

e-YOUTH!

PR04: PEDAGOGICAL GUIDE AND TRAINING RESOURCES



A project by

support GIRONA

INDEX

01	INTRODUCTION	05
1.1	What are the objectives we aim to achieve through the E-Youth project?	05
1.2	Reflections: Empowering Professionals: Skills, Tools, and Implementation for Youth Autonomy and Inclusion	06
02	CHAPTER 2: THE PROFESSIONAL SKILLS AND THE YOUTH' STORIES AS TOOLS OF CHANGE	07
2.1	Synthesis of Emotional Skills, Strategies and Direct Interventions	07
2.2	Storytelling	11
2.3	How to use the storytelling as narrative tool	12
2.4	The Storytelling and Individual Planning for Inclusion to face transition and critical moments	15
	References	16
03	CHAPTER 3: CO-PRODUCTION APPROACH, MOTIVATIONAL INTERVIEW AND PATH METHODS; EXPLORING AND DEVELOPING OUR PROFESSIONAL POTENTIAL	17
3.1	The Motivational Interview: secrets and tips	19
	Motivational Interviewing: Real-Life Example	19
	Preparation	19
	Implementation	20
	'OARS' as MI Method (Building a good relationship)	21

3.2	PATH: building "Bonds of support" from another perspective	21
	Preparation	21
	Implementation	22
3.3	Reflections about how these methodologies could promote the autonomy of young people with complex needs, clearing the way towards an Independent Life	23
	Referencias	24
04	CHAPTER 4: COMPLEX NEEDS AND HOW TO USE GAMIFIED METHODOLOGIES	25
4.1	Mapping Complex needs: from the objectives to the life stories	25
4.2	Pedagogical guidelines to implement the gamified Learning Methodologies and Role-playing activities	29
	References	31
05	CHAPTER 5: PARADIGM SHIFT: NEW SOCIAL HORIZONS	33
5.1	Establishing new social horizons	33
	First had experience from professionals	33
	Co-creation	33
	Stakeholder engagement	34
5.2	Formulate policy recommendations	34
	Identify the problem	34
	Evidence-based policies	35
	Decide on target audience	35
	Intersectionality & co-creation	35
	Incorporate existing instruments	35
	Messaging should be clear	35
	Disseminate policy recommendations	35

This document includes pedagogical manuals and training resources tailored for working with young people with complex needs. It is a comprehensive resource meticulously designed to equip educators, instructors, or teachers with the necessary instructions, strategies, and resources for fostering effective teaching and learning environments within the context of youth work. Specifically, the tools developed aim to promote the autonomy of youngsters.

The manual encompasses a wide array of chapters essential for working with young people:

- **Chapter 1:** Introduction
- **Chapter 2:** The Professionals Skills and the youth' stories as tools of change
- **Chapter 3:** Co-production approach, Motivational Interview and PATH methods; exploring and developing our professional potential
- **Chapter 4:** Complex needs and how to use gamified methodologies
- **Chapter 5:** Paradigm shift: New social Horizons.

It offers practical guidance on implementing appropriate teaching methods that cater to the diverse learning styles and preferences of learners.

In addition to instructional strategies, this document provides educators with valuable resources, including lesson plans, activities, and assessment tools tailored specifically for professionals working with young people.

Overall, this pedagogical manual and training curriculum serves as an indispensable tool for educators seeking to enhance the quality of education and support the positive development of young people. By equipping educators with the knowledge, skills, and resources necessary for effective youth work, the manual empowers them to make a meaningful impact on the lives of young people and contribute to their holistic growth and development.

Introduction

1.1 What are the objectives we aim to achieve through the E-Youth project?

The E-YOUTH project has clear and **ambitious objectives and goals:**

[First] The tools that we have developed intend to promote youngsters' autonomy. Concretely, the *E-YOUTH Methodology*, this pedagogical manual and the rest of training materials teach how to support young people to make their decisions and to resolve their problems and conflicts in a peaceful way. At this point, we need to clarify that these materials have been to elaborate thinking in vulnerable groups; specially, in youngsters with adaptive difficulties (with or without disabilities) that we have gathered under the label of *Complex Needs*.

Many youngsters make decisions without thinking about the possible consequences and results of their actions, sometimes damaging people around them as their parents, friends and neighbours. Given to their impulsiveness and to their emotional ups and downs, they react by violating others' rights and freedoms in extreme cases and generating social alarm. These impulsive and, even, aggressive reactions don't allow them to gain autonomy and independence. In fact, we need to understand that autonomy depends directly on the resources and skills that youngsters have to regulate their emotions and feelings and to prepare strategic plans, designed according to a realistic situational assessment. If young people don't know how to design and implement good action plans, in accordance with their life objectives, and they ignore how to regulate their impulsiveness and negative emotions, their autonomy will be limited. For these reasons, both this pedagogical manual, the *E-YOUTH Methodology* and the rest of training materials try to provide useful and practical guidelines to support youngsters. We can translate all these guidelines into the following concrete objectives, connected to the autonomy (understanding this as one of the main project goals):

- **Support youngsters to develop skills and competencies to make decisions** after assessing potential consequences related to the different actions.

- **Promote that young people acquire techniques** to regulate their own emotions and internal conflicts
- **Support youngsters to learn to design actions plans**, contemplating the others' needs and interests and, also, their own life projects.

On the other hand, many youngsters don't receive the support that they really need. Their families don't know how to help them. Their friends –if they have established real emotional bonds with them– cannot often provide them the appropriate support. And their neighbourhoods contemplate these youngsters as a problem without solution.

These circumstances hinder young people from deciding to get involved in community life and, therefore, participate in social activities. If their environment doesn't make an effort to guide them, why do they have to participate in social matters? If their own communities, apparently, don't take into account their difficulties, needs and interests, often forgetting their rights, why should they respect the social norms? In fact, we find many conflictive situations in which the youngsters try, driven by resentment, to break such rules, confronting the authority. In any case and in relation to these considerations, youngsters with *Complex Needs* consider that they don't have reasons to participate in their community nor to look for the support that they need. What's more, they feel that their environment doesn't understand their problems, ignoring their life objectives. Then, all these problematic scenarios lead to the social exclusion of these vulnerable youngsters. To prevent this risk of exclusion, this pedagogical manual and, also, the *E-YOUTH Methodology* will promote the achievement of the following objectives:

- **Teach professionals to identify and analyse** the *Complex Needs* of young people to, at the same time, design plans of community inclusion based on their interests and life objectives. In practice, this objective is also strongly linked to autonomy.

- **Promote that the professionals have tools and methods** to prevent and manage the conflicts that youngsters have with their families, friends and neighbours.
- **Promote that the professionals know how to involve families and the communities in the Support Plan**, designed to promote both the autonomy and social inclusion of youngsters. Without the direct participation of the social environment it is very difficult to reach these goals.

1.2. Reflections: Empowering Professionals: Skills, Tools, and Implementation for Youth Autonomy and Inclusion

Probably, one of the most important tasks that we have to carry out as professionals is to **reflect on our role and on the skills that we need to develop to promote the autonomy and social inclusion of youngsters**. Therefore, and before presenting the pedagogical materials, we need to answer the following questions; relevant issues that will help us to define our professional goals:

- What skills and competences do we need to acquire and develop as professionals, if we pretend to increase the autonomy and social inclusion of youngsters?
- What tools and methodologies should we learn to use to find out the youngsters' problems, needs and life projects? And what of these should we include in our everyday work?
- How can –and where– we implement the new skills, competencies, tools and methodologies to face new professional challenges? After all, youngsters can experience a wide variety of Complex Needs, problems and conflicts; in consequence, we need to think about how to make the use of these innovative methods more flexible.



Chapter 2: The Professionals Skills and the youth' stories as tools of change

2.1 Synthesis of Emotional Skills, Strategies and Direct Interventions

Project Result 1 “Cross-Sectoral Mapping of Youth Workers' Skills & Competencies” is an article presenting the results of the 2021 e-Youth qualitative study. It aims to contribute to professionals' up- and reskilling by drafting a **unified competence** profile, which identifies and coherently connects together the Skills, Attitudes and Knowledge needed when working with Young People With Complex Needs (YPWCN). For that purpose, project partners disseminated to their workers and network a 17-question Google Form, asking participants to describe their daily activities and interventions, select 3 or 4 Skills they consider essential to their work out of several examples, and rank Attitudes they use depending on their importance and prevalence.

After collecting statistical data from the 84 answers we received, we extracted from the European Skills, Competences and Occupations online database the occupational profiles participants reported exercising (social and youth worker, teacher, guardian, etc). A majority of participants (62%) worked in the Health & Solidarities sector, followed by Education (23%), Employment counselling (8%) and Administration (7%).

We then proceeded to compare the Skills that were selected the most to those that appear in a majority (if not all) profiles.

This comparative method first helped us draft a comprehensive definition of **Competence**. Competence is less something we have or lack, than a way to describe how we perform a task. In order to act *competently*, professionals need to combine three elements: Skills or Aptitudes, Attitudes and Knowledge. We identified **three categories of Skills** (Social & Communication, Guidance & Counselling, Life & Civic Skills), **four important Qualities** (Observation, Active Listening, Mediation and Transparency), **five essential Attitudes** (Planning, Assertiveness, Self Control, Co Creation, Acceptance of others), as well as **three Knowledge Domains** (Policies, Social sciences, Disability types & care) to have, demonstrate or cultivate in order to provide quality support to YPWCN.

PR1 is not a prescriptive tool nor is the unified competence profile a sheet of recommendations, especially given the size and induced imbalance of our sample. Both materials represent the first steps towards a better understanding and use of the rest of e-Youth resources. It provides a valuable definition of what competence is as well as valuable insight as to what professionals consider to be their current competences -emphasis on current. Further research is necessary to diversify professional sectors represented and involved in providing care or support to young people, and also dive deeper into comparisons between countries.

Professionals work to build trust and long-lasting relationships with young people they provide support to, whether they operate in formal interview or informal discussion settings. For that purpose they develop and rely on skills that make them better communicators, give quality information and de-escalate situations of crisis or conflict.

