Yanni!!
- Dad, why are you entering my room like that??
- You are grounded for 1 month! No going out with your friends, no basketball practices, no nothing!
- Come on Petro, he can explain, he didn't do that on purpose... (Eleni)
- Is that so? His trip to UK with his English Class is out too! (Petros)

Yannis is just listening without saying anything...

The small groups/family members are asked to write their thoughts and feeling in their diary, using the first person, as if they were all parts/ inner voices of their role.

Trainers facilitate inner dialogue between the family members. [catalyzing of emotions]

After that, trainees are asked to form mixed small groups, where they share their personal thoughts and feeling about the whole experience from this task. They write down something in a collective way.

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

### **Related theory - important points for the trainer to note:**

- "Unfinished business" in the family
- Need for a parental alliance
- Punishment vs. promoting growing up

## **It's Monday 14.40..."**

***[Applying the axioms-principles of Systemic Dialectic Approach into bigger systems/ organizations]***

### **Small groups**

Listen to the incident below (through the ears of yourself).



(The following incident was presented by a 25 yr. Kindergarten teacher at a supervision session.)

"It's Monday, 2:40pm. All children, preschoolers and toddlers, are gathered in the toddlers-classroom. I am the only Kindergarten teacher there, at the moment. I say to the kids: "Sit on the floor, on the carpet, and I will read a story to you." I had a specific one in mind, so I am browsing in a book but I can't find it. I read a random one eventually, unknown to me. The children don't pay much attention to me. Katerina, Elli and Marios, from the toddlers' group, are trying to listen. Panos, a 5-yr. old boy, is very restless/ uneasy and is fooling around with Kostas.

Two mothers enter the classroom from the open door in order to take their children home. Eleni is running towards her mother. Katerina, on the other hand, seems that she hasn't noticed her mother. "Come Katerina, we are late!". Katerina goes to her mother, looking sad. Her mother helps her in a rush to wear her coat. The mothers are asking me: "how were our kids today?" and, "have they eaten their lunch? I answer to them "everything was all right", but I feel nervous inside...

The two mothers and their children leave the room. I continue reading the story with a lower voice. I finish it in a rush and I ask the children to sing a song, while I am going next room to check the infants. The moment I get out of the room, Panos, Kostas and Aris follow me. Aris says to me: "We don't want to sing!". I was confused; I didn't know what to do. I am walking the corridor and I see the assistant director. "What's all this noise?" she asks me. I ask her to check the infants and I go back in the classroom. I continue singing."

Discuss about it and try to answer to this first question:

- How does the teacher feel? What is her range of emotions?

The groups open up and share their answer in the large group

### **Whole Group**

The trainers read the incident again and the trainees are asked to distinguish/tell the different systems, to write them in small pieces of paper and put them on the floor in a way that depicts/shoes the connection and the relation between them

There are 8 topics in total that need to be addressed:

1. What are the systems involved?
2. Boundaries (definition and setting them). Permeability of boundaries (flexibility and inflexibility, etc., based on the needs and the functions of the system at this exact time and place.
3. Which principles of functionality are compromised/ violated? This highlights a very important systemic principle: Clear and negotiable setting of boundaries promotes functionality of social/human systems
4. Which connections and communication's channels are adequately or inadequately formed
5. The Principle of Equifinality and Isomorphism.
6. Which one of the multiple expressions of the problem is the right one for each person, wherefrom he/she can start looking for solutions.
7. Which rules are vague/not clear and need exploration and negotiation?
8. How is the problem expressed in different areas of the whole/broader field?

### **Small groups**

How all this is connected to your own professional context?

Share thoughts and feelings about that, taking into consideration all these that you have learned/ experienced in that task.

### **Whole Group**

Every group shares a few things from their discussion. The trainers are reflecting a Sequence of what was said from the small groups.

### **Related theory - important points for the trainer to note:**

- (Show the slide: “Hierarchy of Systems”)

## **Broadening the Context**

- Sit comfortably in your chair... try to relax... focus on your breath... maybe it's helpful if breathed slowly... Perhaps you could also close your eyes... Try to get in your inner self...
- Bring to your memory, from the recent past, when you felt that you were really stuck/ blocked, that you were put in the corner (dead end). As if you are lost in the Labyrinth, the last small group yesterday talked about! Try to feel it...
- As soonest you have brought this memory into your mind, open your eyes slowly, use a marker and make a symbol for this. How do you feel? What kind of emotions does it bring about? [½ A4 paper]
- Put the second paper (translucent) over the painted one and with the same marker draw on the translucent paper something, a part of it that stands out for you that draws your attention that inspires you. [rice-paper]
- Now turn the first paper upside down (hide it) and focus on the second. Make good use of what you chose and draw whatever you like on the second paper. Allow yourself to draw whatever is emerging.
- Now look at this new opportunity that Life has given you. What kind of emotions does it bring about?
- Life, (as long as you are breathing), is always giving new opportunities. Take this third paper. Put the second one on it and fix it using scotch tape any way you feel like it. Make good use of the new empty/blank space and draw whatever is emerging. When you finish, look again at your whole work and focus on the emotions that brings about. [A4 paper]
- Life doesn't stop giving new opportunities, Take this fourth paper. Put the third paper on it, fix it somewhere with scotch tape, any way you like. Make good use of the new empty/blank space and draw whatever is emerging. When you finish, look again at your whole work and focus on the emotions that brings about. [A3 paper]

