



EVALUATION METHODOLOGY FOR IDENTIFYING YOUTH IN RISK



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FOR THE METHODOLOGY

The Evaluation methodology presents the methods and instruments to identify asses and evaluate the training needs of young people at risk of social exclusion. The evaluation methodology contributes for the selection of the proper training tools to be applied and selected from the Training methodology.

The project : Self-Awareness and Entrepreneurship of Youth in Risk



The partnership combines the efforts of 6 organisations from 5 countries, representing distinct regions in Europe (Mediterranean, Central, North and South Eastern Europe) to develop evaluation methodology and training methodology for youth workers that will enable them to identify adequately the training needs of young people and provide entrepreneurship and self-awareness training to diverse youth groups in risk.

The envisaged impact on young people includes increased opportunities for making a free and informed choice for their potential career/personal development and take the appropriate actions through applying the skills and competencies; increased chance for employability by applying the self-awareness, self-belief, entrepreneurial competences and other learning outcomes; increased opportunities for having active participation in society by applying the communication skills, intercultural and self-awareness skills.

The project contributes for young people's better achievement in life by engaging them into a combination of self-awareness and entrepreneurship learning process.

Erasmus + programme

Erasmus + is an EU program for education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can contribute primarily to supporting socio-economic change, the major challenges facing Europe by the end of the decade, and to support the implementation of the European Policy Agenda for Growth, Jobs, Equality and Social Inclusion. Education and youth work are key factors in promoting common European values, promoting social inclusion, enhancing intercultural understanding and a sense of belonging to the community and preventing violent radicalization. Erasmus + is an effective tool to encourage the inclusion of disadvantaged people, including newly arrived migrants.



Partners



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INTRODUCTION

Children and adolescents are important to the future success and health of our world. They will be the parents, teachers, physicians, psychologists, policy makers, and world leaders of tomorrow. The future well-being of families and communities depends on the healthy psychological development of youth.

Unfortunately, exposure to environmental stressors and biological, genetic factors can place youth at greater risk of developing behaviors that are destructive to themselves, their families, and their community.

Defining At-Risk Youth

The term *at-risk youth* is used throughout this methodology and describes children and adolescents who have been exposed to various types of environmental stressors (i.e., prenatal and perinatal problems; physical, emotional, or sexual abuse; neglect; chronic poverty; loss due to death or abandonment; parental substance abuse or psychopathology) and/ or have biological, genetic risk factors (i.e., family history of psychological disorders) that place them at higher risk of negative life outcomes. At-risk youth often struggle with behaviors that are destructive to themselves and others. These behaviors include truancy, running away, noncompliance toward authority figures, physical/sexual aggression, theft, destruction of property, substance abuse, self-injurious behaviors, eating disorders, social withdrawal, depressed or deregulated mood, and excessive fears and anxieties. The term *at-risk youth* also includes youth who are currently functioning well but are at increased risk of developing problems in the future.

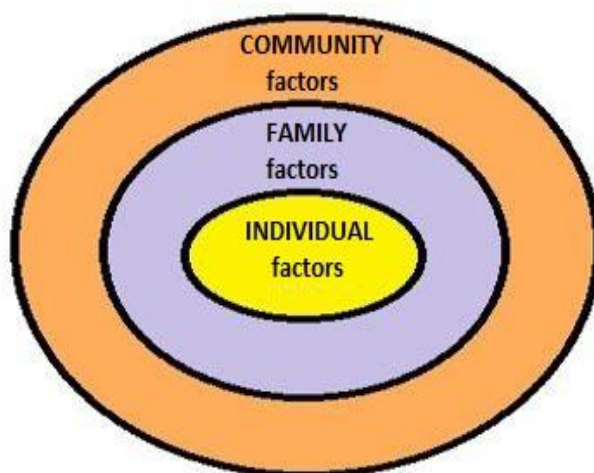
“Youth at risk” is a general term for a range of circumstances that place young people at greater vulnerability for problem behaviors, such as substance abuse, school failure, and juvenile delinquency, along with mental health disorders, such as depression and anxiety. When studying youth at risk, researchers typically focus on the risk factors that contribute to and the protective factors that serve to buffer against problematic outcomes. Protective factors can be thought of as either personal factors, such as problem-solving abilities or competence, and perceived efficacy or environmental resources, such as social support in the community or family income. A paradigm shift in the field more than twenty years ago brought considerably more attention to the adaptive behaviors and outcomes of youth at risk in the form of resilience studies. The challenge for those studying youth at risk is in identifying young people who are more likely to develop problems that prevent them from transitioning to healthy adults hence the notion of “risk.” While much of the risk research emerges with a focus on epidemiology and therefore the study of individual “risky behavior,” other research has emphasized “risky situations or environments,” where circumstances predispose young people to engage in behavior with serious negative consequences.

This methodology is based on the common understanding of youth at risk, which every partner country can develop, depending on local legal framework.