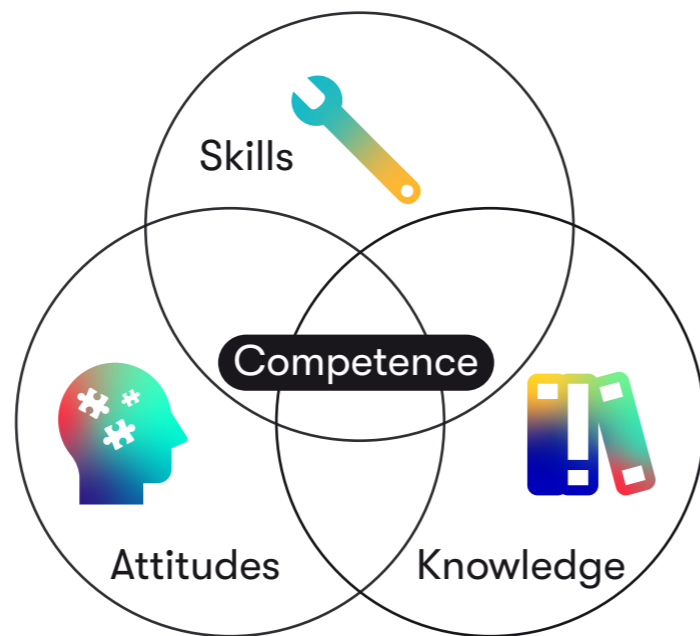


Figure 1: Competence

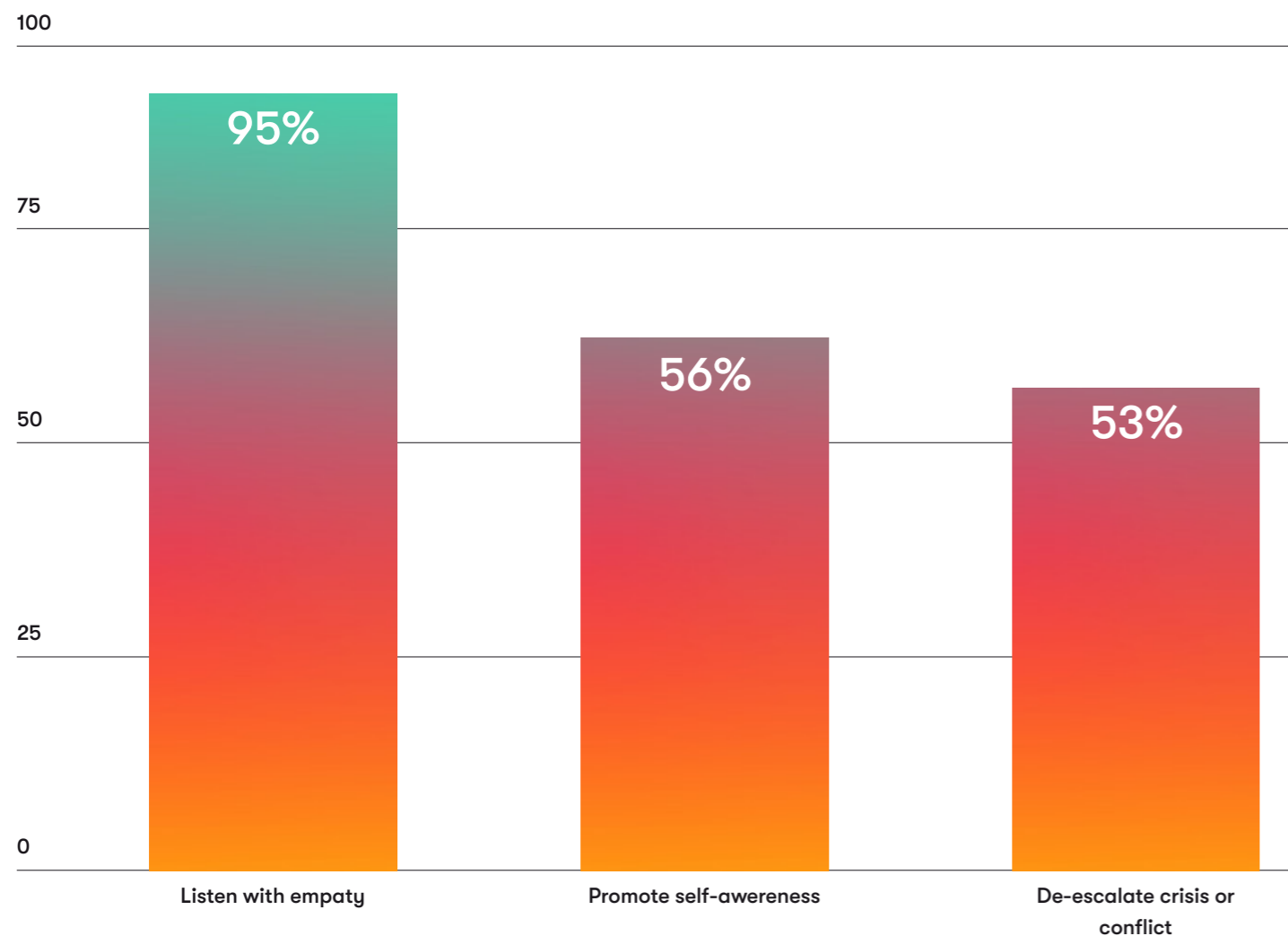


Figure 2: Social & Communication Skills

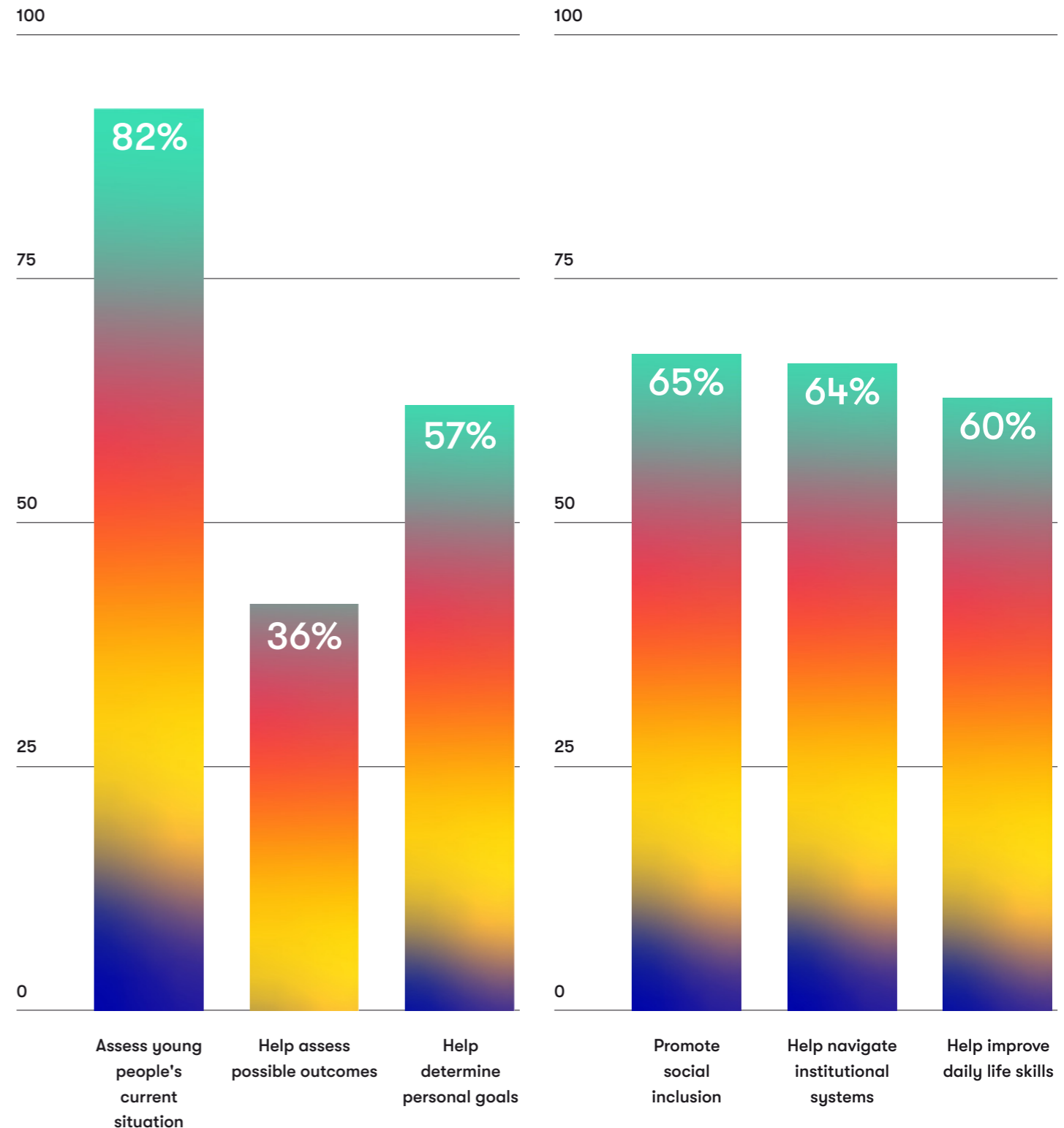


Figure 3: Guidance and Counselling Skills

Professionals intend to be guiding forces in young people's lives in order to permanently improve their situation. For that purpose, they nurture skills that help them collect and provide information about and to young people, and use them to co-create tailor-made support or care plans to which young people fully consent to.

Figure 4: Life and Civic Skills

One priority for professionals is to make sure YPWCN are empowered and an active part of society, for example by making sure that they have access to mainstream services and enjoy their rights. They thus learn skills necessary to advocate for them, preferably with them or with their informed consent, to their network of partners and policy makers.

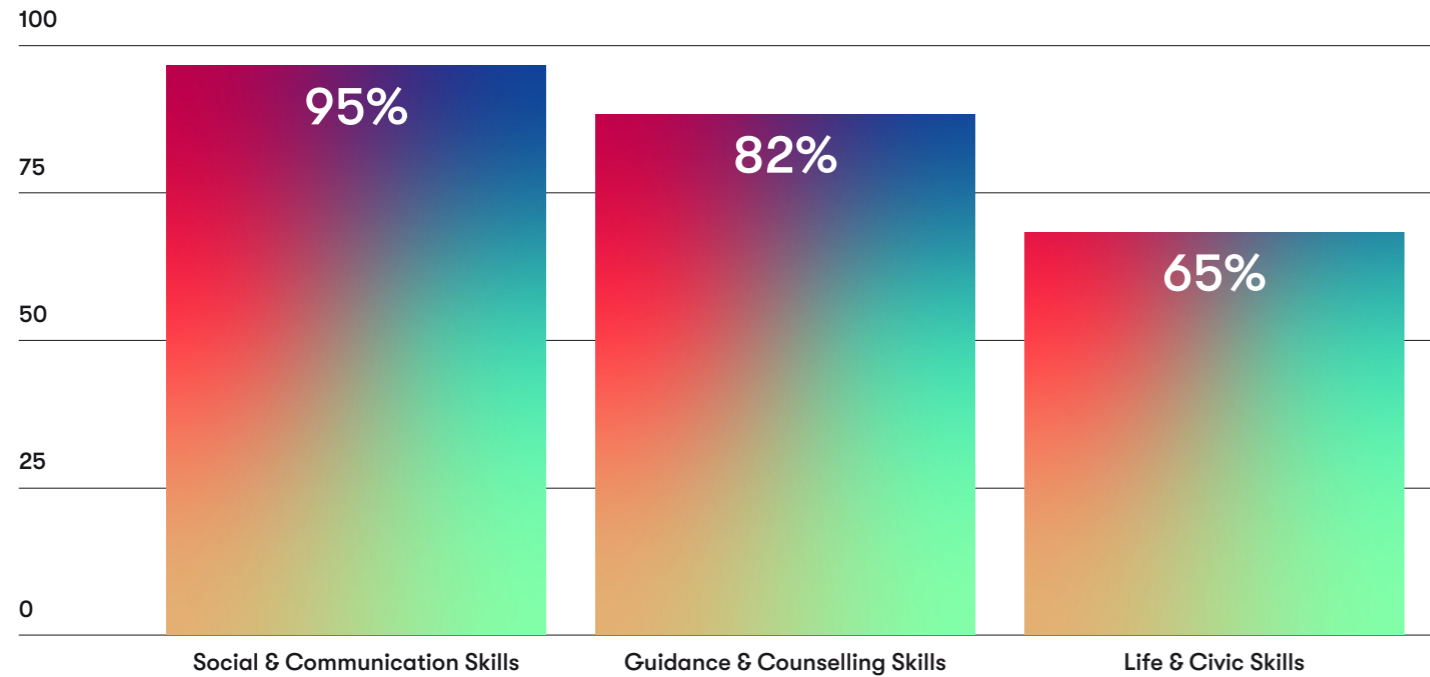


Figure 5: Important skills

Add the description of each skill type in the main Synthesis if you prefer this approach.