- Now you are going to make good use of another opportunity that Life provides you so generously. [Some exclamations of surprise and a little discomfort are made by some voices of the group!] We will stop at this opportunity in order to work on this whole experience. Try to make good use of this new opening. Put the painted paper on the new paper, fix it and make good use of the new empty/blank space. [1/2 flipchart-paper]
- Now that you finished, look again at your work.
  - Give a title to your work, something that speaks for the whole process, as you have experienced it. Write it down.
  - Look inside you – what is that you are feeling? Write it down.
- Go back now to that incident/situation of yours (dead end) which came to your mind initially, when you started this process and follow the same procedure/ steps...
- Now, keeping in mind this process, try to broaden the context. Make good use of the opening and see what kind of emotions emerge. What is it that is emerging for the first time? What have you understood about yourself?

### **Dyads**

Share thoughts and feelings about this whole experience. Show your partner your work, if you like... Discuss what seems common in your experience? Was it difficult to broaden the context?

### **Groups of 4**

Choosing another dyad that you would like to know a little better [some dyads choose people that are really close too -for example from the same country]. Share your common things of your experiences, thoughts and feelings about all this process...

Take this small piece of paper ( $\frac{1}{4}$  A4) and write a sentence/ couple of phrases about all this experience, as a small group.

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

## Self vs Work-Context Roles<sup>4</sup>

### **Phase 1:**

- Make dyads/couples with someone you don't know. Say a couple of words about how are you doing today...
- Try to relax in your chair. It may help to close your eyes. Go with your imagination to the place you work /your working context. Bring on your mind how it looks, the place, the colors, the shapes, the smells, the sounds, the temperature, the activities that are taking place, the feeling of the place, the movements people do around, the words they say, the aim of this place / project, the professional roles there...
- What is the specific time of the day that comes in your mind? What activities are taking place at that time? Focus... What is its main characteristic? Let a symbol emerge inside you that shows how you experience this place, the place you work... A symbol that has to do with how you feel there, and how you move ...
- Draw/paint this symbol, the symbol of the place you work. Give a nickname to this place.
- Now turn this paper on the other side (so as not to look at it). Close your eyes again and think of yourself. Go to your inner self, see how you feel right now at this exact moment of your life. Feel the atmosphere, the colors, the texture, the sounds, the temperature, the flavors... Feelings, thoughts, relationships, actions, dreams, difficult things, nice things, joy, sorrow... How do I feel (about) myself at the moment? Let a symbol emerge inside you, something that portrays yourself at present. Draw/ paint it. Then give it a nickname...
- You can show your drawing to your partner, without saying anything. (silently!)
- Close your eyes and imagine yourself at your work-context, at present... How would you connect/combine/match these two symbols today? See these two symbols in a relationship. Which nickname and which title would you give to this relationship?
- When you are ready, open your eyes and share with your partner. Stay silent at first, just looking each other drawings and grasping the feeling... See how you feel, what kind of questions emerge. Share something from this experience.
- Ask yourself, what happened when you try to make that connection. What did you have to change in your symbols, to adjust? Did your initial feeling about them change?
- Feel free now to discuss about this whole experience

### **Phase 2:**

- Choose another couple and make a group of 4 with the same criterion (non-familiarity). You have shared a lot of things, using an analog channel (of communication). Your partner could represent

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<sup>4</sup> Agazarian, Y.M., Gantt, S.P., & Twomey, H.,(2006). Roles. In Y.M. Agazarian & S.P. Gantt (Eds.), SCT in Clinical Practice: Applying the Systems-Centered Approach with Individuals, Families and Groups. Livermore, CA: WingSpan Press.

you. As we want to work on the person inside the role (what nourishes the person inside the role), after you share the work you have done with your work-contexts, share how you nourishes yourself inside your role.

### **Phase 3:**

- They say that a picture is a thousand words. On the first half of your A3 paper, using the symbols you created before, gives us a collective picture of the way you connect in your work-context. On the other half, write down what do you believe that nourishes the person inside the role, so as to become more creative and more mature.

### **Whole Group**

Share your collective pictures.

The goal of the task is the “creation” (emergence) of some sort of compass for the professional role using the sequence of the pictures.

### **Related theory - important points for the trainer to note:**

- The functionality of a role depends on what way and how much it serves the goal/aim of the specific work-context.
- The role is the vehicle/means with which one can put his/her personal skills and abilities into the system in order to serve its goals.
- Other roles, from other contexts, previous jobs, etc. are rarely functional, as they were created in the past, to serve different goals most of the times.
- A functional role demands shift of focus from Self to the System
- Personal/Individual Perception (role-person) → Systemic Perception (role-member of a group)

## **Axioms of Communication**

**(It's important to respect the following order to these tasks)**

### **Task 1: “Birthday Line”**

**[Verbal and non-verbal communication]**

*(we name two spots on the opposite walls of the room as January 1st and December 31st)*

- Stand up and find your place according to your Birthday (not year) without speaking to each other at all! You are allowed to use only non-verbal communication.

### **Task 2: “Do you mean that...”**

Form dyads, according to the easiness of verbal communication (e.g. same language or efficiency in English)



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- Each one says an affirmative sentence, about anything
- The other one asks: Do you mean that...
- You keep asking until you get 3 YES answers (not necessarily in a row)
- Then you switch.

