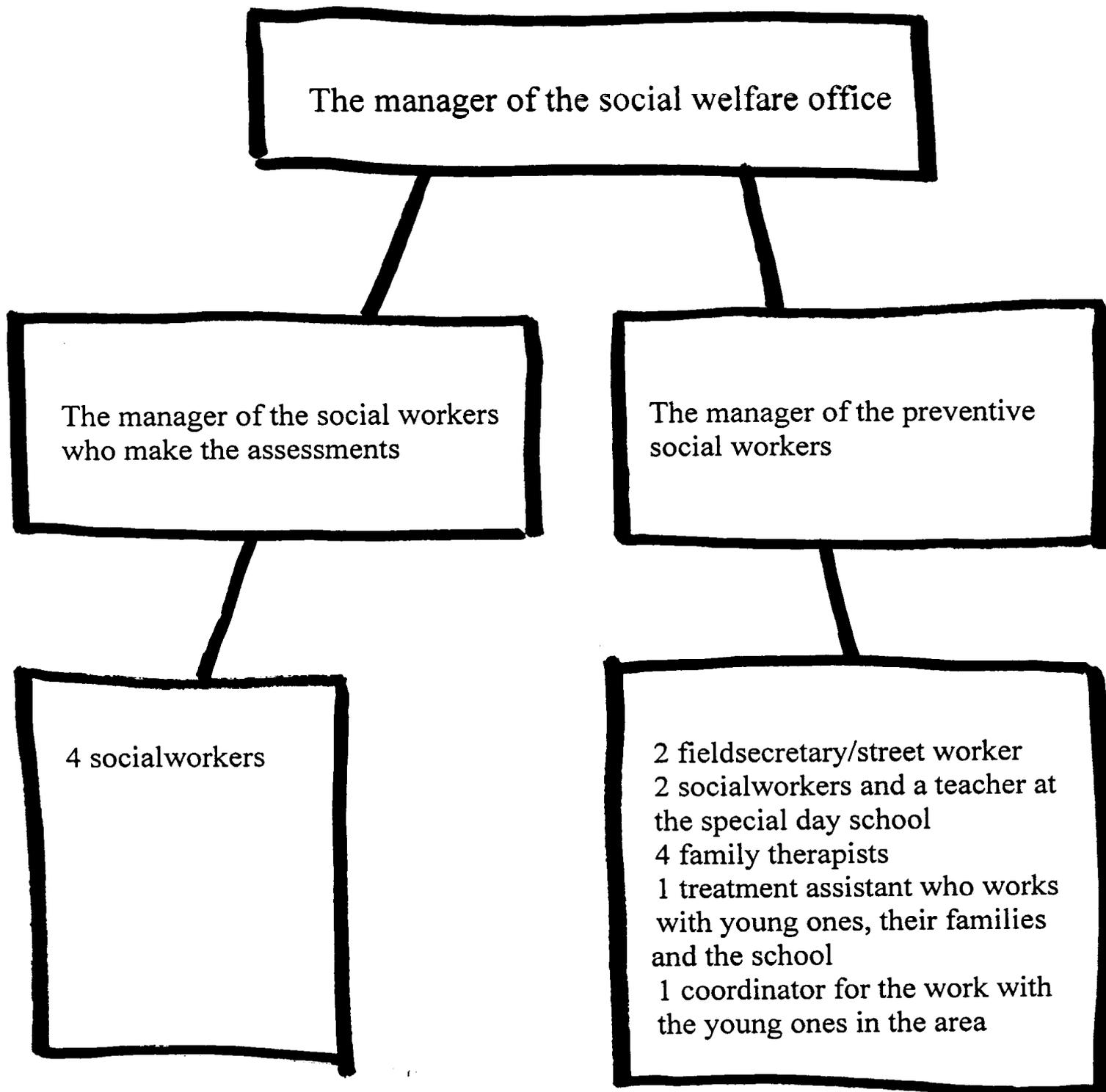


THE ORGANISATION OF SOCIAL WELFARE FOR FAMILY WITH CHILDREN BETWEEN 12-20 IN MAJORNA, GÖTEBORG



THE WORK AS A FIELD SECRETARY IN MAJORNA

- The work started 2 ½ years ago. It started because the social welfare needed somebody who could meet the teenager quickly when it came reports from police and school to the office. We are two persons who work with this.
- The work includes a lots of co-operation with others who work with the young ones in the area. For exampel meet the police every monday morning and have team whit the social workers that work in the office.
- We are move around in the area during evenings and nights. We work in school four times a week with lessons called “life experience”. We talk about friendship, boys and girls and much more. We also work with troublesome classes.
- Field secretary has different individual contacts with teenagers. The mission comes from social workers, parents or the school. We have groups’ whit girls and boys with different problems.
- We have developed different program for teenagers. We have two programs going on right now. It’s ART, aggressive replacement training and Jupiter, a program for young ones with drug problems.

ART, AGGRESSIVE REPLACEMENT TRAINING IN MAJORNA

- We started 1½ year ago. We had an increase of reports with violence included. We took lessons from a woman, Gunilla Doubrin, who works with ART.
- We made our own programme out of our own ideas, out of Gunilla's ideas and from the book Aggressive replacement training by Arnold P. Goldstein, Barry Glick and John C. Gibbs.
- The program that we made has six lessons and two meetings with the young ones and the parents. One lesson is about one hour. There is also a social training program in five lessons.
- The teenagers are coming to our office. The program can be given individually or in group. So far we have been doing it individually.
- The young people are referred from different people. It can be from a parent, a teacher or from a social worker at the office.
- So far we have had 8 young people who have tried the art program. 4 of them have been through the whole program. Four of them were boys and four girls.