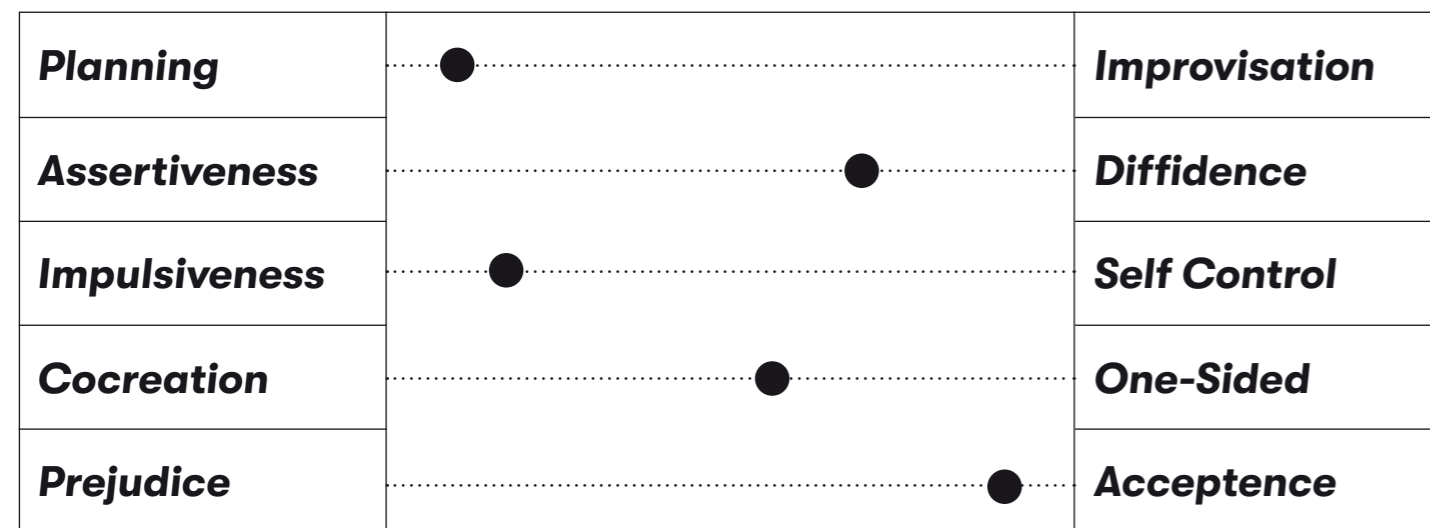


Figure 6: Data Flow Diagram. Attitudes. Own Elaboration

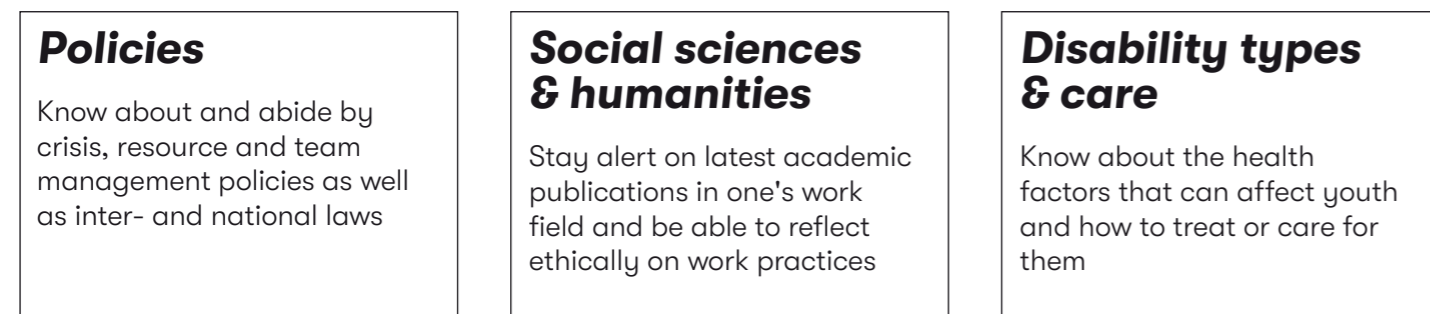


Image 7: Resumén conceptual. Ámbitos de conocimiento. Elaboración propia

2.2 Storytelling

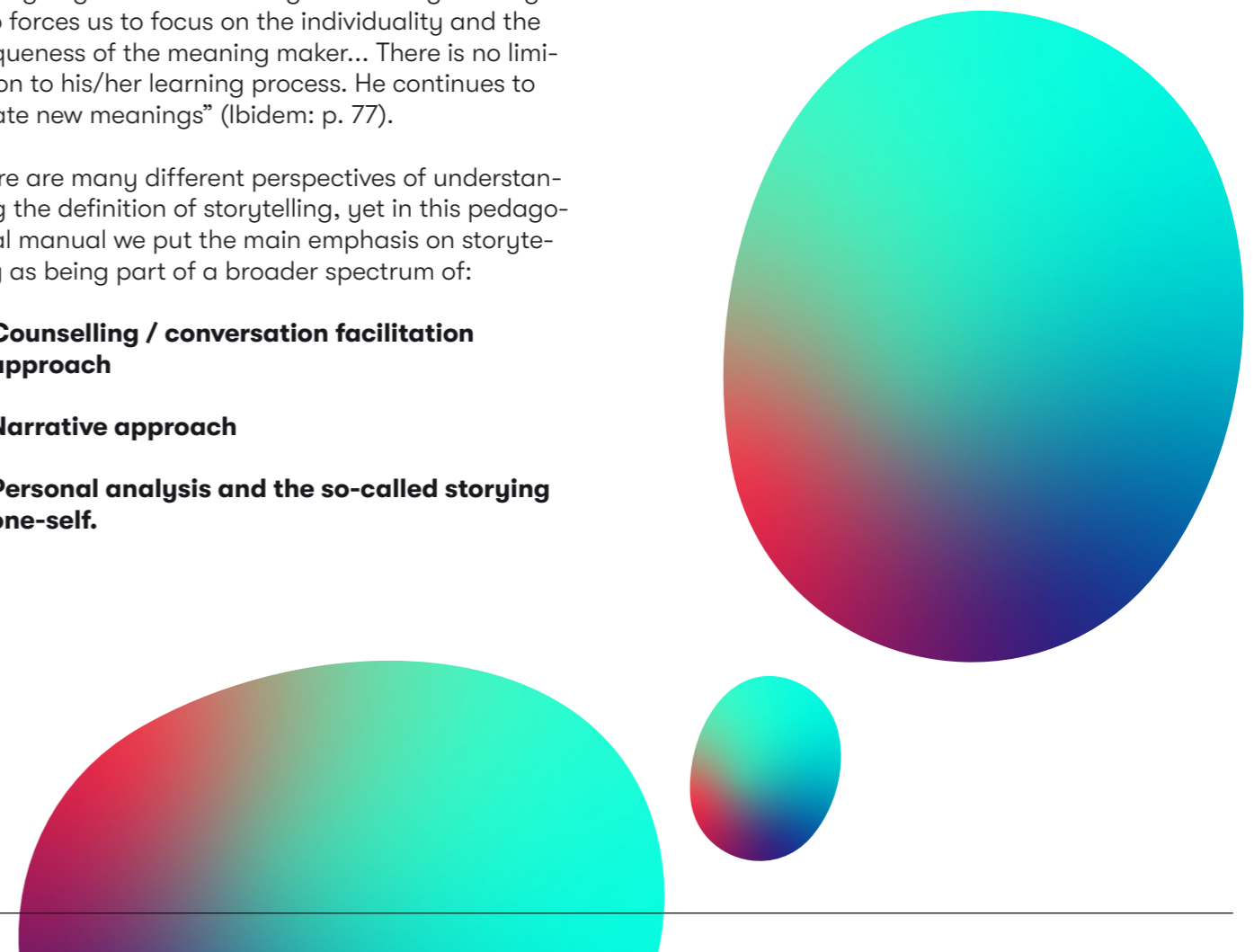
In human evolution through time, it all started with drawings and when we had language and words, we were able to verbalise and express our thoughts. Stories are a purely human phenomenon, they have many functions, with stories we can communicate different intentions, and they can be told in many different ways. Stories originate from different needs and experiences, but foremost from our need for meaning and sense. Meaning making is how we construct, understand and make sense of events, relationships and the self (Frühmann et. al., 2019).

Victor Frankl (1946) stated that the primary motivation of a person is to discover meaning in life. He insisted that meaning could be discovered even in the most tragic experience. People can discover meaning through simply 'doing', experiencing values, and experiencing hardship (V. Frankl in Frühmann et. al., 2019). According to some authors (Postman & Weingartner, 1969) meaning making can also be seen as a metaphor for teaching and learning. In their own words "it stresses a process view of minding (the moulding of the mind), where 'minding' is undergoing a constant change. "Meaning-making" also forces us to focus on the individuality and the uniqueness of the meaning maker... There is no limitation to his/her learning process. He continues to create new meanings" (Ibidem: p. 77).

There are many different perspectives of understanding the definition of storytelling, yet in this pedagogical manual we put the main emphasis on storytelling as being part of a broader spectrum of:

- **Counselling / conversation facilitation approach**
- **Narrative approach**
- **Personal analysis and the so-called storryng one-self.**

From the above mentioned spectrum the impact of storytelling plays an important part in everyday situations and accounts when working with people at risk of exclusion and people with complex needs as it – when entering into a professional relation to the so called other (user, participant, client), this relation always includes you and as working with people or better to say being in people's support profession, you are also entering in this professional relation as a human being – listening to sharing personal stories needs or is connected to building trust in your integrity as well. People need to feel trust in order to allow themselves to be vulnerable and vice versa. A professional and trustworthy relation to the user of course includes you being in a position to always draw attention to the user's needs first, however we are all human beings and do not operate as robots using an artificially predefined programmed language that disconnects us from who we are (so our own personal stories as well or at least life stories we have heard in our previous professional experience) in this new relation with the new user.



As there sometimes is confusion about the concept's 'narrative' and 'story' as being the same or similar, there is a distinction that is important. Narrative can be seen as how we are talking about everyday accounts we have of our life (some of which can be events / stories), trying to make meaning out of what has happened, and in doing so drawing upon different discourses. We choose to use the term storytelling to describe the more conscious and planned acts of storytelling, where stories are told for certain purposes - e.g. to inspire change, to entertain, to share knowledge etc. We mostly use the term narrative when talking about the everyday accounts we have of our life, trying to make meaning out of what has happened and why it has happened, and in doing so drawing upon different discourses.

I will come back to that later on. The term discourse as used within the narrative approach can be hereby understood as the result of the repetitive ways that people talk about the social world, norms and taken-for granted understandings within a given social group. Examples can be statements such as: it is important to be healthy, eat vegetables and exercise regularly; unconditional love and loyalty in a family is important; a child needs a mother and a father to grow up as a healthy human being; a man should be the head of the household etc. (Frühmann et al., 2019).

2.3 How to use the storytelling as narrative tool

From the counselling and conversation point of view, the act of listening to personal stories and asking the so-called right questions can lead to further exploration of a personal situation of the other and can help to **extract meaning and sense – which is a powerful and important element in any counselling work.** If we (want to) work with stories of individuals, we should be aware of different contexts within the human condition in general, communities and societies and the role that **story, identity, image etc play in those, for individuals and groups.**

Basic knowledge of classical story structures can help the professional to follow their user in their own accounts/telling their story (i.e. the Folk story, The Hero's journey, The Actant model etc.). The main structures can be checked in the resource section. The main role of the professional is to open up the space for the user to tell their story from their own perspective yet needs to put all the effort and attention to the strengths of meaning making that the user reveals. On the other hand, the individual's ability to build and maintain a continuous narrative course of biography helps to resolve existential questions of identity, questions that concern the fundamental parameters of human life and to which we answer in one way or another (Urek, M., 2013).

When recounting negative experiences, we tend to portray ourselves as victims of circumstances, attributing our misfortunes to external factors rather than acknowledging our own role in shaping our outcomes.

This self-protective narrative is often employed when discussing personal transitions, such as changing careers or abandoning academic pursuits. By deflecting responsibility onto external forces, we shield ourselves from confronting our potential shortcomings, which may have contributed to less desirable outcomes (ibidem, 2013).