PREVENTION, ASSESSMENT, AND INTERVENTION

The *ecological model* views youth as developing within a complex network of reciprocally interacting contexts and relationships. It highlights the many influential factors that impact a youth life on multiple levels, including factors within the individual youth, the family, and the community (see Figure 1). Individual factors include the youth personality traits, temperament, genetic predisposition, cognitive abilities, social skills, individual response to adversity, and emotional regulation skills. Family factors include the level of safety, stability, and nurturance within the home; parenting style; parents' temperament and emotional regulation skills; and composition of the family. Community factors include peer relations, quality of the school, neighborhood, opportunities, vocational training/employment opportunities, recreational opportunities, and social/cultural influences. In more recent years, the ecological model has been renamed *bioecological* to more clearly emphasize biological, genetic influences.

FIGURE 1: Ecological Perspective



A component of the holistic perspective is preventing problems from developing in the first place. That means being proactive rather than reactive by promoting factors that augment healthy development and reduce risk. An area in which prevention is especially important is sexual



victimization. For the past two and a half decades, I have been providing mental health services to children and adolescents who have been sexually abused, as well as treating children with sexual behavior problems and youth who have sexually offended. These services are critical for the restoration of youth and the community as a whole. However, even more important is doing everything we can to stop sexual victimization from occurring at all. Factors that can help reduce the risk of childhood sexual victimization and promote healthy development include the following:

- Establishing and maintaining open communication between children and their loving caregivers about all topics, including sexuality.
- Enhancing children's knowledge about their bodies, including their very special private parts.
- Helping children to grow up loving their bodies.
- Enhancing children's knowledge about their living environment, including the people in their life who can help keep them safe.
- Enhancing children's knowledge about potentially risky scenarios.
- Ensuring that caregivers are vigilant about who cares for their children and when and where they allow their children to be under the care of others.
- Teaching all youth about the importance of respecting the physical and emotional boundaries of others.

Being prevention oriented is an important component of holistic, strengths-based services.

Treatment from a Holistic Perspective

Humans are social beings whose thoughts, feelings, and behaviors are influenced by their surroundings, including their home life, school/work experiences, and peer social network. Treating youth in isolation without considering their natural environments will often result in mediocre services. A holistic perspective ensures that services target individual, family, and community factors and attend to a youth's prosocial, positive behaviors, not just problems. Because of the heterogeneity of youth, the one-size-fits- all treatment approach is contraindicated.

Education from a Holistic Perspective

Youth who struggle academically, socially, or emotionally in school can also benefit from an approach that considers a multitude of influential factors. Intervening from a holistic perspective might include modifying teacher responses, increasing parent involvement, teaching the youth social-emotional skills, enhancing the youth's social support from positive peers, tutoring, utilizing



inclusion and self-contained classroom experiences, and modifying the youth's classroom size or seating location.

Strengths and Resources from a Holistic Perspective

A holistic perspective highlights the importance of looking beyond problem behaviours to the many individual, family, and community strengths and resources that are linked to youth's prosocial behaviors. These strengths and resources are highlighted throughout this book.

Evidence-Based Support for a Holistic Perspective

When you take a look at many of the treatment programs identified as having evidence-based support you will notice that many utilize a holistic, ecological perspective in that they intervene in multiple settings. They intervene with the family, the school, and other relevant environments. These evidence-based programs recognize the complexity of human behavior and understand that in order to be most effective, interventions often must target multiple issues in multiple settings.

Summary

At-risk youth are much more than their presenting problems. In order to best understand and intervene, youth service providers must consider multiple factors and attend to prosocial, positive behaviors, not just problem behaviors. A holistic perspective highlights the complexity of human behavior and considers the many influential individual, family, and community factors.

Viewing youth through a holistic lens helps ensure that prevention, assessment, and intervention services maintain an individualized, strengths-based orientation.



RESILIENCY IN YOUTH

We all know of well-adjusted adults who endured significant childhood adversity (e.g., abuse, parental instability, poverty). These people are referred to as *resilient*. In psychological terms, *resilience* has been defined as positive adaptation in the context of significant adversity. Understanding resiliency and the many factors that can promote resiliency is a major component of a strengths-based approach.

Childhood Adversity/Risk Factors That Resilient Youth Successfully Overcome

The term *risk factor* is used to describe the various types of adversity, including both psychosocial and biological hazards that increase the likelihood of a negative developmental outcome. Resilient youth have successfully overcome a variety of risk factors, including premature birth, perinatal stress (events during birth), poverty, parental mental illness, parental substance abuse, chronic family discord, divorce, being reared in foster institutions, child abuse, homelessness, trauma of war, and trauma of natural disasters. Human beings can be amazingly strong and resilient.