- An example is a boy who I meet in life-experience. He was 12 years old and was very angry. The teacher couldn't have him in the classroom because of his behaviour. I asked him if he would go the program and he said yes. We had meetings with parents and the school after and through the program. Today it works well for him and he is in his class again.

- .Conclusion after a time with art: 1) it's important that the youth think that he or she has a problem with anger. 2) the program must be done in a calm environment 3) the parents must be a part of the program 4) in some case the parents must also have treatment by a family therapist. 5) its important to develop the program and thoughts. Our program has been received three times during this time.

THE ART PROGRAM IN SHORT VERSION

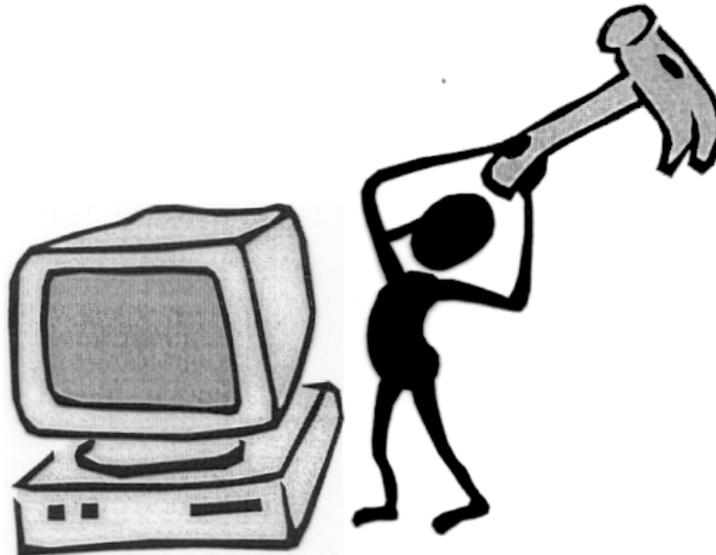
- The trainer meets the teenager and the parents and presents the program. The trainer talk about anger and that it can lead to trouble with police, and other authorities, at home etc. The intention is not making the person different, but to learn, how to take control over the anger .
- During the first lesson the youth fills in a form about themselves and his or her family. The trainer talk explains that anger can come from things outside and from feelings inside. The teenager fills in examples about this and about what things make him or her angry .
- The second lesson the trainer shows a paper about feelings. The youth fills in paper about how he or she can feel that they are going to get angry . The teenager also fills in "the angry" man, and do the trouble and feeling papers. For homework, look at people around you and see how they look like when the get angry .
- During the third lesson the teenager learns the three rhymes, deep breath, count backwards and think good thoughts. The youth also fill in different things to say to themselves when they are going to be angry. For homework, try to use one of the thymes.
- The fourth lesson the trainer and the young person use a case from one of the trouble paper to make a role-play. The teenager uses some of the methods to remain calm. The trainer shows a technique for how to make a quick relaxation. During the fifth lesson the youth fills in a paper about the consequences that might follow when he or she gets angry , both for the youth and the