Key points to take into aspect while working with people's stories are (ibidem, 2013):

01

People commonly downplay their own agency when explaining unfavourable events, favouring an external attribution.

02

This tendency serves as a coping mechanism, shielding individuals from self-criticism and preserving a positive self-image.

03

Such narratives are often employed when discussing significant life changes, minimising the impact of personal decisions and emphasising external factors.

Within this subchapter one concrete example based on the Actant model is explained through a more concrete intervention strategy.

The actant model is a framework for understanding the roles and relationships of characters in a story. It consists of six actants:

- **Subject** (protagonist)
- **Object of the quest**
- **Sender** (initiator of the quest)
- **Receiver** (beneficiary of the quest)
- **Helper** (supporter of the protagonist)
- **Opponent** (antagonist)

Each actant plays a crucial role in driving the narrative forward. The actant model can be applied to analyse a wide range of stories, from fairy tales to modern novels. It can also be used to enhance storytelling skills by providing a deeper understanding of character dynamics and plot development. One of the most valuable aspects of the actant model is its emphasis on **perspective taking**. By considering the perspectives of different characters, we can gain a richer understanding of their motivations and actions. This ability to empathise with others is essential for effective communication and storytelling (Wikipedia, 2024).

Creative Application of the model

The actant model can be used in a variety of creative ways. For example, a writer could use the model to develop a new story idea or to analyse an existing story from a different perspective. Perspective taking is the ability to understand and consider the thoughts and feelings of others. It is an important skill for effective communication and storytelling. The actant model can help us to develop our perspective-taking skills by encouraging us to consider the roles and motivations of different characters in a story (ibidem).

As such, Narrative therapy prioritises respect and avoids blame, aiming to empower individuals as the ultimate authorities on their own journeys. It emphasises a key distinction – separating individuals from their struggles and recognizing their internal resources, capabilities, and beliefs as tools for navigating those hurdles. Though numerous principles guide narrative therapy practice, two hold particular significance: cultivating a curious mind and posing genuinely open questions. These principles interweave with the fundamental ideas, perspectives, values, commitments, and convictions that make up the heart of narrative therapy, and understanding those principles is crucial for fully grasping its essence (The Dulwich Centre, 2023).

Key points (ibidem):

- Narrative therapy empowers individuals, recognizing their internal resources for overcoming challenges
- Respect and non-blaming are core values
- Curiosity and open-ended questions are pivotal principles.

In a very simplified way, putting the latter into practice and when listening to a personal story. Narrative therapy employs a specific type of questioning technique that encourages clients to explore their own stories and develop alternative narratives that empower them to overcome challenges. These questions are typically open-ended, non-leading, and designed to elicit the client's perspectives, experiences, and values (E. Ackerman, 2017). Here are some examples of commonly used narrative therapy questions (Frühman et al., 2019):

EXTERNALIZATION QUESTIONS

(shift from person to problem):

- **What would you call the problem affecting your life?**
- **If you could describe it, how would it be? Would it be a male or a female? Would it be young or old? Does it speak? If yes, what does it say?**
- **When did the problem appear in your life for the first time?**
- **What are the aims the problem has for you and your life?**
- **On a scale from 0 to 10, where "0" means that the problem does not affect your life at all, and "10" means that the problem affects your life completely, where would you put the problem in your life?**

RE-AUTHORING QUESTIONS

(eliciting alternatives to the primary story, making a new story):

- **What are the values you stand for in your life?**
- **Can you remember an episode, just one, when you managed to keep the problem at bay?**
- **Can you remember an episode, just one, when you managed to act effectively according to your values? What skills/competencies did you use to celebrate your values?**
- **What if you tried to follow your values now, while you are facing the problem? Would you use the same skills/competencies? Would you use new skills/competencies?**

2.4 The Storytelling and Individual Planning for Inclusion to face transition and critical moments

In order to enhance the narrative and storytelling approach in this manual we go from standpoint that "Storytelling is hereby a conscious and more planned act of storytelling, where stories are told for certain purposes or with a certain intention – e.g. to inspire change, to convince, to entertain, to share knowledge, to share knowledge, and other..." (Frühmann et al., 2019). Accurate planning is important when using this approach.

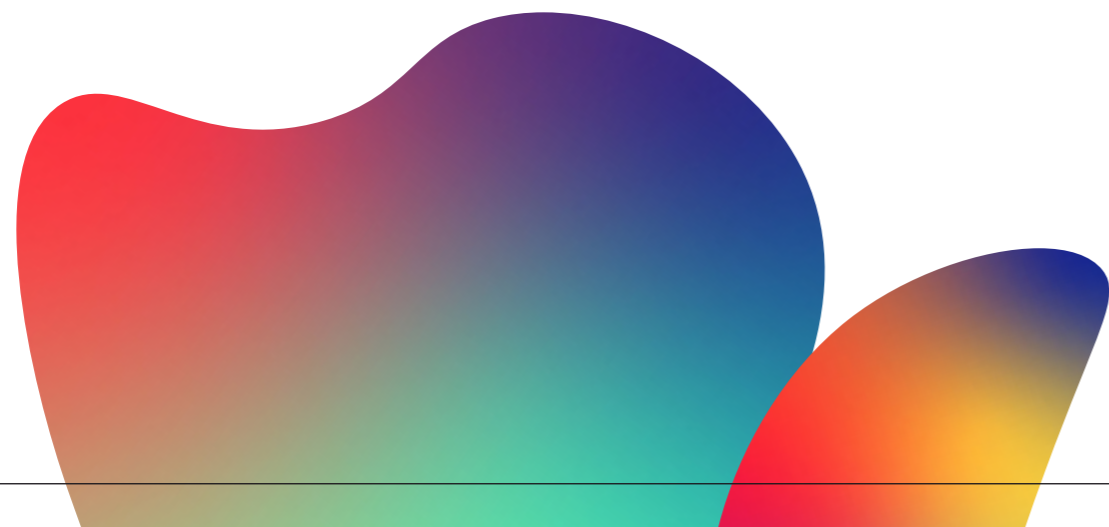
Narrative therapy emphasises the distinction between viewing someone as "defined by their problems" versus recognizing "problems as distinct from the person." White and Epston asserted that adopting a negative self-perception can have detrimental consequences for an individual's ability to thrive and live a fulfilling life. (E. Ackerman, 2017). Michael White and David Epston famously stated, "The problem is the problem, the person is not the problem," encapsulating the essence of narrative therapy (ibidem). The concept to be followed when applying narrative approach and individual treatment of each individual relays therefore strongly on the core principles of narrative therapy (ibidem):

01 Socially Constructed Reality: Our experiences and understanding of reality are shaped by our interactions and communication with others.

02 Language and Reality: Language influences and shapes our perception of reality, suggesting that individuals with different linguistic backgrounds may interpret experiences differently.

03 Narrative Structure and Sense-Making: Stories and narratives provide a framework for organising and understanding our experiences.

04 Multiple Perspectives on Reality: There is no single, objective truth; individuals may hold varying perspectives on reality, even within themselves over time.



Informative resources for exercises on listening to the other:

Brene Brown on Empathy: <https://www.youtube.com/watch?v=1Ewgu369Jw>

The 4 sides model: https://en.wikipedia.org/wiki/Four-sides_model

The 4 ear model: <https://www.pro-skills.eu/tools/social-skills/Four%20ears.pdf>

References

E. Ackerman, Courtney. (2017). 19 Best Narrative Therapy Techniques & Worksheets. Retrieved from: <https://positivepsychology.com/narrative-therapy/>

El Centro Dulwich. (2023). ¿Qué es la Terapia Narrativa? Obtenido de: <https://dulwichcentre.com.au/what-is-narrative-therapy/>

Frühman, P. - Storybag (NL); BBRZ Österreich (A); Ceres Europe Limited (NI); EOLAS S.L. (ES); OZARA storitveno in invalidsko podjetje d.o.o. (SLO); UNIPOSMS - Università Popolare Nuova Scuola Medica Salernitana (I). (2019). Universal Methodology Development. GUIDELINES – WORKING WITH STORIES. Available at: <http://learnstorytelling.eu/en/>

Postman, N., y Weingartner, C. (1969). Teaching as a Subversive Activity. Delacorte Press. Retrieved from: <https://kairosschool.co.za/wp-content/uploads/2011/02/Teaching-as-a-Subversive-Activity.pdf>

Šugman Bohinc, Lea. (2003). Pripovedovanje zgodb v socialnem svetovanju in psihoterapiji. Revija Socialno delo, Letn. 42, št. 6. Retrieved from: <https://www.dlib.si/details/URN:NBN:SI:DOC-6Z1SXCA8>

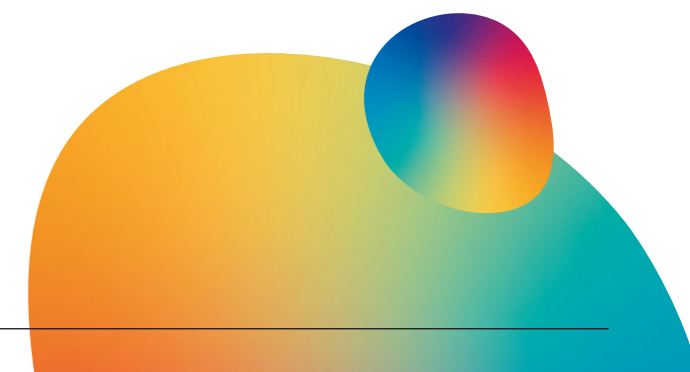
Urek, Mojca. (2013). Pripoved v psihosocialnem svetovanju. Retrieved from: <https://www.fsd.uni-lj.si/mma/Pripoved%20v%20svetovanje/2011032515550280/>

Wikipedia. (2023). Actantial model. Retrieved from: <https://en.wikipedia.org/wiki/Actant>

Wikipedia. (2024). Hero's journey. Retrieved from: https://en.wikipedia.org/wiki/Hero%27s_journey

Chapter 3: Co-production approach, Motivational Interview and PATH methods; exploring and developing our professional potential

In this chapter, we will further elaborate on how to enhance the capabilities of professionals in extracting and analysing relevant information for their counselling duties. To achieve this, we will introduce two methods that, when employed under an appropriate approach, become notable tools: motivational interviewing and PATH.



Firstly, we will once again emphasise the importance of establishing an approach directed towards addressing the individual's needs from an inclusive perspective and respecting the values of equality and equity. As mentioned earlier, this philosophy in approaching our professional duties goes beyond the recognition of human rights established by various national and European regulations. It is a fundamental condition for creating an atmosphere of trust and active engagement between the professional and the user. By moving away from paternalistic or directive stances, whose communication has traditionally been one-way, a communicative process is fostered where constructive dialogue emerges.

This leads to greater approval from the involved party, and the content of the dialogue becomes material for meaningful learning for all participants. Here, the proposed concept of the [co-production approach](#) becomes relevant. This approach is geared towards addressing the individual's needs by involving them in the process, always respecting the principle of self-determination.