All Youth Have the Capacity to Be Resilient

It is not just a few, unique individuals who have some magical ability to overcome hardships in life. Based on the research thus far, resilient youth have been identified across different generations, cultures, races, and countries (Werner & Smith, 1992). Resiliency appears to be a common phenomenon within human beings if enough protective factors are available to reinforce healthy development. Resilience is part of our human adaptation system for self-protection. Resiliency can be promoted in *all* youth.

What Are Protective Factors?

Protective factors are conditions that increase the likelihood of positive outcomes in response to life adversity. Some protective factors are internal characteristics, within the youth, while others are external in that they derive from the youth's family and/or community. These protective factors act as a buffer against psychosocial and biological risk. Protective factors can assist youth in developing into healthy, prosocial adults.

Metaphor for Protective Factors: Learning to Skateboard

Learning to skateboard is a good metaphor for understanding the concept of protective factors. When learning to skateboard, if a youth uses safety equipment such as a helmet, knee pads, and elbow pads (protective factors) it can help buffer falls (life's adversities). The youth will have a lower risk of getting injured as he or she gradually gains competence as a skateboarder. In contrast,



a youth who does not have safety equipment (no protective factors) will be at higher risk of getting injured and failing in the quest to become a competent skateboarder.

We all need some safety equipment/protective factors to buffer our falls in life. Unfortunately, some youth have too few pads and too many falls.

A strengths-based approach can help identify and enhance protective factors, a process that will assist youth in managing life stressors and growing up to be psychologically healthy, productive citizens.

Promoting Healthy Development with Protective Factors

Individual Protective Factors

Individual protective factors are those associated with internal qualities that are influential in promoting resiliency and healthy development.

- *Good cognitive abilities (including problem-solving and attentional skills)*

The ability to think and problem-solve when faced with difficult life circumstances is a vital component in how humans relate and adapt to their environment. Therefore, it is not surprising that adequate abilities in this area are commonly associated with resiliency. Although we cannot change youths' innate intelligence, we can teach them problem-solving skills and strategies for enhancing their attention and concentration. Problem-solving skills training can help youth identify and consider problems, solutions, and potential outcomes/consequences. Many resources are available to enhance problem-solving skills. Attentional skills can also be enhanced. Strategies that can assist youth in their ability to attend include seating them closer to the teacher's desk and away from distractions; teaching them to take notes; assuring that they are getting enough sleep at night; and encouraging them to practice metacognition skills, which involve recognizing when you do not understand something and seeking out information so you do understand it.

Good insight into problems and solutions

Positive treatment outcomes and enhanced resiliency have been associated with youth who have an interest in and the ability to reflect upon their thoughts, feelings, and actions as they relate to problems and successes.

- *Good self-regulation of emotional arousal and impulse control*

It is not uncommon for resilient youth to possess good self-regulation skills related to their management of emotions and the ability to think before acting. These emotional regulation skills are more commonly found in youth born with an "easy" temperament. Although providers cannot change innate temperament, they can assist youth in learning strategies for managing their personality traits and mood states in a manner that is more adaptable to their social environment. Emotional regulation and stress management skills can be taught to all youth. Youth who gain skills in emotional control are more likely to elicit support from others, which is yet another protective factor.



- ***Positive self-perception***

Feeling good about yourself is another factor associated with resiliency; however, this positive self-perception must be connected to prosocial behaviors. Some evidence suggests that if a youth's positive self-perception is related to delinquent behaviors, then it becomes a risk factor (Hughes, Cavell, & Grossman, 1997). In other words, feeling good about yourself for being the best car thief in your neighborhood is not associated with resiliency.

- ***Talents***

Resiliency research suggests that talents that are valued by self and society can also improve youth outcomes. These talents might include computer skills, athletic abilities, artistic abilities, musical skills, and writing skills, to name just a few.

- ***Self-efficacy***

The belief that you can affect and control your environment is referred to as *self-efficacy* (Bandura, 1997), which is another characteristic associated with resilient youth. In contrast to youth who exhibit "learned helplessness" about their capacity to change themselves or the environment around them, resilient youth believe in their ability to effect change within their lives. It makes sense that youth who believe they have some personal control over their environment will be more active in managing their childhood stressors and therefore be more resilient. The more youth are empowered to make choices in their lives and encouraged to control what they can, the less their risk of helplessness.

- Faith and sense of meaning in life
- Positive outlook on life/good sense of humor
- Adaptive personality/general appealing to others
- Having coped with significant adversity in life
- Being motivated to make positive changes in life

Family Protective Factors

Family protective factors are those found within a youth's family that are influential in promoting resiliency and healthy development.

- ***Close relationships with competent, prosocial, supportive caregivers***

A close bond with stable, competent caregivers has been found to result in better outcomes among all youth and is one of the most potent protective factors associated with resiliency.