### **Task 3: “Ways of communication”**

Say a small story to each other, e.g. regarding what you did a day before, sitting successively in the following manners:

- Knee to knee (face to face)
- Back to back
- Next to each other (like in a bus) and speaking in the same time
- Knee to knee but with 1 m distance from each other

### **Task 4: “Chinese portrait”**

In the same dyads, share your thoughts about the following questions:

If communication was...:

- A music/song/verse
- A color
- A place
- A vehicle
- ...what kind of that would it be?

### **Groups of 4**

What made the communication difficult and what made it easy? What facilitated the communication between you?

### **Whole Group**

The trainers are reflecting a Sequence of what was said from the small groups.

### **Related theory - important points for the trainer to note:**

Basic principles of communication:

- It is impossible not to communicate
- Content vs. context (relationships): Communication has a meaning only into its specific context
- Message sent different from message received

- Body language > 75% of human communication
- Communication has only present

## “It’s the last hour of the school day...”

1. Introducing the task
2. Brainstorming of the roles in a classroom. The group recognizes a number of roles as the most characteristic ones, e.g.:
  - The teacher
  - The good student
  - The provocative one
  - The vulnerable one
  - The cool one
  - The caring one
3. The trainer asks the group to choose a role and form groups of 4, as the inner voices of each role. Also, to give a nickname to their role.
4. The trainer reads the “scenario”: a story about an incident, true or fictional, that has created some tension in a high school class’ daily life, at the last hour of the school day.

How did you feel? How do you see your class? (speak from the “I” position)
5. After the inner dialogue, write a letter/message to the others, to the class...
6. Each role reads their letter to the others.

(Following the reading of each one of the letters the trainer catalyses the feelings of all other participants from their roles' point of view).
7. The trainer asks them to form mixed small groups. “Stand up, move a little bit, find another place in the room...Take off your role and be yourself again... How did you feel? What did you experience/ understand?”

### **Whole Group**

(Each small group shares their report)

Small groups share their reports and then the trainers sum up with the theory about life phases.

### **Related theory - important points for the trainer to note:**

Axes of care in group process

Each role, representing a voice of the group, expresses/ takes care of:

- Cognitive differentiation
- Continuity, preservation of status quo
- Independence, autonomy
- Change, discontinuity, upset
- Personal meaning
- Emotional expression – nourishing intimacy
- Focus on the process
- Task efficacy

## Closure tasks

### Appreciative inquiry – in pairs

**(McAdam & Lang, 2009)**

**Dyads** (select the person you have least work with till now)

“Tell me a time when you have done something in your professional life you are proud of, (or others would be proud of you for having done this)”

- Interview the story in detail, ask lots of questions. Try and create a visual image of the episode
- SPOT ABILITIES AND SKILLS. As spontaneous as possible, write each one of them on a “post it” and stick it to your partner!
- After finishing both interviews/stories, share your feelings and your thoughts about this process... Discuss values that these abilities fulfill. Try to find what you have in common in the two stories that you shared.

**Groups of 4**

Share common thoughts, feelings and insights. Write down something in a metaphorical way.

**Large Group**

The trainers are reflecting a Sequence of what was said from the small groups.



## Dreaming

(McAdam & Lang, 2009)

### Dyads

Let's dream of the future...

- Close your eyes and imagine how you would like to be in ten years from now. Your projection should be relaxing, relieving, positive... Imagine that all your troubles have vanished, all your problems have been solved. Be as much non-realistic and creative as you want! .... Where are you living? What do you do for a living? (etc.)
- Now, come slowly to the present. How did you manage to get there? What did you have to do in order to succeed that? Who helped and in which way? Follow your dream backwards until you reach the present moment/day.
- Each one of you writes down his/her dream. Then, share your dream with your partner.

### Groups of 4

- Every member of each couple describes in first person the dream of his/her partner. After all members of the small group have spoken, take a moment to think what made sense, what you realized about yourselves, how did you feel during this sharing of dreams. How do you feel right now? Share your thoughts and feelings with each other...
- What would you like to share as a small group and in which way when we come back in the Whole group? Use an analog form of expression, e.g. a painting, a lyric, a song, a human sculpture... As soon as you finish your collective work (synthesis), give a nickname to your small group nickname to your group.
- Nickname to your small group.

### Whole Group

The trainers are reflecting a Sequence of what was said from the small groups

## Magic Shop<sup>5</sup>

[The room is prepared accordingly: put a desk at one side and a chair behind it (like a counter)]

This shop is very different from any the other shop in the world... The things on its shelves that are “for sale” are not tangible, neither can be counted. They are forms of strength/power, habits, skills, abilities, characteristic behaviors, inner characteristics, ways of relating with other people, etc.

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<sup>5</sup> Barbour, A. (1992) Purpose and strategy behind the Magic shop. Journal of Group Psychotherapy, Psychodrama and Sociometry, 45, 91-101

And the strangest thing about this little store is that you cannot use money or any other mean of transaction to get what you want. You can get whatever you ask for from the Little store, whatever you need this exact moment of your life and the only thing you have to give back to it is something from yourself that you DON'T need any more, like a habit, a kind of behavior, a certain quality of yours... This "thing" of yours might have been necessary for you until that moment, despite what the other people thought about it. But you DON'T need it anymore. And by giving it to the store, you give another person the chance to have it, a person that needs it more than you "here and now" in his/her life.