This approach, which underpins the working philosophy of this manual, is very similar to another well-known and well-established academic working philosophy known as the person-centred approach. However, this proximity should not lead to confusion as the two visions are substantially different, **the nuance** residing in the level of participation and hierarchies among the participants. In the person-centred approach, the professional seeks collaboration with the user to make them the unconditional protagonist in planning their own life and decisions. In the **co-production approach, however, the relationship between the parties is more equal, making the collaboration of both absolutely indispensable to achieve the anticipated goals.**

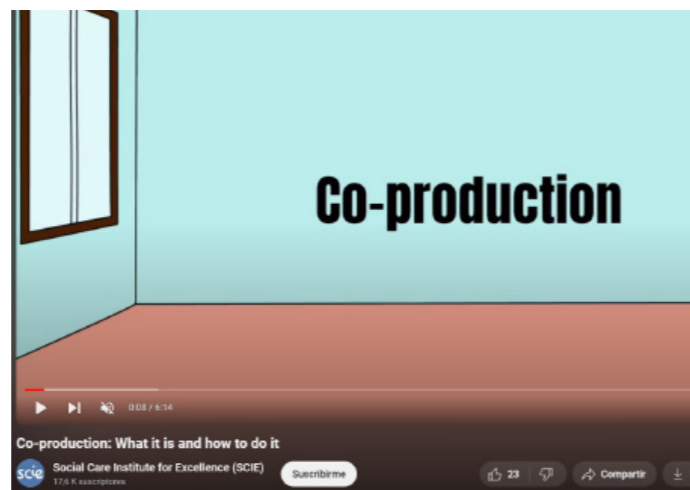


Image 8. Link of the source: <https://www.youtube.com/watch?v=nbShL4YZvZ0>

The accredited benefits of this approach have been documented in various multidisciplinary studies within the fields of education, healthcare, and the business world (Centre for Development and Innovation in Inclusive Education, 2022; Díaz et al., 2017; Hardy, 2018; Rubalcaba, 2022). One of the foundations lies in the substantial improvement of interpersonal and intrapersonal relationships for two reasons; firstly, it establishes favourable conditions for the emergence of a trusting relationship by predisposing a positive context-scenario. Secondly, the philosophy itself requires the use (and improvement) of communicative and analytical skills by the participants, such as active listening, affective communication, critical-analytical thinking, etc. Therefore, we can say that this process promotes continuous feedback itself.

Having said that, we will now present two potentially effective methods for applying communicative and analytical skills and, at the same time, planning goals.

3.1 The Motivational Interview: secrets and tips

Assisting individuals in overcoming unhealthy or damaging behaviours poses a considerable challenge for therapists (Hall et al., 2012). Encouraging individuals to cease harmful habits such as heavy drinking or smoking, or to embrace a healthier lifestyle through activities like exercise, medication, and improved diet, can be exasperating when met with resistance.

Motivational interviewing (MI) emerges as an effective counselling method, adept at addressing ambivalence, bolstering motivation, and preparing individuals for transformative change (Hall et al., 2012). MI is a person-centred counselling method designed to explore and strengthen an individual's motivation for positive change.

Motivational Interviewing: Real-Life Example

Motivational Interviewing: a real-life example of daily conversation about change is commonplace. The language we employ, both what we say and how we say it, holds the power to motivate or influence another's behaviour. Therapists and counsellors engage regularly in discussions about behavioural and lifestyle changes with their users. Motivational interviewing (MI) serves as a structured approach to navigate the challenges that often accompany discussions about someone else's motivation for change (Miller & Rollnick, 2013). The following real-life case provides examples of the scenario presented to their therapist and how the Motivational Interviewing theory can help.

◆ Motivational Interview: Real-Life Example

A 52-year-old man has a problem with alcohol. Despite his wish to change, he continues to drink heavily (Hall et al., 2012).

It may be tempting to assume that the individual lacks motivation or is unaware of the risks, leading the therapist to adopt a paternalistic therapeutic style. However, when this approach proves unsuccessful, the therapist might be inclined to give up due to the user's apparent lack of desire to change. In contrast, when employing Motivational Interviewing (MI), the therapist upholds the user's autonomy and acknowledges that the responsibility for change lies with the individual. Through MI, it becomes possible to explore the user's reasons for change without directly advising them to do so.

Discussions about concerns related to drinking and its potential impact on goals or values can be navigated, allowing for an examination of the pros and cons of drinking. While the ultimate decision to change remains in the hands of the user, the therapist can propose collaboration to enhance the user's confidence, facilitating a path toward positive change.

Preparation

MI stands out as a potent evidence-based approach, empowering users to articulate their path toward positive life changes. **The belief in one's capacity to change** significantly contributes to successful outcomes (Miller & Rollnick, 2013).

While there isn't a one-size-fits-all strategy for amplifying change talk, therapists can quickly discern what resonates (or doesn't) through client feedback (Miller & Rollnick, 2013). Nevertheless, therapists can employ various techniques to prompt users to contemplate and discuss the motivations for change. One of the most impactful methods is the use of open-ended questions. Additionally, the DARN acronym serves as a helpful guide, encapsulating the four key types of preparatory change talk:

Such conversations may not confirm that change will happen, yet asking evocative questions can help invite change. Take a look at the following example: a user could say "I want to stop drinking alcohol" (desire) rather than "I will stop drinking." The person could even make a list of good reasons for quitting alcohol, but it does not (yet) mean they intend to stop.

Implementation

Moving from talking about change to doing something is called "mobilising change talk." It is like taking steps towards **setting goals** and making real changes happen. This process involves recognising and organising your thoughts using **CATs** – commitment, activation, and taking steps.

Setting goals means **moving from where you are now to where you want to be**. It helps the person stay motivated on the journey from where they are to where they want to go (Kremer, Moran, & Kearney, 2019).



Image 9. DARN acronym infographic. Own elaboration

There are different methods to define goals;

- **SMART:** specific, measurable, attainable, realistic, and time-bound. [The SMART+R worksheet](#) can help your user write down their goals, figure out how to measure them, and even plan rewards for themselves.
- **SCAMP:** (worksheet available [here](#)). It helps to set goals that, under its focus, maximise the effectiveness and maintain motivation of them. Each goal should be:
 - Specific
 - Challenging and controllable
 - Attainable
 - Measurable and multiple
 - Personal

'OARS' as MI Method (Building a good relationship)

Establishing a therapeutic relationship using OARS. The acronym OARS stands for the basic skills of MI, which Hall et al. showed can help build a trusting interrelationship as the therapeutic relationship is being established (2012).

As Magill et al. has proved (2018), OARS offers foundational tools for mutual understanding before moving on to focusing, evoking, and planning. Through different worksheets and this method focused on using everyday language to talk about change, it encourages conversations where people can figure out for themselves why and how they want to make

The content in this document has been sourced from the following webpage where you can find more details and worksheets:

<https://positivepsychology.com/motivational-interviewing-worksheets/#examples> (Sutton, J., 2021).

MI skills include the following (OARS):



Open-ended questions encourage the person to talk:

I see you are concerned regarding your food habits. Could you break it down for me?



Affirmations can include compliments or statements of understanding. They build rapport and offer support during the process of change.

I appreciate your willingness to talk to me about this. It must be hard for you to talk about your eating disorder.



Reflections rephrase what the person has said to capture the implied meaning and feelings.

You enjoy having heavy meals during the whole day, but you are worried about your health.



Summarising links different points within the discussion while checking in with the person.

If it is okay with you, can I just check that I have understood everything we have discussed so far?

3.2 PATH: building "Bonds of support" from another perspective

PATH (Planning Alternative Tomorrows with Hope) is a strategic planning tool known for its creativity, motivation, positivity, and problem-solving orientation. Its origins date back to the 1980s, with Jack Pearpoint, Marsha Forest, and John O'Brien as its creators. This technique is based on constructive dialogue, where the professional serves as a facilitator in the communicative process, extracting necessary information. Subsequently, an action plan is co-created, and the use of visual and schematic elements makes it simple and accessible, promoting engagement and motivation among the involved parties.

There are various ways to implement this practice, although they all share common points and procedures. **Let's look at an example:**

Preparation

During this phase, it is crucial for the professional to promote and ensure the existence of a good atmosphere of trust among the parties to facilitate communication. One of the most iconic elements of this method is the use of plastic materials to illustrate the entire process, so it is necessary to provide these materials to our user.



As the previous image suggests, it is crucial for the individual to have creative freedom and be the one to materialise the process (either manually or verbally), as this fosters a stronger affinity towards the action plan. Additionally, making it visually appealing and schematic enhances understanding and memorisation of the process.

Image 10. Mural example of PATH use. Source: <https://shorturl.at/svAEN>

Implementation



Image 11. Phases of use the PATH technique. Own elaboration.

Its development aligns with a study on a timeline that will be divided into different stages or phases not chronologically ordered. These stages include:

- 01 In the first phase, the user will freely express their **dreams** and desires without limitation. In this case, the professional acts in the role of a companion.
- 02 Collaborative Goal Detailing: collaboratively, work is done to outline the possible **objectives** to be achieved in the near future (1-2 years). To facilitate critical thinking and motivation for change, the user is encouraged to recreate images and future scenarios that would enable the attainment of these objectives to create a stronger emotional connection.
- 03 Comparison with the Present: after the above, we travel to the **present** to compare the desired situation with the current one. It is highly relevant to document the material and competency situation of the person, as well as the available support circle.
- 04 Strengths and Weaknesses Analysis: in this phase, an analysis of the **strengths and weaknesses** that the person possesses will be conducted. Resources and capabilities will be studied.
- 05 Opportunities: regarding **opportunities**, potential allies necessary to achieve the objectives along the way will be identified.

- 06 Mid-Term Visualisation: taking the first temporal leap to visualise the situation the person should be in about 6 months (**mid-term**) to be on the path towards achieving their goals.
- 07 Mid-Term Visualisation: taking the first temporal leap to visualise the situation the person should be in about 6 months (**mid-term**) to be on the path towards achieving their goals.
- 08 Immediate Steps: finally, after breaking down our objectives into achievable units along the timeline, we will identify the **immediate steps necessary** to start our journey on the path.

You can acquire more information at the following links:

<https://www.eurudisnet.eu/design-of-services-to-accompany-people-with-disabilities-to-autonomy-in-rural-local-communities-intimacy/>

<https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/support-plans-i-apdr-msp-s-iep-s/path-planning-alternative-tomorrows-with-hope/>

3.3 Reflections about how these methodologies could promote the autonomy of young people with complex needs, clearing the way towards an Independent Life

Thus, as we have been able to appreciate, the possibilities that these methodologies offer when carrying out any guidance work are well supported and documented within the scientific community. The key lies in the confluence of several elements that facilitate communication between the parties, as well as reflection and analysis by those present, all of which are essential in order to establish the most appropriate and significant determinant measures.

On the one hand, **communication is favoured**, among other things, by the co-production approach, as it eliminates previous hierarchies between the parties. This is in itself a motivating factor for the person (Miller & Rollnick, 2013) as he or she gets to feel ownership of the whole process and not as "something analysed and planned from the outside". In fact, in order to get the best results, the professional and the user have to work side by side in a cooperative way. All of the above makes it possible to initiate **quality processes of reflection or self-analysis**, in which the professional would act as a guide to unravel the key points, without imposing himself as an authoritarian figure who is the repository of knowledge or with a patronising vision. This idea is reaffirmed by the authors Hall et al. because, as they themselves express, the independence of the person is important, and the therapist is there to help, but not to be the boss (2012).

Furthermore, the use of visual elements and the planning that these methodologies propose both when obtaining the objectives and analysing them (together with the user's own physical and verbal interaction), favour involvement, motivation, memorisation and the ability to express oneself, among others.

For all these reasons, **these tools prove to be effective in counselling**, helping people to make changes and overcome their challenges (Magill et al., 2018).