- Positive family climate with low parental discord
- Having caregivers involved in youths' education
- Postsecondary education of parents
- Having parents who possess individual protective factors
- Democratic/authoritative parenting style



The large majority of research on parenting styles has identified the democratic/ authoritative parenting style as the most effective for promoting resiliency and overall adjustment in youth. Baumrind (1978) identified three basic parenting styles: democratic/authoritative, permissive, and authoritarian. These parenting styles fall along a continuum (see Figure 3). The permissive parenting style falls at one end of the continuum and is characterized by very little structure and few limits, low expectations, high affection, and laxity about rules. On the other end of the continuum is the authoritarian parenting style, which involves very high structure and many limits, high expectations, low affection, and strict rules with a “do it because I said so” approach. Located in the middle of the continuum is the democratic/authoritative parenting style. This parenting style not only sets limits, provides good supervision, and maintains moderate to high expectations, it is also characterized by high warmth, acceptance, nurturance, and parental involvement. These parents are receptive to their child’s communication and provide a rationale when setting limits and giving consequences. Youth are an active part of the process, which helps promote autonomy and self-efficacy as they mature into adulthood.

Some believe the best approach for interacting with delinquent, at-risk youth is to be authoritarian—that is, to maintain a very strict, no compromising approach. Unfortunately, this interaction style often increases defensiveness and oppositional behaviors in youth. In contrast, a democratic/authoritative style of interacting not only sets appropriate limits on disruptive behaviors but also promotes self-reliance, self-efficacy, achievement motivation, prosocial

behavior, self-control, cheerfulness, and social. Overall, this parenting style has been found to be most effective with all youth, regardless of their race, social background, or parents’ marital status (Steinberg, 1990, 2001). The democratic/authoritative interaction style also appears to be the best approach for therapists, teachers, direct care staff, and other youth service providers.

Keep in mind that parenting styles are on a dynamic continuum. There will be times when a democratic/authoritative parent will need to lean more toward the permissive side or lean more toward the authoritarian side, depending on the specifics of the situation and the individual needs and characteristics of a particular youth. This individualized response can be made while keeping overall interactions within the democratic/authoritative range on the continuum.

- Socioeconomic advantages

Resilient youth are more likely to have families with socioeconomic advantages. Although providers cannot actually change the socioeconomic status (SES) of youth and their families, it is possible to increase their opportunities to receive services that are similar to families with SES advantages.

Figure 2: Continuum of Parenting Style

Permissive	Democratic / Authoritative	Authoritarian
Low structure and limits	Moderate / high structure and limits	High structure and limits
Low expectations	Moderate / high expectations	High expectations
High affection	High affection	Low affection
Lack about rules	Democratic about rules Gives a rationale for limits and consequences	Dictatorial about rules

Community Protective Factors

Community protective factors are those found within a youth’s community—such as within their neighborhood, peer group, and school—that are influential in promoting resiliency and healthy development.

- Close relationships to competent, prosocial, supportive adults
- Connections to prosocial, rule-abiding peers
- Romantic relationship with a prosocial, well-adjusted partner
- Connections to prosocial activities and organizations
- Attendance at effective schools
- Neighborhoods’ with high collective efficacy

Cumulative Effect of Protective Factors: The More the Merrier

There is no one factor or intervention that will enhance resilience in every youth. Rather, a complex interaction of protective factors exists at multiple levels (individual, family, and community). These factors interface with a variety of psychosocial and biological stressors that help determine a youth’s capacity to overcome adversity in life. The more protective factors youth possess or develops, the better chance they have to manage adversity in life and develop into well-adjusted, prosocial adults. The Search Institute in Minneapolis has done extensive research on the cumulative effect of protective factors (which they refer to as “assets”) and on the effect of such factors on both high-risk and positive attitudes and behaviors.

Summary

Resilient people are those who have been confronted with significant life stressors yet are able to bounce back to lead productive, prosocial lives. This chapter has provided information about the history of resiliency research and described many individual, family, and community protective factors that can enhance resiliency in youth.



MOTIVATING AND ENGAGING YOUTH

In order for services to be most effective, youth must be internally motivated and engaged in the process. The purpose of this chapter is to highlight strategies for enhancing youths' internal motivation in classrooms, therapy sessions, and other youth service settings.

Case Example: Unmet Basic Human Needs

Cody (age 12) was on suicide watch. He attempted to choke himself with his T-shirt on two occasions and was repeatedly making cuts on his arms with pencils, staples, and anything else that could inflict injury. Cody was defiant and regularly refused to follow staff directives.

He was also struggling with poor peer interactions due to his chronic disruptive behaviors, which were frustrating his peers. Several interventions were attempted to stop Cody's self-harming and oppositional behaviors, but nothing was working. Cody continued to act out on a daily basis, and he did not appear to care about any consequences associated with his misbehaviors.

Why was Cody not motivated to change his behaviors for the better?