The trainer takes the role of the little store's owner. Each trainee is coming one by one and sits in front of the trainer's desk. He/she asks what he/she wants and says what he/she offers in return.

# Indicators of panoramic diagnosis and multimodal intervention

## Migration/ Refugees [GREECE]

PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Feelings of distress and insecurity</li> <li>• Careless decision making due to being unaware of danger/risks and lack of self- boundaries</li> <li>• Low self esteem</li> <li>• Feeling loss of identity in a constantly changing environment</li> <li>• Becoming a refugee during crucial life stages may hinder the processes of emotional differentiation and creation of a solid identity</li> <li>• Somatization of emotional problems</li> <li>• Unacknowledged basic needs may limit or suspend the processing of psychological issues, such as grief</li> <li>• The “single identity” of refugee often limit their self-perception and that of others towards them</li> <li>• Dealing with trauma on multiple levels, in their home country, during their journey and upon arrival in other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Defining a person of reference or guardian for unaccompanied minors.</li> <li>• Support and guidance</li> <li>• Migrating and the resulting challenges help in developing skills in decision-making and solving problems strategy.</li> <li>• Dealing with difficulties and stress factors may lead to growth and maturity</li> <li>• Coping mechanisms enhance sense of autonomy, resilience and flexibility</li> <li>• Knowledge of languages and broader education.</li> <li>• Developing close interpersonal relationships</li> <li>• Existence of specific personal traits/skills such as self-confidence, adaptability, emotional-stability, cooperation</li> </ul>



FAMILY	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Absence of general family network for unaccompanied minors – lack of family support (emotional, financial, etc. Lack of parental role model Lack of supervision and guidance.</li> <li>• Nuclear family separation. Missing or diseased family members and family members living in other cities or countries.</li> <li>• Low socio-economic status/ unemployment/ social exclusion (<i>social-environmental</i>)</li> <li>• Understanding of the caregiver role as an older child/taking on parental responsibilities may hinder socialization and integration-process.</li> <li>• A deep commitment to family may create feelings of guilt in cases where adolescents have a hard time dealing with the challenges of being a refugee.</li> <li>• Cultural factors in relation with family norms/roles such as gender-role, (the female in most cases) may restrict an adolescent's participation in educational activities</li> <li>• Cultural conflicts related to different social norms-rules (Country of origin vs. host country) within the family /across generations</li> </ul>	<ul style="list-style-type: none"> <li>• Parental supervision and emotional support, along with positive expectations from the parents</li> <li>• Good communication between family members, along with common understanding about rules, goals and boundaries</li> <li>• Good family's abilities in conflict resolution and decision making</li> <li>• Close relations between siblings with high number of children in a family helping in their socialization.</li> <li>• Family network in different countries can lead to cultural awareness</li> <li>• Support for the maintenance of stable communication between the unaccompanied minor and his/her family of origin</li> <li>• Helping the family to support the integration of young people in a cultural environment different from their country of origin</li> </ul>



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SCHOOL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Lack of a well-structured, state-organized refugee students-integration policy which creates negative “atmosphere” and insufficient network of support at school that leads to low adjustment or even exclusion from the school environment</li> <li>• Lack of specific school-integration strategies and methods</li> <li>• Lack of specific integration and educational strategies for refugee adolescents over 16 yr. old</li> <li>• Difficulties of attending secondary education. Specially followed by the lack of integration-support classes</li> <li>• Low expectations from the school staff</li> <li>• Stigmatization, marginalization and bullying</li> <li>• Absence of specific cultural adapted vocational training which invests in the development of young refugees’ useful skills for labour market</li> </ul>	<ul style="list-style-type: none"> <li>• Socialization through school</li> <li>• Networking with the whole community</li> <li>• Learning the language and familiarizing with the new socio-cultural context</li> <li>• Familiarization with rules and boundaries in general</li> <li>• Development of skills that lead to higher self-confidence</li> <li>• Educators as a role- model for adolescents</li> </ul>



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PEERS GROUP	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Exploitation from peers- bullying</li> <li>• Exclusion from activities due to discrimination ---Isolation</li> <li>• Development of antisocial - delinquent behaviour and marginalization --- Susceptibility to Drug use</li> </ul>	<ul style="list-style-type: none"> <li>• Networking between peers</li> <li>• Participation in peer groups and productive activities</li> <li>• Empowerment of team spirit/ team building through participation in groups</li> <li>• Development of social skills (stress management, better decision making, clearer communication)</li> </ul>

SOCIAL –ENVIRONMENTAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Absence of well-coordinated welfare state policies covering basic needs (accommodation, food services etc.)</li> <li>• Cultural and religious differences</li> <li>• Insufficient structures for physical and mental health</li> <li>• Unclear refugee legislation</li> <li>• Refugee exploitation by media for political propaganda - Rise of racist /Neo-Nazi groups</li> <li>• Different interventions by the Police, the Military and the NGOs at various hotspots may lead to confusion and fragmentary intervention policies.</li> <li>• Human trafficking and Refugee Smuggling Networks</li> <li>• Drug dealing and other criminal networks</li> <li>• Absence of male oriented NGO programs – usually focused on other vulnerable groups (the “femininization” of refugee services).</li> <li>• Religion as a factor of fatalism and social withdrawal which prevents</li> </ul>	<ul style="list-style-type: none"> <li>• Coverage of basic needs (accommodation, financial support etc.)</li> <li>• Support by their community and the host country.</li> <li>• Opportunities for educational, productive and cultural activities</li> <li>• Proper information about their rights</li> <li>• Possibility to make good use of new opportunities in host country than in their home country</li> <li>• Religion as a factor in providing hope</li> <li>• Network of groups and professionals who show real interest and solidarity towards refugees.</li> <li>• Connection with other immigrants /refugees who are already successfully integrated provides a good role model</li> </ul>