References

- Centro de Desarrollo e Innovación en Educación Inclusiva. (2022).** Revista Latinoamericana de Educación 15(2). Facultad de Ciencias de la Educación, Universidad Central de Chile. http://www.rinace.net/rlei/numeros/vol15-num2/RLEI_15,2.pdf
- Consejo de Kirklees, Reino Unido. (2021).** Planificación centrada en la persona utilizando la herramienta PATH. <https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/support-plans-i-apdr-msp-s-iep-s/path-planning-alternative-tomorrows-with-hope/>
- Díaz, M^o del Mar, et. Al. (2017).** Dossier n^o 82(3). Trabajo Social Hoy. <https://dialnet.unirioja.es/ejemplar/472883>
- Eurudisnet. (2022).** Design of services to accompany people with disabilities to autonomy in rural local communities. <https://www.eurudisnet.eu/design-of-services-to-accompany-people-with-disabilities-to-autonomy-in-rural-local-communities-intimacy/>
- Hall, K., Gibbie, T., y Lubman, D. I. (2012).** Motivational interviewing techniques: Facilitating behaviour change in the general practice setting. Australian Family Physician, 41(9), 660–667.
- Hardy, R. (2018).** Co-production with individuals: key advice for social workers. <https://www.communitycare.co.uk/2018/10/17/co-production-individuals-key-advice-social-workers/>
- Kremer, J., Moran, A. P., & Kearney, C. J. (2019).** El deporte en estado puro: Psicología práctica del deporte. Routledge.
- Magill, M., Apodaca, T. R., Borsari, B., Gaume, J., Hoadley, A., Gordon, R. E. F., ... Moyers, T. (2018).** Un meta-análisis del proceso de entrevista motivacional: Modelos de cambio de proceso técnico, relacional y condicional. Journal of Consulting and Clinical Psychology, 86(2), 140-157.
- Miller, W. R., y Rollnick, S. (2013).** La entrevista motivacional: Ayudando a la gente a cambiar. Guilford Press.
- Prochaska, J. O., y DiClemente, C. C. (1986).** Toward a comprehensive model of change. En W. R. Miller & N. Heather (Eds.) Treating addictive behaviours: Processes of change. Springer.
- Rubalcaba, L. (2022).** Entendiendo la Innovación en Educación. Una perspectiva de coproducción de servicios. Economías, 10(5), 96. MDPI AG. Obtenido de <http://dx.doi.org/10.3390/economies10050096>
- Scie. (2022).** Coproducción: Qué es y cómo hacerlo. <https://www.scie.org.uk/co-production/what-how#careact>
- Sutton, Jeremy (2021).** 18 Best Motivational Interviewing worksheets & activities. Positivepsychology.com. <https://positivepsychology.com/motivational-interviewing-worksheets/#examples>.

Chapter 4: Complex Needs and how to use Gamified methodologies

4.1. Cartografía de las necesidades complejas: de los objetivos a las historias de vida

Young people have a story of learning, successes, mistakes and failures. These experiences define the plot of their lives and all that they can learn. As a consequence, we cannot understand their stories without first identifying their needs and objectives. After all, the youngsters cannot fail or be successful if they don't have goals or if they don't try to reach them. According to this reasoning, if we pretend to know and understand the circumstances that surround young people, and design a support plan based on a careful assessment of these, we should analyse their *Complex Needs*.

Following the same logic employed by the *Convention on the Rights of People with Disabilities*, we interpret the *Complex Needs* as the result of the interaction of the youngsters with their environment. Concretely, the *Complex Needs* depend on :

Concretely, the *Complex Needs* depend on:¹

- 01** The people's objectives and goals
- 02** The resources (considering both skills, knowledge and social support)
- 03** Coping strategies (this means how individuals try to resolve their
- 04** And on how they interpret their experiences of success and failure.

¹ We recommend reading the *E-youth Methodology* where the reader will find additional information about the *Complex Needs*, how to identify and describe in detail them and how to elaborate support plans to help young people that, without having necessarily disabilities and, therefore, mental health problems, need counselling and guidelines to rethink their life projects.

At this point, we appreciate that the *Complex Needs* don't depend on the youngsters' disabilities or on their mental disorders. From the E-youth approach, the most important is to how people interact and establish social bonds with, for example, their family or with their neighbours. All their decisions and actions are not related to their mental health problems nor to their intellectual deficits. Maybe, their behavioural problems can be linked to a lack of *coping strategies*. Even, perhaps, they don't receive sufficient and appropriate support to achieve their objectives. Obviously, if the youngsters have disabilities, their *Complex Needs* could increase, but not necessarily. Remember, please, that some people with disabilities have learned how to manage their social difficulties and, moreover, enjoy an inclusive environment.

Before learning how to identify the *Complex Needs*, following the guidelines collected in the *E-youth Methodology*, the professionals should find out how to identify the objectives that the youngsters want to reach and how to interpret their goals in the light of their needs. All people have their own objectives and needs, and these determine their life projects.

Below, the trainers will find a set of useful questions and guidelines to teach the professionals how to support the youngsters to identify their own goals -rethinking them if they consider essential- and to understand why they consider relevant such objectives:

First Guideline



The trainers should explain to the professionals that young people often have difficulties to think in abstract terms. For this reason, if they ask them about their objectives without contextualising, describing some daily situations or scenarios, probably the youngsters will have problems identifying their objectives and goals. In the practice, all people experience less difficulties to describe their objectives, if they count with contextual clues. Therefore, the trainers should recommend to the professionals exploring the environments, contexts and situations where young people carry out their daily routines before asking them about what they want to achieve. Then, the professionals have to understand the relevance of contextualising any question related to the youngsters' objectives, even using visual supports such as photos and/or narrative detailed descriptions of these environments.

First Question



After contextualising, the trainers can provide a set of questions about the youngsters' objectives to the professionals such as <<what aims do you like to achieve in X scenario or situation?>> Or <<what goals do you pretend to reach in each of the context described in the previous step?>> The professionals need to learn how to use these questions with a brief reminder relative to the collected scenarios and routines.

This strategy seems repetitive, however, using different adjectives and synonymous expressions, this method can be useful to facilitate the understanding of this exercise, maintain the youngsters' attention focused on the concrete goals, increase the coherence of their explanations, and guide their reflections and thoughts lightening their cognitive load.

² Recomendamos la lectura de la Metodología E-youth donde el lector encontrará información adicional sobre las Necesidades Complejas, cómo identificarlas y describirlas en detalle y cómo elaborar planes de apoyo para ayudar a jóvenes que, sin tener necesariamente discapacidad y, por tanto, problemas de salud mental, necesitan asesoramiento y pautas para replantear sus proyectos de vida.

Second Guideline



Once the professionals have identified the youngsters' objectives, they will have to learn to discern why they pretend or want to reach such goals. This means that the trainers should explain to them that the objectives that the youngsters pursue are related to their needs. In fact, a concrete goal can be related to two or more needs, depending on how each person interprets this objective and what reasons she or he has to try to achieve it.

For example, young people could need a friend. In a general sense, we often understand any social relationship as a resource. Nevertheless, someone can look for friendships to face his/her problems collaboratively instead of imposing his/her decisions. In this case, the youngster is interpreting the friendship as a resource and, also, as a possibility to extend his/her *coping styles*.

Therefore, it is indispensable to underline that the trainers should show to the professionals how to find out why the youngsters pretend to achieve concrete objectives. In the practice, the professionals should guide them to explore the reasons that justify or give sense to their aims. To facilitate this task, the professionals will help young people to establish connection between their goals and their emotions. We cannot forget that the emotions and feelings related to the achievement of an objective explain why, in psychological terms, this is relevant and valued.

Moreover, the professionals should learn to identify the values, beliefs and priorities beyond the youngsters' goals. Concretely, the trainers will explain to them that the youngsters need to take into account that their objectives –more considering their goals as a whole- reflect their values and beliefs; all that they consider relevant to improve their quality of life, autonomy and, therefore, their self-satisfaction.

Second Question



The trainers will provide the professionals the following questions to explore, identify and understand why people have concrete objectives and goals:

<<Considering that your objectives show what you consider important, what would you say that you value and, therefore, you need to feel satisfied and happy?>>.

<<Keep in mind that your goals express what are your values, beliefs and priorities, so... why do you pretend to reach these aims? What do you need to achieve through these objectives?>>

Observation: After following the recommended steps, the trainers will explain how to use the E-youth Methodology to define and address the youngsters' *Complex Needs* (see the next section of this chapter).

The trainers will use the **Scheme of Objectives and Needs** (attached below) to explain these guidelines, formulate the issues previously described and teach to the professionals how to gather and put in order the data provided by youngsters.

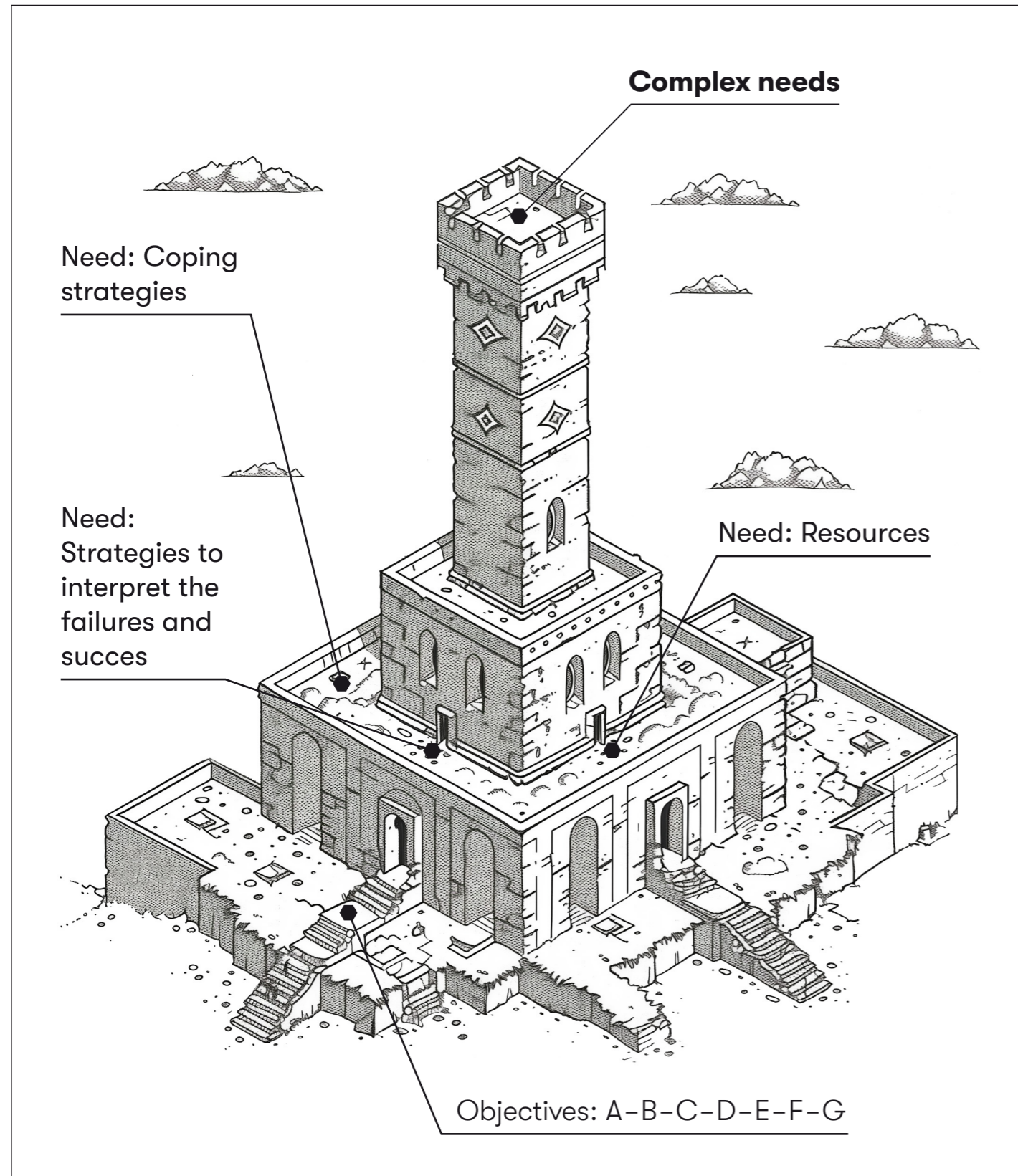


Image 12. Scheme of Objectives and Needs. Own elaboration

4.2. Pedagogical guidelines to implement the gamified pedagogical guidelines to implement the gamified Learning Methodologies and Role-playing activities

Nowadays, professionals have new methodologies, tools and technologies to promote the quality of life of people with *Complex Needs* –and also, of other vulnerable groups- and their wellbeing. Among these innovative strategies to improve the support that we provide them, we find the gamification and, from this, the role-playing dynamics.