The answer: Cody's basic human needs were not being met. Since Cody's arrival at the facility he had had no contact with his family. His parents rarely answered their phone, would not return phone calls, and no-showed whenever arrangements for visits were set up. In addition, Cody had no friends on the unit due to his chronic acting out. Cody's basic need for love and belonging (social needs) was seriously depleted, and he could not care less about anything else. His primary focus was on his feelings of loneliness, rejection, and anger.

Enhancement of Motivation by First Meeting Youths' Basic Human Needs

When basic human needs are not being met, it is difficult to focus on or care about anything else. This is the premise of Abraham Maslow's *hierarchy of needs theory* (Maslow, 1970). Maslow believed humans are motivated to fulfil their unmet needs beginning with their most basic needs. As illustrated in Table 1, he identified a hierarchy of five human needs, ranging from our most basic to our more advanced needs

Basic Needs

Our most potent human needs are physiological, safety, and social.

Physiological needs

Physiological needs encompass what is required to sustain life, such as the need for food and water, sleep, elimination of bodily waste, and comfortable body temperature. In most cases, motivation to meet these physiological needs takes priority over all other needs. As you read this chapter, if you are currently feeling sleepy or the room is very cold, your ability to focus on the content of what you are reading will be impeded by your internal motivation for sleep and warmth. When a youth's physiological needs are not being met, his or her primary motivation will be to satisfy these needs. A youth who has not eaten since yesterday or who has only gotten a couple of hours of sleep due to a chaotic home environment will have an impaired capacity to achieve in school or therapy settings.

Safety needs

Safety needs involve the need for stability, consistency, and protection, as well as freedom from fear, anxiety, and chaos. Humans have a need for their surroundings to be predictable and safe. When the environment is physically or emotionally unsafe, internal motivation will be focused on meeting the need for safety. A youth who is being bullied and threatened in the classroom will be more focused on personal safety than on developing math and reading skills.

Social needs (belonging and love needs)

We all have a basic need to love and be loved, to be accepted, and to belong to a group or family. This social need includes the desire to avoid loneliness, alienation, and rejection. Most of us have had the experience of losing a significant relationship due to breakup, divorce, or death and have found ourselves unable to focus on anything except the lost relationship. The same holds true for at-risk youth, who will have difficulty focusing on treatment topics or classroom assignments if their basic needs for love and belonging are not being met. Social attachments are a strong motivational force.

Table I: Hierarchy of Basic and Advanced Human Needs

Basic Human Need	Advanced Human Needs
Youth's Physiological needs To satisfy hunger and thirst To get enough sleep To eliminate bodily waste	Youth's Competency needs (esteem/achievement needs) To feel competent



<p>To maintain comfortable body temperature</p> <p>Youth`s Safety Needs</p> <p>To feel physically and emotionally safe, secure</p> <p>and stable</p> <p>For the living environment to be organized and</p> <p>predictable (not chaotic)</p> <p>Youth`s Social Needs (belonging and love needs)</p> <p>To love and be loved</p> <p>To belong and be accepted</p> <p>For social attachments</p> <p>For healthy, consistent, supportive caregivers</p>	<p>For recognition and respect from others</p> <p>For self-esteem</p> <p>For achievement</p> <p>Youth`s Self-actualization needs</p> <p>To live up to one`s fill potential</p>
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Advanced Needs

Once basic physiological, safety, and social needs are satisfied, humans are motivated to meet their more advanced needs, including the need to gain competence and be successful in life.

Competency needs (esteem and achievement needs)

Human beings have a need for self-esteem, achievement, and mastery of their environment. This need includes the desire to be recognized by others and respected for personal achievements and competencies. Often treatment and educational services are designed with the expectation that youth are motivated at this level.



Self-actualization needs

The final and most advanced need is the need for self-actualization, which can be defined as the need to live up to full potential and become everything that one is capable of becoming. Once the more basic needs are met, humans become motivated to maximize their potential. It is important to note that the order and potency of needs in Maslow's hierarchy are not universal or fixed; however, the underlying theory as it relates to fulfilling unmet needs is very applicable to understanding what motivates youth and their families (Dunlap, 2004).

A mistake providers sometimes make is to initially implement interventions directed toward youths' more advanced needs while overlooking their most basic physiological, safety, and social needs. If a youth is exhausted from lack of sleep (unmet physiological need), getting bullied or abused (unmet safety need), or socially alienated and rejected (unmet social need), his or her motivation to master academic and treatment concepts (competency need and need to live up to fullest potential) will be significantly impaired. Meeting basic human needs is a critical component to effective services. (Refer to SBI-21 in chapter 12 for additional information on this topic.)

Other Strategies for Enhancing Youths* Motivation/Engagement

A youth's internal motivation can also be enhanced when providers identify and promote approach goals, utilize motivational interviewing strategies, and maintain a humble, inquisitive interaction style.