family. The youth fills in the trouble and feeling papers. For homework, ask somebody around you what he or she thinks about you when you get angry .

- The sixth lesson the teenager fills in questions about different social situations. The teenager picks up one thing to practice more on.

- The last time the parents will be present again. The teenager gets an opportunity to compare how he or she can handle a provocation now compare to before. The trainer goes through the material together with the teenager and the parents and evaluation takes place.

AGGRESSION TRAINING PROGRAM



FOR YOU WHO NEED TO LEARN HOW TO HANDLE YOUR ANGER IN A BETTER WAY.

Everybody gets angry sometimes. It's nothing strange about that. If you get angry many times a day and maybe lose your control this program is something for you.

Maybe you become enemy with your parents or friends. If you have big aggressive outbreak you can have problems with police and other authorities.

The program isn't about making you a new human being, it's about to get a better control of your anger.

The program consists of six lessons. Each lesson takes about one hour. Sometimes you get homework.

If you want there is also a program about social training. The program is in five lessons and it's about how to act together with others in a good way.

TROUBLE PAPER

WHAT HAPPENED?

Somebody teased me

Somebody took something that was mine

Somebody did something I didn't like

I did something wrong

Somebody started to fight with me

Somebody told me to do so

Something else

WHO WAS IT? Unknown () Friend () Adult () Other ()

WHEN? Morning () PM () AM () Evening () Night ()

WHERE? _____

WHAT DID YOU DO? PUT A CROSS IN THE RIGHT ALTERNATIVE

Hit somebody	Controlled myself
Ran away	Asked somebody for help
Screamed to the person	Didn't care
Cried	Discussed it
Walked away	Talked with a friend

HOW DO YOU THINK THAT YOU HANDLED THE SITUATION?

Bad () Not so good () Quit good () Good () Very good ()
)

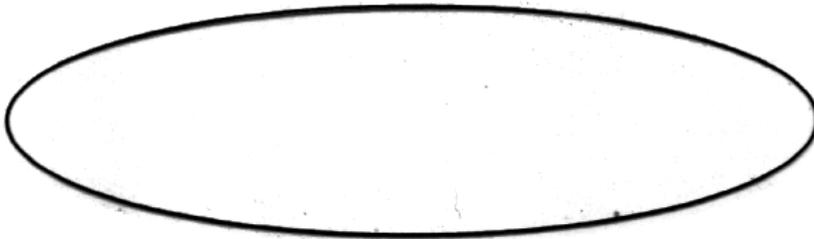
HOW ANGRY WERE YOU?

0 _____ 50 _____ 100 _____

FEELINGS

How did you feel BEFORE the conflict? _____

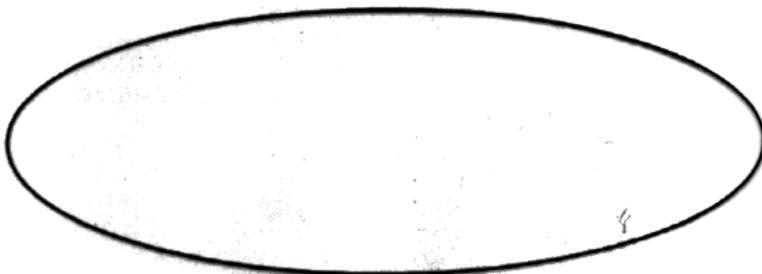
What feelings did you have DURING the conflict?