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SOCIAL –ENVIRONMENTAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<p>motivation and activation for social integration.</p> <ul style="list-style-type: none"><li>• The sole identity of “vulnerable people in need of care” as refugees are treated by the NGOs and other services, may endanger their functionality and empowerment , so decreasing their motivation.</li></ul>	



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## School Dropout [ROMANIA – FITT]

PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Difficulties in identifying own needs</li> <li>• Lack of interest and motivation</li> <li>• Lack of external focus or control</li> <li>• Low self-esteem</li> <li>• Lack of safety</li> <li>• Low conscientiousness</li> <li>• Neuroticism</li> <li>• Introversion</li> <li>• Lack of engagement</li> <li>• High level of anxiety</li> <li>• Anxiety</li> <li>• Suspicion about the world around</li> <li>• Stress adaptation reactions</li> <li>• Suffering from emotional neglect</li> <li>• Feeling abandoned</li> <li>• Insecurity</li> <li>• Sadness</li> <li>• Indifference</li> <li>• Stubbornness</li> <li>• Disturbance of attention</li> <li>• The absence of aspirations</li> <li>• The lack of self-esteem</li> <li>• Lack of motivation</li> <li>• Apathy</li> <li>• Fatigue</li> <li>• Depression</li> <li>• Difficulty in adapting</li> <li>• Low self-identification with school</li> </ul>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Motivation</li> <li>• Self-esteem</li> <li>• Curiosity</li> <li>• Initiative</li> <li>• Creativity</li> <li>• Involvement</li> </ul>





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FAMILY	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Low income family</li> <li>• Members of racial or ethnic minority group</li> <li>• Being older than the average student</li> <li>• Parents not involved in education</li> <li>• Emotional neglect</li> <li>• Lack of educational model offered by parents</li> <li>• Disorganized family</li> <li>• Parents with low education</li> <li>• Siblings are a negative role-model</li> <li>• Parents own disappointments</li> <li>• Lack of food</li> <li>• the disorganization of family life as a consequence of divorce,</li> <li>• the conflictual and immoral familial climate, excessively permissive,</li> <li>• divergence of educational methods</li> <li>• lack of parental authority,</li> <li>• cold, indifferent or, at the same time, tyrannical attitude</li> <li>• single parents families</li> <li>• do not have a very good relationship with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of the family system in the school and social rehabilitation of the pupil</li> </ul>



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SCHOOL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Insufficient school support</li> <li>• Lack of intervention programs</li> <li>• Lack of inclusion programs</li> <li>• Insufficient integration in the school group</li> <li>• Low quality relations with teachers and colleagues</li> <li>• Escaping from school</li> <li>• Absenteeism</li> <li>• Vandalism</li> <li>• Violent conduct</li> <li>• Cheating</li> <li>• insubordination to school rules and regulations,</li> <li>• truancy,</li> <li>• repetition</li> <li>• motivations and weak interests in relation to school, teachers' mistakes (attitudes and relationships)</li> </ul>	<ul style="list-style-type: none"> <li>• Good relationship between family and the school</li> <li>• Mentorship between colleagues</li> <li>• Stress management course</li> <li>• The participation of all children in the educational program, each according to its strength and possibilities</li> <li>• Identifying the skills and needs of each child integrated into the education system</li> <li>• Extracurricular activities (excursions, shows, museum visits, competitions themes, holiday camps, etc.);</li> <li>• Classroom accountability, open relationships and support among colleagues;</li> <li>• Valorisation of pupils in difficulty through educational activities</li> <li>• Extracurricular activities to increase their attachment to school;</li> <li>• Informing and counseling parents about the needs of children;</li> <li>• The raised awareness of the benefits of an appropriate education;</li> <li>• Implementing alternative "second chance" educational programs for those who dropped out of school;</li> <li>• School counseling activities;</li> <li>• Counseling students and parents to access funds and allowances (scholarships, allowances, requisites, money for the computer);</li> <li>• Legal help for the purpose of obtaining identity documents.</li> </ul>



## PEERS GROUP

Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour

- Lack of integration within a group
- Belonging to a criminal or delinquent group
- Early pregnancy
- Lack of social conduit
- Bad entourage

### Good practices / protective factors

- Sport activities
- Creative activities
- Physical activities
- Using the experience of those who have dropped out of school to grow confidence in education

## SOCIAL –ENVIRONMENTAL

Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour

- Social exclusion / marginalization
- Unemployment
- Poverty
- Economic pressure
- Culture of origin
- Social and moral CRISIS,
- Lack of social protection system,
- Confusion or absence of norms or values

### Good practices / protective factors

- Increasing the involvement of the local community in solving situations of school dropout or situations at risk of dropping out of school
- Teams of community members who are involved in school reintegration of children