Probably, and given the short space that we have to address these relevant questions, we will focus our attention on, above all, practical aspects related to how to design and put into practice activities based on gamification. And after that, we will describe the benefits that both professionals and attended people can obtain using and participating in these gamified processes.

The first question that, surely, readers are considering is related to **how can we implement gamification in their everyday tasks?**



We should keep in mind that, to design a successful gamified activity, we have to identify and delimitate what people with *Complex Needs* need and should learn to reach their goals and carry out their *Life Projects*. This means that we have to define, in detail, what skills and competences youngsters need to acquire to face their difficulties and problems. After all, the actions and challenges that young people will have to overcome in the gamified activities should be appropriate to assess these skills, competencies and knowledge. For example, if we want to evaluate and develop the mathematical intelligence of a group, necessarily the designed challenges should be related to this type of cognitive capacity. On the contrary, the challenge will not allow people with *Complex Needs* to show their real level of expertise in this area of knowledge. If we pretend to design a gamified learning process, we have to ensure that activities are in relation to the knowledge that we want to transmit.



On the other hand, after identifying the skills and competences that youngsters need to acquire to improve their autonomy and wellbeing, we have to define *Gamified Scenarios*. These are different situations, ordered according to an increasing level of difficulty where the participants –or gamers- have to make a decision, considering a delimited range of options. Some options will be correct, allowing them to gain and accumulate points (points of experience or power, if we use a vocabulary related to videogames). Others, on the contrary, will lead them to make a mistake and, therefore, to lose points.

Here, we have to clarify that these points are very important for different reasons into the logic of gamified learning processes. These points show to the *gamers* that they are developing their skills and competences while making decisions and, in consequence, that they are overcoming the challenges that we have designed and proposed to them. Likewise, these points can indicate, for example, *gamers'* social competence, their mental agility or any other ability that we are assessing. In consequence, the points have these two functions:

- [1] **Recognise** and indicate youngsters' achievements, their development and learnings, reinforcing their motivation when they make a correct decision and after learning to carry out a concrete action or encouraging them to overcome their limits, learning from their mistakes and failures.
- [2] **Evaluate**, even in a scientific sense, the level of autonomy that will influence their quality of life.

In each *Gamified Scenario*, we will have to give young people clear instructions about the objectives of each challenge (what they have to achieve as, for example, look for an object or resolve a complex conflict with an imaginary person) and what rules they have to respect. These rules are related to actions and behaviours that they can carry out during the game and to the resources that they can use to overcome obstacles that define the different levels of difficulty. Moreover, *the gamers* need some indicators to know when they have reached the game goal.

In relation to the second approached issue, we have to explain and justify **why it is so important to design appropriately and implement gamified learning activities:**

- [A] Young people look for fun activities. This means that, as professionals, we have to develop training activities with clear learning objectives but, at the same time, to promote youngsters' engagement, these activities and training have to include, necessarily, fun and attractive elements as visual adventures and evocative missions and characters.
- [B] Youngsters need to learn to make decisions. This is only possible if they can participate actively in the learning and training activities as protagonists and not only as recipients or simply students that, at maximum, have to listen to the lessons and take note.



As professionals, we should ensure that young people decide to get involved in the gamified activity. To achieve that, we have to construct a narrative plot, sufficiently attractive to attract younger people's attention. For this reason, it is crucial, before designing the gamified learning process, and in parallel to identify the skills that they will develop through the activity, identifying their interests, hobbies and dreams. Even, to give realism to gamified dynamics, we can design and use visual support as attractive and epic images, offered through cards or short videos. Moreover, we have to ensure that narrative materials are adapted to the circumstances, specially to the level of development, of the people attending. To do that, we count with the easy to read format and different tools derived from the *Augmentative and Alternative Communication Systems*.



Finally, it is very interesting, but not necessary, to write scripts and, according to them, design avatars that highlight the skills and strengths of the people. This means, concretely, that we can use gamified learning processes to create characters with skills and strengths that youngsters have, and also with other competences that they would like to acquire. We can define this guideline as a good practice, mainly because this will increase the self-esteem, motivation and engagement of youngsters given that we are underlying their talents and potential. In any case, we can use narrative characters and avatars -that will be protagonists of the gamified activity- to carry out role-playing activities according to the perspective that youngsters have to contemplate, understand and respect to avoid problems with their environment.

- [C] The gamified activities promote critical and creative thinking, facilitating young people to learn to analyse their problems and conflicts from alternative points of view.

References

- Ardagh, Anne. (1999).** Transformative mediation: the opportunity and the challenges. Boletín ADR: Vol 2(1), Artículo 1. https://www.wisearchristians.com/wp-content/uploads/2020/01/Transformative-mediation_-the-opportunity-and-the-challenge.pdf
- Asamblea General de las Naciones Unidas. (2006).** Convención sobre los derechos de las personas con discapacidad y Protocolo Facultativo. Disponible en: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- Asociación Canadiense para la Vida Comunitaria (2014).** A statutory framework for the right to legal capacity and supported decision making for Application in Provincial/Territorial Jurisdictions in Canada. Grupo de trabajo sobre capacidad jurídica y toma de decisiones con apoyo. Disponible en: <https://cacl.ca/wp-content/uploads/2018/05/Draft-Statutory-Fmwk-Legal-Capacity-June-9.pdf>
- Ballester, L. (1999).** Las necesidades sociales: teorías y conceptos básicos. Madrid: Editorial Síntesis. https://www.researchgate.net/profile/Lluis-Brage/publication/265594612_Necesidades_sociales_teorias_y_conceptos_basicos/links/541345c20cf2788c4b35951a/Necesidades_sociales-teorias-y-conceptos-basicos.pdf
- Bauman, Zygmunt. (2013).** Vida Líquida. Barcelona: Paidós. <https://circulosemiotico.files.wordpress.com/2012/10/vida-liquida-zygmunt-bauman.pdf>
- Borrás, Oriol. (2015).** Fundamentos de la gamificación. Gabinete Tele-Comunicación (Universidad Politécnica de Madrid). https://oa.upm.es/35517/1/fundamentos%20de%20la%20gamificacion_v1_1.pdf
- Browning, M., Bigby, C. y Douglas, J. (2020).** Un proceso de apoyo a la toma de decisiones: Explorando la práctica de la toma de decisiones con apoyo en Canadá. Journal of Intellectual & Developmental Disability. <https://doi.org/10.3109/13668250.2020.1789269>
- Carruters, Peter & Westra, Evan. (2018).** Teoría de la mente. Encyclopedia of Evolutionary Psychological Science. https://www.researchgate.net/publication/327989904_Theory_of_Mind
- Comité sobre los Derechos de las Personas con Discapacidad. (2014).** Observación General nº 1, Artículo 12: Igual reconocimiento como persona ante la ley, CRPD/C/GC/1, (Adoptada el 11 de abril de 2014). Disponible en: <https://undocs.org/en/CRPD/C/GC/1>
- Conde, M., Menéndez, F., Rivero, M., & Sanz, M. (2013). Psicología de la Motivación. Teoría y práctica. Sanz y Torres.
- Cuetos, F., González, J., & De Vega, M. (2018).** Psicología del Lenguaje. Editorial Médica Panamericana.
- Domínguez, F., Fernández, E., García, Beatriz., Jiménez, M., & Martín, M. (2010).** Psicología de la Emoción. Madrid: Editorial Universitaria Ramón Areces.

<https://dialnet.unirioja.es/servlet/libro?codigo=923784>

Entelman, R. F. (2005). Teoría de conflictos. Hacia un nuevo paradigma. Barcelona: Editorial Gedisa, S.A.

https://www.academia.edu/40076012/Entelman_Remo_Teoria_De_Conflictos_PDF

Ettekal, Andrea y Mahoney, Joseph. (2017). Teoría de los sistemas ecológicos. La enciclopedia SAGE del aprendizaje extraescolar. SAGE Publications.

https://www.researchgate.net/publication/316046039_Ecological_Systems_Theory

Focault, M. (2022). Vigilar y castigar. Clave intelectual.

Goleman, D. (1996). Inteligencia Emocional. Barcelona: Kairos.

<https://dialnet.unirioja.es/servlet/articulo?codigo=6289522>

Maslow, Abraham. (1973). Hombre autorealizado: Hacia una psicología del ser. Kairós.

https://www.academia.edu/74724906/Abraham_Maslow_El_Hombre_Autorrealizado_Hacia_una_Psicologia_del_Ser_Kairos_17_ed

Ovejero, A. (2010). Psicología Social. Algunas claves para entender la conducta humana.

Madrid: Editorial Biblioteca Nueva.

<https://dialnet.unirioja.es/servlet/libro?codigo=618099>

Piaget, Jean. (1976). Seis estudios de psicología. Barcelona: Barral Editores.

https://dinterrondonia2010.pbworks.com/f/Jean_Piaget_-_Seis_estudios_de_Psicologia.pdf

Schenk, Tood (2009). Evaluación de conflictos: A Review of the State of Practice. Washington DC.

https://www.cbi.org/assets/files/ConflictAssessmentSummary_Schenk.pdf

Thomas, Maguth, Christine y Arthur. (2014). Terapia de resolución de problemas. Manual de tratamiento. Bilbao: Editorial Descleé de Brouwer.

<https://www.edesclée.com/img/cms/pdfs/9788433027474.pdf>

Thompson, Roos. (1991). Regulación emocional y desarrollo emocional. Revista de Psicología Educativa: Vol 3(4).

https://www.researchgate.net/publication/226305026_Emotional_Regulation_and_Emotional_Development

White, M., & Epston, Eric. (2008). Medios narrativos para fines terapéuticos. Barcelona: Paidós Terapia Familiar.

https://www.researchgate.net/publication/49550028_Medios_narrativos_para_fines_terapeuticos

Young, Jock (1999). The Exclusive Society: Social Exclusion, Crime and Difference in Late Modernity. Londres: Sage.

Chapter 5: Paradigm shift: New social Horizons

5.1 Establishing new social horizons

Frontline professionals are often overburdened due to professional demands. However, they play a crucial role in policymaking at all levels to aid their work; this includes contributing to measures that address structural changes.

First hand experience from professionals

Frontline professionals can provide firsthand knowledge and experience regarding the challenges, needs, and opportunities within their respective fields.

Direct involvement in delivering services or addressing issues on a day-to-day basis places frontline professionals a unique perspective on the realities faced by young people with complex needs and their communities. Frontline professionals are often at the forefront of innovation and best practices within their fields and well-positioned to identify gaps in existing policies or services, engage in relevant research, carry out data collection and to recognise barriers that may hinder effective implementation. Their input can help policymakers design more comprehensive and inclusive approaches that address these gaps and barriers. This perspective is essential for developing policies that are grounded and responsive to actual needs, in an ever-changing society.

Promoting Innovation and Best Practices: Frontline professionals are frequently at the forefront of innovation and best practices within their fields. By involving them in policymaking, policymakers can tap into their creativity and knowledge to develop more innovative and effective solutions to complex problems.