Identify and Promote Approach Goal

A bias sometimes exists when treating delinquent youth to focus primarily on *avoidance goals*, which attend to what youth should avoid (e.g., don't be aggressive). In contrast, *approach goals* focus attention on what youth want to achieve in life, now and in the future. These goals can significantly enhance internal motivation. A youth is more likely to be engaged in learning how to manage anger if it leads to something desired (e.g., making and keeping friendships, being eligible to join the football team, earning a high school diploma).

Tony Ward has developed what is referred to as the "Good Lives Model," which includes a list of approach goals (human needs). Although the target population is adults, many of the listed approach goals are relevant for helping youth clarify what they have and what they want to have in their future life. The identified approach goals include the following:

- Family (have a spouse, be a father/mother, have a connection with family of origin)
- Friendships (have platonic and romantic relationships)
- Excellence in work and play (have mastery and competency experiences)
- Excellence in agency (be independent, self-directed)



- Life (have healthy living, optimal physical functioning)
- Knowledge (have wisdom and information)
- Inner peace (freedom from emotional turmoil and stress)
- Spirituality (find meaning and purpose in life)
- Community (feel connected to those in the environment)
- Happiness (feel contentment and joy in life)
- Creativity (have opportunities for creative expression)

When youth make the connection between how their participation in school and treatment can help them achieve what they want in life (approach goals), their internal motivation is often enhanced.

Utilize Motivational Interviewing Strategies

Another model for enhancing internal motivation is motivational interviewing (MI) (Miller & Rollnick, 2002). It is an approach that has a strengths-based, client-centered emphasis for enhancing motivation in youth and families. MI helps create an environment in which clients are motivated to make positive changes in their lives (Miller & Rollnick, 2002; Walters et al., 2007). Key MI concepts include collaborating, expressing empathy and acceptance, rolling with resistance, and developing discrepancy.

Collaborating

This MI strategy highlights the importance of the provider's communicating a partner like relationship that honors a youth expertise and perspective, while avoiding an authoritarian, one-up stance.

Expressing empathy and acceptance

The provider seeks to understand a youth's feelings and perspectives without judging, criticizing, or blaming. He or she communicates acceptance of the youth, which is not necessarily the same as agreement or approval.

Rolling with resistance

A youth's resistance to making positive changes is not directly opposed by the provider. The provider avoids arguing for change and instead acknowledges the youth's ambivalence or resistance as natural and understandable.



Developing discrepancy

This strategy enhances motivation by identifying and amplifying the discrepancy between a youth's present behavior and the youth's personal goals and values. The provider asks questions that help the youth to explore personal goals and values and how these goals and values align with present behaviors. Any discrepancies are highlighted. As Miller and Rollnick (2002) explain, "When a behavior is seen as conflicting with important personal goals (such as one's health, success, family happiness, or positive self-image), change is likely to occur" (p. 38). The youth rather than the provider present the arguments for change.

Maintain a Humble, Inquisitive Interaction Style

Human behavior is very complicated, and if providers ever think they have all the answers, it is not long before a youth disruptive behavior humbles them. Providers who interpersonally come across as if they have all the answers and disregard others' input can significantly hinder a youth and the youths family's receptiveness to intervention. A humble, inquisitive interpersonal style can help engage youth and family participation in the treatment and educational process.

Case Example Continued: Unmet Basic Human Needs

Cody was continuing to be defiant and exhibit self-injurious behaviors.

None of the attempted interventions was doing much good. Cody's basic need for love and belonging (social needs) was seriously depleted, and it became clear that interventions needed to target these unmet needs. Both Cody's mother and father were struggling with their own issues (e.g., substance abuse, legal problems) and were unable to provide consistent support. Fortunately, we were able to establish contact with Cody's grandmother, who began providing support through regular visits and phone calls. Several security staff and counselling staff took time to establish positive relationships with Cody. In addition, positive peers were identified on the unit who agreed to befriend Cody.

As Cody's basic need for social connections was satisfied, his motivation to participate in treatment increased, and his behaviors stabilized.

Summary

Promoting internal motivation and engagement are critical for positive change and healthy youth development. If youth are not internally motivated to make positive changes in their lives, it does not matter how much others want it for them: Real change will be hard to come by. A potent method for enhancing internal motivation is meeting youths' basic human needs. When physiological, safety, and social needs are met, youths' capacity to engage in treatment and educational services can be greatly enhanced. Additional strategies for enhancing motivation

include the identification of approach goals; utilization of motivational interviewing strategies; and maintenance of a humble, inquisitive interaction style.

IDENTIFYING THE NEEDS OF THE YOUTH AT RISK

Steps which the youth worker undertakes to support the kid at risk

1. Get in contact with the kid at risk: initiated by the kid at risk or not voluntary. Some of the kids look for support, others are found by field work.