What feeling was the strongest one? _____

How strong was it? 0 _____ 50 _____ 100

When everything was over how did you feel then?



Compare how you felt before and after the conflict? Describe the difference:

SIGNS THAT TELL ME THAT I'M GOING TO GET ANGRY



Make a cross for the things who are right on you

Always

Sometimes

Never

I talk faster and higher

The heart goes faster

I get dry in my mouth

I get tensed in my body

I can't get the words out of my mouth

I can't think clear

I can't move

I'm warm and sweaty

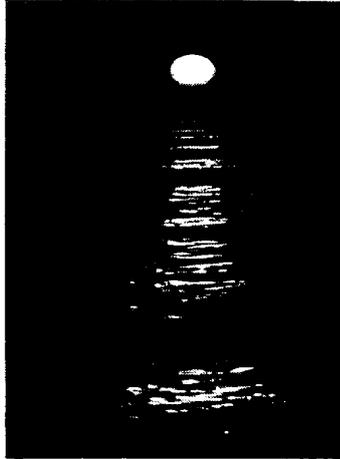
I get irritated for everything

I breathe heavy

I tie up my hands

I'm overactive in my body

MORE THINGS TO USE TO STAY CALM

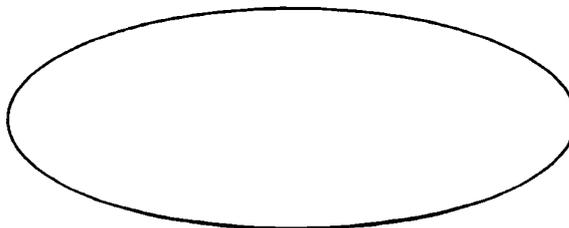
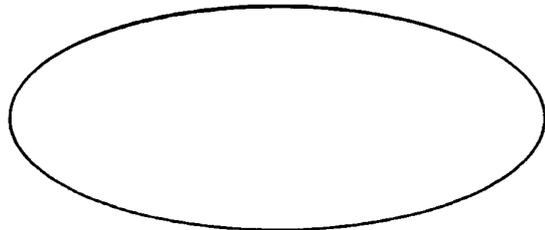
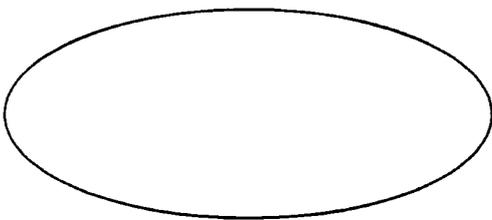


Some people can learn rhymes to remain calm in different situations. Here come three different rhymes you can use. $S+S+R=C$. These means starters+signals+reducers=calm.

- 1) Deep breathe. Take some deep breaths. $S+S+Deepbreaths$.
- 2) Count backwards. Count from 20 down to zero. $S+S+Count$ backwards.
- 3) Think good thoughts. You are laying on a beach. The sun is warm and there is a light breeze. $S+S+Think$ good thoughts.

Make a try and try the three methods. Maybe some of them are going to be yours!

Write down what you would like to say to your self in situations when you start going to get angry.





INITIATIVE TO BE WITH SOMEBODY

Underline the tips that you think that you can use when you want to hang on an activity.

- 1) I just ask if I can be with them**
- 2) I walk up to them and tell them my name**
- 3) I sit down and start to join them**
- 4) I wait until they have a break and then I start to talk to them**
- 5) I stand and look at them and hope that they ask me to join them**
- 6) I say that I'm good at the activity and that I can give them a lot**
- 7) I try to have contact with one of the persons afterwards and ask the person if its okay that I'm with them next time.**

Do you want to be in an activity or a sports club, but haven't dared to take a contact?

If yes, do you have any ideas about how you can do?

How do you do if there is a good movie at the cinema and you would like to have someone with you that you don't know so well?

Imagine that you have some students who are sitting and playing a game that you would like to join. How can you do? Your trainer can be one in the gang and you walk forward. What would you say?