Co-creation

To continuously promote a working culture that fosters dialogue and opportunities for professionals to improve the quality of care and support, co-creation must be at the centre. Co-creation is a collaborative approach involving all relevant actors in working together on an equal basis to develop and implement policies, services and communication that foster positive mental health according to a psychosocial model and human rights-based approach. The concept of co-creation emphasises the redistribution of powers of all participants in the process and the attribution of equal value to the different expertise of all the participants.

For professionals to improve and ensure tailored support for young people with complex needs, it is essential they work closely with all relevant stakeholders, such as children and young people, their families, communities, decision-makers and other experts.

Stakeholder engagement

Professionals have an important role in strengthening and coordinating different services through an integrated approach (mental health services, social services, health services, educational systems, workplaces, etc.) and the provision of community-based services to provide tailored support to children and young people at every stage of life. This is because they can support in building bridges between young people, their families, and wider communities. Frontline professionals often have relationships with the communities they serve, making them valuable intermediaries between policymakers and the public. Involving them in the policy-making process can enhance stakeholder engagement and ensure that policies are informed by a diverse range of perspectives.

As such, professionals can have an important role in drawing policymakers closer to communities, improving outreach to marginalised communities and driving a bottom-up approach.

As well as building trust between policymakers and the communities, engaging frontline professionals in the policy-making process can help build trust and accountability between government institutions and professionals themselves.

5.2 Formulate policy recommendations

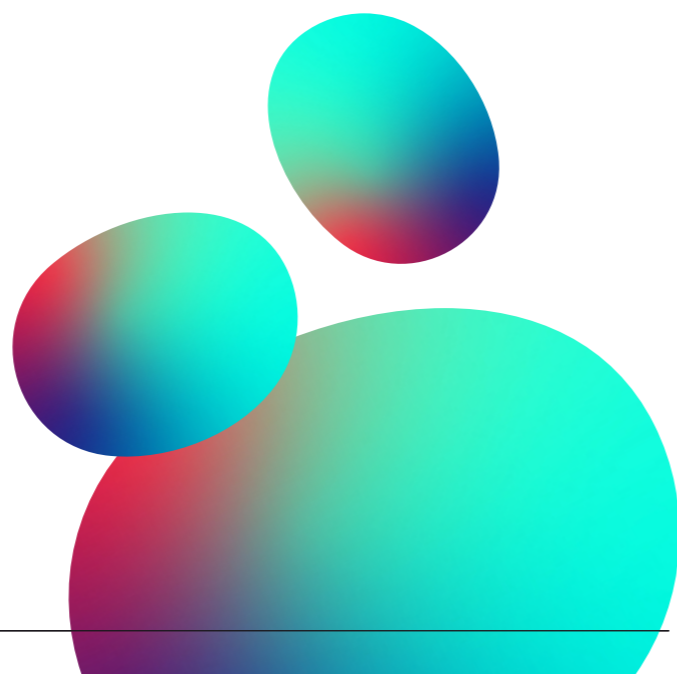
While professionals may be best placed to provide feedback on areas requiring improvement, it is essential to have information on how these recommendations can be formulated and taken forward.

Policy recommendations are written advice prepared for a group or person with the authority to influence or make policy decisions. Policy recommendations often involve a systemic process of analysis, research, and communication. Such guidance can also provide concrete insight for changemakers and can draw attention to issues they may not have been aware of. Therefore, recommendations directly from experts can be an asset for shaping policies based on real life experiences. Policy recommendations are more likely to be accepted or supported if accompanied by pressure (large number of supporters or similar recommendations), includes strong evidence, is cost effective, sustainable and practical. To influence change through advocacy, organised action that builds upon each other to achieve the overall impact of change is most effective.

Therefore, policy recommendations can be shaped around the following criteria:

1. Identify the problem

To provide recommendations, professionals must identify the problem. This is essential for the advocacy targets, which are the stakeholders, and institutions that you need to influence to ensure your impact is achieved and are strictly connected with your objectives, to acquire a clear understanding of the context, scope, and significance of the issue. This also helps to convey the realities on the ground, identify patterns, underlying root causes and communicate that implementing the policy recommendations is politically feasible.



2. Evidence-based policies

To inform advocacy targets and ensure credibility, policy recommendations should be evidence-based and supported by research and consultations among relevant stakeholders. It is important that advocacy is rooted in reliable, accurate and relevant evidence which both demonstrates the problem and supports the call for change. It is valuable to include evidence that is collected regularly to ensure the advocacy strategy remains relevant and up-to-date and relevant to the interests of specific decision-makers or other relevant stakeholders. Decision-makers are more inclined to take forward policy recommendations that have a real-life impact for rights-holders; here research and concrete evidence can make an impact.

3. Decide on target audience

Following the identification of the issue, it is necessary to identify the target audience. It is essential to consider who the key stakeholders are and what influence they can have on the policy decisions linked to the problem professionals are seeking to address. Here, it is important to note that there may be several advocacy targets (for example at an institutional, local, national, and European level), with each stakeholder requiring tailored policy recommendations to

4. Intersectionality & co-creation

Intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination intersect and interact to create unique dynamics and realities. All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another. This should be considered when developing comprehensive and inclusive policy recommendations by centring the needs and desires of those affected by the issue. Developing policy recommendations rooted in intersectionality can ensure that policy outcomes correspond with demands of target populations', including the most marginalised groups. This should be carried out through co-creation. For professionals this can involve consulting with children and young people, their families, and wider communities as actors of change, to shape their policy recommendations. Adopting this approach also ensures that advocacy is a tool for sustainable change through empowerment and meaningful engagement.

5. Incorporate existing instruments

Policy recommendations from professionals may align with existing instruments and frameworks (e.g. national strategies, legislation) which decision-makers are required to comply with. A human rights-based advocacy aims at ensuring that national laws and policies comply with international human rights instruments.

Therefore, to strengthen policy recommendations professionals should incorporate relevant international, regional, and national legal and other relevant frameworks to convey accountability. Where possible language used in international instruments should be utilised to define advocacy messages to ensure accuracy. This can be an extra leverage and further incentivise advocacy targets to act on policy recommendations from professionals.

6. Messaging should be clear

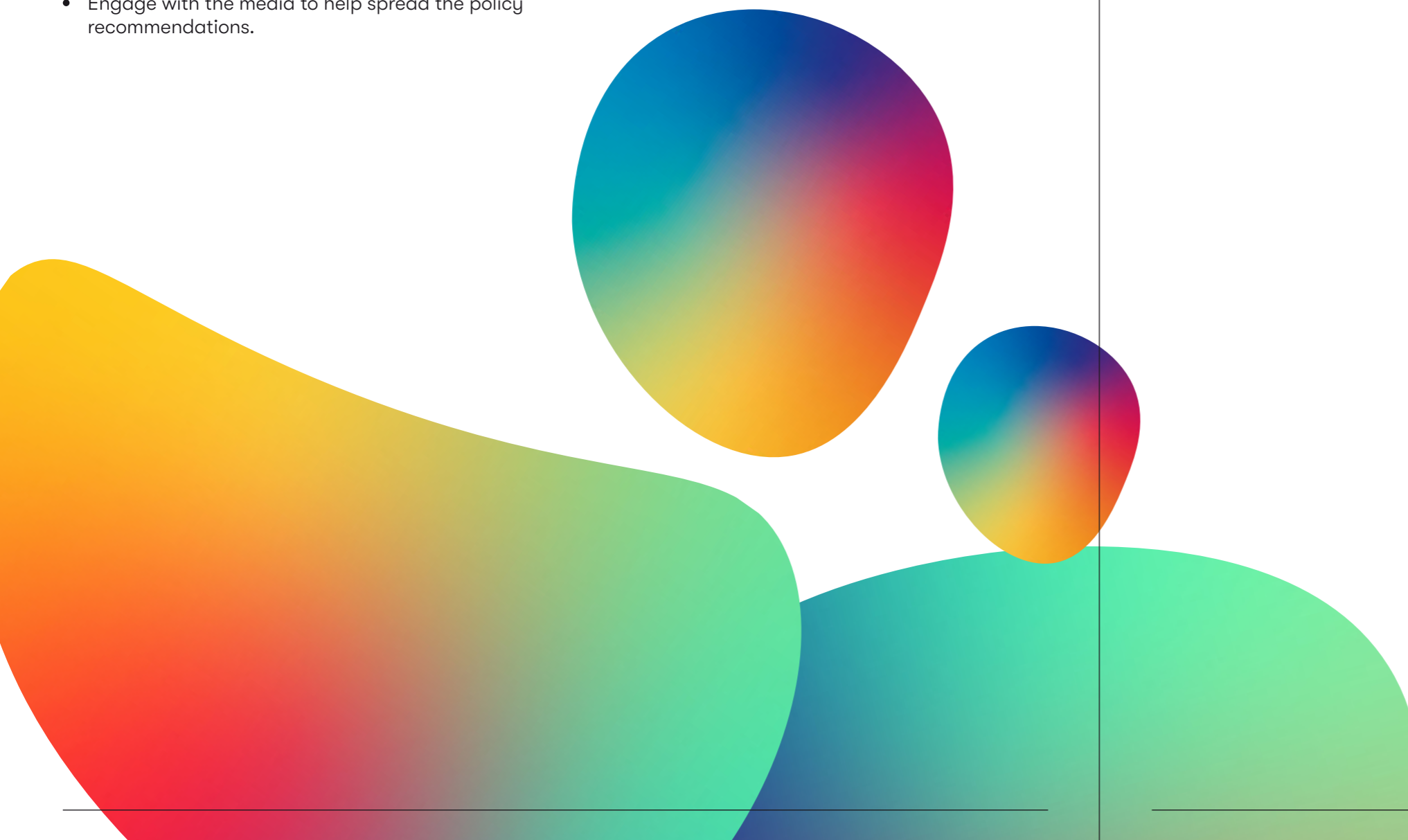
To inform advocacy targets and ensure credibility, policy recommendations should be evidence-based and supported by research and consultations among relevant stakeholders. It is important that advocacy is rooted in reliable, accurate and relevant evidence which both demonstrates the problem and supports the call for change. It is valuable to include evidence that is collected regularly to ensure the advocacy strategy remains relevant and up-to-date and relevant to the interests of specific decision-makers or other relevant stakeholders. Decision-makers are more inclined to take forward policy recommendations that have a real-life impact for rights-holders; here research and concrete evidence

7. Disseminate policy recommendations

While drafting comprehensive policy recommendations is important, dissemination is equally important. As such, professional should consider:

- Send the policy recommendations to advocacy targets (e.g. decision-makers) and request a meeting. This can support gaining access to, building a rapport, and influencing key decision-makers that have the power to affect a policy change on the issue of your concern.
- Share policy recommendations on platforms with concerned stakeholders e.g. networks for professionals.

- Advocacy for professionals and related stakeholders to be included in expert meetings. Contribute to the work of independent experts responsible for monitoring the implementation and evaluation of relevant policy and legislation impacting professionals, children, and young people.
- Engage in public consultations. For example, submitting documents with compiled policy recommendations.
- Develop a campaign or join an existing campaign based on the policy recommendations.
- Connect and work closely with advocacy groups e.g. NGOs representing professionals, children and young people, families, and community-based organisations.
- Build or join networks of professionals to closely follow and engage in policy processes.
- Engage with the media to help spread the policy recommendations.





Co-funded by
the European Union

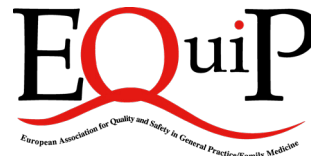


CC BY-SA 4.0 LEGAL CODE
Attribution-ShareAlike 4.0
International

A project by

support
GIRONA

With the collaboration of



"Empowering Youth Individuals with fewer opportunities towards citizenship"

Project identification number: **2021-1-ES02-KA220-YOU-000028882**

The support of the European Commission for the production of this publication does not constitute an endorsement of the content, which reflects the views of the authors only, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