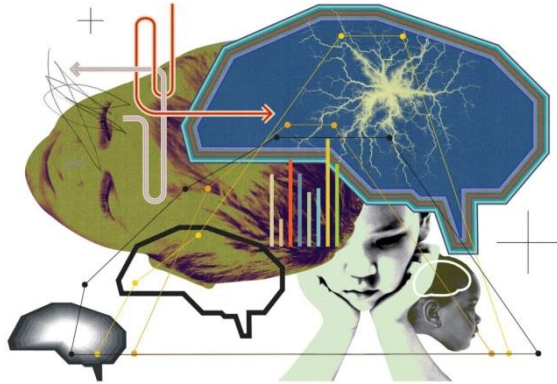


2. Assessment of the environment of the kids at risk (family, school, friends, relatives)



For all kids at risk, the potential risks are result of the surrounding environment (family, school, friend's zone). Therefore it is extremely important to analyse its influence on any individual case of kid at risk.

3. Identification of potential areas of problems (personal in the communities and others)



Problematic areas should be distinguished and clarified by a special “toolkit” for gathering information for the potential problem zones. This toolkit may include structured and unstructured questionnaires, as well as consultations.

4. Plan for coping with the problems

Working over a measure for solving the problems- short-term, midterm and long-term measures.



5. Implementation of the steps according to the plan

Allying the steps through individual methods, oriented to the needs of the particular young person at risk, which are personalized for him.

6. Monitoring of the dynamics of the case

Each 3 months after finishing each case it is necessary a preview of the dynamics of the case. If there is a new problematic sphere, the case is renewed. Every case can be examined within not more of 2 years' time.



APPENDIX 1

CHECK LIST

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 			
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 			
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 			
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent • For recognition and respect from others • For self-esteem • For achievement 			
<p>Are the advanced Youth`s Self-actualization needs violated?</p>			



<ul style="list-style-type: none"> To live up to one`s fill potential 			
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>			
<p>Is the young person affected by any major illness?</p>			
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>			
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>			
<p>Is the young person dreaming?</p> <p>What are his most precious dreams and visions for the future?</p>			
<p>Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true?</p> <p>Comment of them if so.</p>			
<p>Does the young person what to change something in his/her life?</p> <p>If yes in what direction?</p>			
<p>Is the young person learning new skills and knowledge?</p>			
<p>Is a potential achieved goad important to the young person?</p>			
<p>Is something holding him/her back from achieving the goal or meeting the need?</p> <p>What if recognized?</p>			

Is the young person scared of being harmed? How or by whom?			
Is the young person growing in a stable family environment?			
Is the young person in good relations with his/her relatives?			
Is the young person in good relations with his/her peers?			
Are there built friendships and resources for support from the community?			
Does the young person have a private space to live in? If not with whom he lives?			
Does he/she have any idol or model to follow?			
Does the youngster need special attention given by a certain professional?			
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?			
Is there a perspective for development of the case and the possible solutions? Describe them if so.			



APPENDIX 2

STUDY CASES

Study case 1

CASE STUDY SLOVENIA - MIJA

Mija is a 14-year-old girl who is going to a primary school for mentally and physically impaired youngsters in Celje. She was diagnosed with a light disorder in her mental development. She is living with her family and an older brother in a house in Celje. She has one last school year ahead of her. She wishes to be a dancer and this is her dream. Going to such a school the curriculum is adapted to the special needs of peers. She wishes to have more dance lessons in school or in her free time which her family well situated and supportive can provide. She has a full support of her family and they are encouraging her to pursue her dream and are trying to raise her self-esteem. She has low self-esteem as she is aware of being different from other “normal” peers who are going to traditional primary schools. She does not feel so different in her school as all peers there are with disabilities but on her free time in the playground with her brother, she is surrounded with peers who perceive her different and the lack of her establishing normal communication and relationships with other peers is resulting in a low self-esteem.

She will finish her primary school next year and if she wishes to pursue her dream, she can enroll in a high school for dance and music. The high school as any other in Slovenia have enrolment criteria which she cannot achieve without the order from the Ministry for education where they formally recognize her disabilities and disadvantages. With this order she can enroll in the high school and the school can / will prepare an individual curriculum modified to her needs, competences and skills. If this is something, she truly wishes the system can provide her with the opportunity, nevertheless there will be some bureaucratic time consuming challenges and tests before she can receive a formal order. When / if she enrolls in the high school for dance and music even with her adapted curriculum, she will have to work harder on her communication skills and building relationships with peers as the majority of her peers will now be “normal” as to opposed to her primary school. It will be necessary for her to have a strong support system in her family and maybe

the guidance of professionals to help with the transition and guidance in the communication and relationship building.

In Slovenia there are currently 482 primary school from which only 28 school are primary schools for pupils with special needs who have adapted curriculum. There are 8,4 % of children with special needs in the entire population of school age children in Slovenia. Quarter of these children are enrolled in special need primary school such as Mija's school in Celje, whereas three quarters of the children are enrolled in classical primary school, with the order who present a lighter disorder.