## Deviance [ITALY]

PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Hyperactivity syndrome, attention deficit</li> <li>• Easily influenced by a leader or group</li> <li>• Low family ties and family violence</li> <li>• Default and school dropout</li> <li>• Socialization difficulties, highlight a lack of attention</li> <li>• Educational and affective</li> <li>• Aggression and tendency to prevarication</li> <li>• Inability to control impulses, poor ability to tolerate</li> <li>• Rules</li> <li>• Personal, family and social distress</li> <li>• Negligence and lack of attention, and / or abandoned to oneself</li> <li>• Social transgression</li> <li>• Hygienic sanitary negligence or excessive manic care</li> <li>• Conflict, denial, ambivalence or manipulation of the Authority</li> <li>• Difficulty in interpersonal and group interaction</li> <li>• Emotional vulnerability</li> <li>• Need for listening and regularization of relationships</li> <li>• Behavioural ambivalence</li> <li>• Experience of early alcoholism</li> <li>• Experience of hospitalization and need for health care</li> <li>• Adultized behaviour</li> <li>• Poor self-esteem or excessive narcissism</li> <li>• Depressive traits</li> <li>• Manic traits</li> <li>• Early use of drugs</li> <li>• Early use of psychotropic drugs or antidepressants</li> <li>• Experiences of early sexualization</li> </ul>	<ul style="list-style-type: none"> <li>• Processing of traumas experienced or unfavourable experiences</li> <li>• Educational and psychological support and accompaniment</li> <li>• Recognize and manage the emotions, the frustration of the conflict</li> <li>• Development of the critical sense</li> <li>• Family and social mediation</li> <li>• Reinforce self-esteem and empowerment</li> <li>• Information and training on the consequences of drug use and deviant behaviour</li> <li>• Re-establish value paradigms</li> <li>• Recovery of commitment and personal and social responsibility</li> <li>• To favour an affective and educational reception system</li> <li>• Inform and train on criminal proceedings</li> <li>• Activate sports and bioenergy activities</li> <li>• Reinforce factors of protection by adults and personal and social autonomy</li> <li>• Experiment with professional activities</li> <li>• Educate the group's positivity as a resource</li> <li>• Enhance active listening and discussion</li> <li>• Strengthening resilience (breeding, educational, emotional, recognition, love)</li> <li>• Reinforce learning and schooling processes</li> <li>• Investing on socialization and social prominence</li> <li>• Educational practices to enhance personal potential</li> <li>• Practices for enhancing artistic and manipulative expressiveness</li> </ul>



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PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Poor design vision (scholastic and professional)</li> <li>• Difficulty in interpersonal relationships</li> <li>• Unstable mental functions</li> <li>• Low self-esteem</li> <li>• Forms of social maladjustment</li> <li>• Lack of ambitions for the future</li> <li>• Sense of omnipotence and perception of strong self-confidence</li> <li>• Instability, impulsivity, fragility, opposition to the adult</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary practices (of minors at risk, disability, the elderly, minors at risk, juvenile prisons)</li> <li>• Educational tutoring and school support</li> <li>• Educational and informative laboratories on legality</li> <li>• Therapeutic work to contain reactive aggression</li> <li>• Experience practices with bullied victims and cyberbullying</li> <li>• Practices of cognitive experience with postal police work (online crime, violence, threats, stalking, ..)</li> </ul>



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FAMILY	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Economic poverty and poverty of value of family</li> <li>• Multiproblematic family (violent, non-educative, dysfunctional, deviance, drug addiction)</li> <li>• Parenting at risk (loss of rights on minors, assignment of social services, removal of children)</li> <li>• Assisted and direct violence on children</li> <li>• Reports for crimes and denunciation</li> <li>• Lack of rules and educational authority</li> <li>• Severe neglect and emotional abuse</li> <li>• Unemployment and severe poverty</li> <li>• Lack of a reference family and social network, solitude</li> <li>• Poor knowledge of social and legal rules</li> <li>• Oppositional attitudes and denial of socio-educational help</li> <li>• Absent or low responsibility in the fight against the children's schooling abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting</li> <li>• Educational and social support</li> <li>• Support for emotional management in family relationships</li> <li>• Involvement in mutual aid projects between families</li> <li>• Training and awareness meetings on management</li> <li>• Education of minors at risk</li> <li>• Problem solving</li> <li>• Safe and healthy attachment between parent and child;</li> <li>• Parental supervision, control and effective education;</li> <li>• Communication of pro-social family values</li> <li>• Involvement of parents in the lives of their children;</li> <li>• Psychiatric problem parenting</li> <li>• Greater involvement in educational institutions</li> <li>• Conflict management and educational style</li> </ul>



