

Basics in working with young people



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LIFE MEANS DEVELOPMENT

"Life has its own dynamics; it has a tendency to grow, to gain expression, to develop. If this tendency is impeded, the energy that is directed to life seems to go through a process of decay and to transform into energy that is aimed at destruction. Destructiveness is the result of life unlived."

(Erich Fromm in "Die Kunst des Liebens", quoted in Baeschlin & Baeschlin 2004)

SYSTEM-ECOLOGICAL APPROACH

- Behaviour has always got **usefulness and meaningfulness**
- Inappropriate behaviour can always be seen as an expression of a disturbance of the relationship between individual and environment (eg fellow people, things, biological events)
- **Creation of (hypo-)theses:
How important is behaviour?**

(Cf. Theunissen 2007)

CHALLENGING BEHAVIOUR

- Often, it is hardly possible to draw a clear line when dealing with a mental disorder.
- Challenging behaviour should not be pathologised from the outset, but, **primarily**, seen as **pedagogically relevant issues**.
- With the term "challenging behaviour", **the observer** (eg employee) is also included in the analysis of "interference".
- A mono-causal observation does not correspond to the current state of knowledge; usually, **several factors come together reciprocally and cumulatively**.
- There are always people who do not develop psychological or social symptoms despite difficult living conditions or specific stress. An established explanation is the "**concept of vulnerability**".

(Cf. Theunissen 2007)

- Do not focus** exclusively on the problem behaviour,
✓ but also on the **resources** of the young person (personal, external, organisational, ...)!

Usually there is a

"good reason" for unwanted or challenging behaviour

- Enquire to find the reasons!

Reframing

- ✓ makes it possible to give a different meaning to a behaviour (*reframing of meaning*);
- ✓ and the change in the environment can cause a different behaviour or a different situation (*reframing of context*).

- There is always a **trigger** for an escalation or a crisis. Basically, the best intervention is **prevention**.
- Not every escalation or crisis requires a psychiatric evaluation and intervention (cf. worksheet M0-a6).

COOPERATION IS EFFECTIVE...

- Internally **within the care team:**
Focus in Module 1!
- also through **cooperation with external**
persons and institutions:
Focus in Module 3!
- **Interdisciplinarity:**

<https://www.youtube.com/watch?v=NsndhCQ5hRY>