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SCHOOL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• School failure</li> <li>• Abandonment or school failure</li> <li>• Poor participation in school life by parents</li> <li>• Prejudice against the school by the parents</li> <li>• Prejudice of the school towards families at risk</li> <li>• Poor design of the host school for children at risk</li> <li>• Lack of specific school of competent in the management of "cases" of minors at risk</li> <li>• Poor psycho-educational support in the school for minors and teachers</li> <li>• Lack of social training on the problems of prevention and management of minors at risk</li> <li>• Low involvement in individualized family design</li> <li>• Devaluation of the school by families</li> <li>• Poor integration between school, family and territorial services</li> <li>• Prejudice, marginalization, bullying, cyberbullying</li> <li>• Social and educational exclusion</li> <li>• Return illiteracy</li> <li>• Mistrust in the educational institution and loss of educational credibility</li> </ul>	<ul style="list-style-type: none"> <li>• Positive involvement between family members</li> <li>• Emotional support for teachers and parents</li> <li>• Good management of conflicts with families</li> <li>• Turning knowledge into know-how (skills)</li> <li>• Training the future citizen without discrimination</li> <li>• Building an ethic of citizenship: European identity and belonging, respect for the other in all its forms.</li> <li>• Clarity and communicative competence, be comprehensive</li> <li>• Empathic and relational correlation with the resources of the territory</li> <li>• Projects to include children at risk without discriminating</li> <li>• Adopt appropriate strategies for educational, social and family needs</li> <li>• Use cultural mediators, training feedbacks, experiential laboratories</li> <li>• Support individual and group learning</li> <li>• Promote learning based on the emotional-emotional dimension</li> <li>• Promote quality participation</li> <li>• Be sensitive, attentive to the needs of the students</li> <li>• Actively involve all the protagonists</li> <li>• Educate to the civic responsible</li> </ul>



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PEERS GROUP	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Disvalue of social and legal rules</li> <li>• Involvement in deviant groups and feel at ease</li> <li>• Exclusion from the community / isolation</li> <li>• Attitude of prevarication and search for leadership</li> <li>• Group provocation and aggression tendency</li> <li>• Positive image of peer drug consumption</li> <li>• Overseeing the territory, a map of at-risk relationships</li> <li>• Social maladjustment and a tendency towards malevolent</li> <li>• Aggregation</li> <li>• Group provocation and aggression tendency</li> <li>• Deviant group identified as protective</li> <li>• Identification of deviant subgroups</li> <li>• Mutual coverage and silence</li> <li>• Often families involved in deviant groups</li> <li>• Tendency to include vulnerable children</li> <li>• Involvement in structured criminal groups</li> <li>• Bullying and group cyberbullying</li> <li>• Vandalism and use of drugs in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Experience the group as a resource for room and legal growth</li> <li>• Experiment with interpersonal trust ties</li> <li>• Enhance social and cultural socialization</li> <li>• Inclusion in groups of equal functional to development objectives</li> <li>• Involvement in family projects</li> <li>• Involvement in team games</li> <li>• To explore the territory and stimulate interests</li> <li>• Greater external participation against illegality</li> <li>• Social involvement (political, corporate, institutional)</li> <li>• Consisting of common rules, resources, and consent</li> <li>• To explore the territory and stimulate interests</li> <li>• Enhance school inclusion projects</li> <li>• Identification and strengthening of peer education groups</li> <li>• Planning preventive educational interventions in the family and at school</li> <li>• Sensitize to the acceptance of diversity and discomfort</li> <li>• Involvement of significant educational figures (beyond the family)</li> <li>• Plan educational and inclusive support paths on legality</li> </ul>





SOCIAL –ENVIRONMENTAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Limits the planning of social policies aimed at weak and vulnerable people</li> <li>• New material and economic poverty</li> <li>• Familiarity with delinquency and crime</li> <li>• Territories with a high risk of deviance</li> <li>• Hardship, deviance, marginality, violence</li> <li>• High index of complaints and use of drugs</li> <li>• Social indifference and lack of solidarity</li> <li>• Statistics on deviance and offenses made in competition</li> <li>• Weak or non-existent community ties</li> <li>• Weak assessment of prevention interventions</li> <li>• Poor care of social relationships (lack of adequate services)</li> <li>• Families at risk</li> <li>• Poor respect for fundamental rights for women and minors</li> <li>• Lack of social protection and perception of social danger</li> </ul>	<ul style="list-style-type: none"> <li>• Create more opportunities for socio-cultural development</li> <li>• Equal opportunities for men and women</li> <li>• Greater recognition of the values of solidarity</li> <li>• Economic and value support</li> <li>• Opportunities for social inclusion</li> <li>• Education projects on legality and training investment</li> <li>• Greater recognition of the values of solidarity</li> <li>• Economic and value support</li> <li>• Opportunities for social inclusion and educational support</li> <li>• Education projects on legality and training investment</li> <li>• Strengthen social networks</li> <li>• Greater employment and training opportunities</li> <li>• Active participation in the choices of the community</li> <li>• Consultation as a methodology of social policies</li> <li>• Social laboratories on citizenship and legality</li> </ul>



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## Delinquency [ROMANIA – BUZIAS]

PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Difficulties in interpersonal relationships</li> <li>• Low self-esteem</li> <li>• Impulsivity</li> <li>• Mental disorders</li> <li>• Drug abuse</li> <li>• Lack of principles and values</li> <li>• Low tolerance to stress and frustrations</li> <li>• Low intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Basic life skills</li> <li>• Decision making</li> <li>• Management of emotions</li> <li>• Communication skills</li> <li>• Positive self-image and self-worth</li> <li>• Existence of a system of principles and values</li> </ul>



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FAMILY	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Difficulties in communication between family members</li> <li>• Low socio-economic status / social marginalization / unemployment</li> <li>• Lack of support / control/ Child protection system</li> <li>• Poor parental control/ lack of permanent supervision by parents</li> <li>• Lack of consequence-based discipline</li> <li>• Lack of monitoring and thus of knowledge of the child's activities</li> <li>• The disorganization of family life as a consequence of divorce</li> <li>• Children brought up by lone parents</li> <li>• Parental abuse or neglect</li> <li>• Criminal parents or siblings</li> <li>• The transition from one type of life to another, the way of urban living from the rural one</li> <li>• Lack of recreational facilities.</li> <li>• Irregular occupation</li> <li>• Lack of parental care and affection</li> <li>• Parents work abroad</li> <li>• Family size ( too many children)</li> </ul>	<ul style="list-style-type: none"> <li>• Parental control and interest</li> <li>• Positive links between family members</li> <li>• Emotional support</li> <li>• Clear rules and limits</li> <li>• Family competence: ability to solve conflicts, decision-making, problem-solving</li> </ul>



SCHOOL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• School failure</li> <li>• Negative / deficient school psychosocial climate</li> <li>• Intimidation / stigmatization / marginalization</li> <li>• lack of a permanent link between family and school</li> <li>• lack of moral authority of teachers</li> <li>• absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Good collaboration between family and school/teachers</li> </ul>
PEERS GROUP	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• The influence of major offenders in the entourage of minors by determining them to commit antisocial deeds</li> <li>• Antisocial peer groups</li> <li>• Peer rejection</li> </ul>	<ul style="list-style-type: none"> <li>• Creative activities</li> </ul>
SOCIAL –ENVIRONMENTAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Deficit socialization</li> <li>• Social exclusion / marginalization</li> <li>• Social and professional inadequacy and lack of integration</li> <li>• Unemployment</li> <li>• Low socio-economic status</li> <li>• Poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Offer economic, social, educational and recreational opportunities to the community</li> <li>• Community Support</li> <li>• Employment opportunities</li> <li>• Professional training/ qualification</li> <li>• Awareness of the consequences of committing crime among teenagers</li> </ul>



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## Drug Addiction [CYPRUS]

PERSONAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Deficits in psyche - Deficit identity</li> <li>• Lack of positive standards</li> <li>• Difficulties in interpersonal relationships</li> <li>• Unstable mental functions</li> <li>• Low self-esteem</li> <li>• Difficulty controlling impulses - impulsivity</li> <li>• Search for emotion stimulation</li> <li>• Low tolerance to stress and frustrations</li> <li>• Feelings of despair and impasse</li> <li>• Positive attitudes and perceptions of substance use</li> <li>• Use for the first time at an early age</li> <li>• Lack of ambitions for the future</li> <li>• Attention Deficit Syndrome and Hyperactivity</li> <li>• Existential dementia (lack of principles and values)</li> </ul>	<ul style="list-style-type: none"> <li>• Mental resilience</li> <li>• Individual skills (basic life skills):               <ul style="list-style-type: none"> <li>· decision making</li> <li>· troubleshooting</li> <li>· management of emotions, anxiety (anger, etc.)</li> </ul> </li> <li>• Critical Thinking               <ul style="list-style-type: none"> <li>· creative thought</li> <li>· positive claim</li> <li>· communication skills</li> <li>· positive self-image and self-worth</li> </ul> </li> <li>• Knowledge about the effects of substance use</li> <li>• Negative attitude towards drugs</li> <li>• Existence of a system of principles and values</li> </ul>



FAMILY	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Difficulties in communication between family members</li> <li>• Authoritative or inferior parents</li> <li>• Emotional neglect or abuse</li> <li>• Low socio-economic status / social marginalization / unemployment</li> <li>• Lack of support / control</li> <li>• Positive attitudes, perceptions of substance use</li> <li>• Parents who use substances</li> </ul>	<ul style="list-style-type: none"> <li>• Parental control and interest</li> <li>• Positive links between family members</li> <li>• Emotional support</li> <li>• Positive expectations of parents</li> <li>• Clear rules / targets / limits</li> <li>• Family competence: ability to solve conflicts, decision-making, problem-solving</li> </ul>
SCHOOL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• School failure</li> <li>• Negative / deficient school psychosocial climate</li> <li>• Poor integration in school life, truancy</li> <li>• Lack of clear school rules / policy</li> <li>• Low expectations of school / teacher</li> <li>• Intimidation / stigmatization / marginalization</li> </ul>	<ul style="list-style-type: none"> <li>• Parental control and interest</li> <li>• Positive links between family members</li> <li>• Emotional support</li> <li>• Positive expectations of parents</li> <li>• Clear rules / targets / limits</li> <li>• Family competence: ability to solve conflicts, decision-making, problem-solving</li> </ul>
SOCIAL – ENVIRONMENTAL	
Check list of the important markers that can be considered by a professional in order to observe and to prevent the development of a risk behaviour	Good practices / protective factors
<ul style="list-style-type: none"> <li>• Deficit socialization</li> <li>• Attitudes and perceptions that allow or support the use of substances</li> <li>• Poverty, crime</li> <li>• Areas with a high prevalence and availability of drugs</li> <li>• Social exclusion / marginalization</li> <li>• Viewing SME usage patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Offer economic, social, educational and recreational opportunities to the community</li> <li>• Offer creative leisure opportunities</li> <li>• Support Community</li> <li>• Messages against community use</li> </ul>

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The current action falls under **“Capacity Building in the Field of Youth”** supporting cooperation with the following actors across 4 countries in total:

- Athenian Institute of Anthropos (**Greece**)
- Centrul de Reeducare Buzias (**Romania**)
- FITT (Timis County Youth Foundation (**Romania**))
- Eughenia s.c.s. (**Italy**)
- Eurosuccess Consulting (**Cyprus**)



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