Data shows that children with special needs enrolled in special programs or primary school are similarly successful as their classmates at advancement in higher classes. 96% finish classes successfully for the school year 2013/2014 (Republic of Slovenia, Statistical office, 2018).

Basic school leavers, Slovenia, end of the school year

	2013/14		
	total	with a final school certificate	without a final school certificate
Total	17,719	17,451	268
Basic schools with regular curriculum	17,263	17,012	251
Basic schools with adapted curriculum	237	220	17
Basic schools for adults	219	219	...

... data not available
Source: SURS

Due to this statistics Maja has a good change of pursuing her goal.

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste 	x		Majority yes, but occasionally when in withdrawal, the youngster is hungry and cold



<ul style="list-style-type: none"> Maintaining comfortable body temperature 			
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> feeling physically and emotionally safe, secure and stable For the living environment to be organized and predictable (not chaotic) 	x		Again, majority of time it is so, but in situation of heighten irritation due to the drug abuse, he is the one inflicting the emotional distress to family members. The living environment is stable.
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> To love and be loved To belong and be accepted For social attachments For healthy, consistent, supportive caregivers 		x	
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 	x		
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 	x		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	x		Drug abuse, violence
<p>Is the young person affected by any major illness?</p>		x	Currently not



<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>	x		<p>The violated need in his case is occasionally hunger, because he receives certain pocket money from parents and will spend it on drugs and not food or lunch.</p>
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>	x		<p>Being sober and not dependent on drugs, he misses having fun with friends without other chemical stimulations</p>
<p>Is the young person dreaming?</p> <p>What are his most precious dreams and visions for the future?</p>	x		<p>Being drug free, going back to school</p>
<p>Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true?</p> <p>Comment of them if so.</p>	x		<p>He was expelled from high school due to violent behavior towards other peers; he also has a police record for violence.</p>
<p>Does the young person what to change something in his/her life?</p> <p>If yes in what direction?</p>	x		<p>He wants to go to a commune a rehab center and get clean.</p>
<p>Is the young person learning new skills and knowledge?</p>		x	
<p>Is a potential achieved goad important to the young person?</p>	x		<p>Yes and no, when the person is on drugs the goal is not important, when the youngster is off drugs the goal is important.</p>
<p>Is something holding him/her back from achieving the goal or meeting the need?</p> <p>What if recognized?</p>	x		<p>His fear off getting clean, he would be to start all over, who will he be, will he be accepted in school when he goes back, he will have to find new friends, the fear of unknown and the change is</p>



			holding him back from change and achieving his goal.
Is the young person scared of being harmed? How or by whom?		x	
Is the young person growing in a stable family environment?	x		
Is the young person in good relations with his/her relatives?	x		The family and relatives are supportive and are trying to help him see the problem, occasionally there are tensions within the family regarding the future and money.
Is the young person in good relations with his/her peers?			He is in good relation with other drug abusive youth, which is a very closed circle of peer community, but he is not so much in any relations with other peers
Are there built friendships and resources for support from the community?	X		There are support systems in the local community but he is not reaching out to them and seeking help. The supportive mechanisms work if he is willing and is approaching himself.
Does the young person have a private space to live in? If not with whom he lives?		X	He lives with his family in an apartment building in a two-bedroom apartment
Does he/she have any idol or model to follow?		x	
Does the youngster need special attention given by a certain professional?	x		He would need counselling and going to drug rehabilitation center



<p>Does the young person receive Institutionalized support (School service, social service, youth workers and so on)?</p> <p>If yes what kind?</p>		x	<p>He does not want people or the community to know about his problem. Talking to the youth worker is very private and almost confidential it is based on trust to keep it between both parties.</p>
<p>Is there a perspective for development of the case and the possible solutions?</p> <p>Describe them if so.</p>	x		<p>He needs to work on his fears that are restraining him from getting professional and institutional help for his drug abuse. He needs to build on the goals and the positive sides of his wishes for the future so that these positive factors outweigh the negative for him to realize his potential and seek help.</p>

Study case 2

EARLY LEAVER FROM EDUCATION AND TRAINING AND UNEMPLOYED

Jaka is a high school drop-out who was expelled from high school due to the violence against other school peers. The violence was a direct result from his drug abuse and him being not accepted from other school peers. The hazing about his drug abuse and him being introverted and different was a result for his reactions towards violence to peers. Jaka was violent in high school several times and the school has reported his behavior to the police as he is 18 years and legally his own guardian. The school and the school counsellors tried together with his parents to discuss his behavior and the reasons for his behavior prior several time before the school had no other choice but to inform the police about his behavior and to have legal basis for his expulsion from the high school.

Jaka has tried marijuana for the first time when we were 15 years old as a peer pressure and for the acceptance of peers. In the neighborhood where he is growing up there is a lot of drugs available and the youngsters living in the community are recreational users or daily users of soft and hard drugs. Jaka has fallen into a group of drug users and he became a daily user when he was 17. Drug

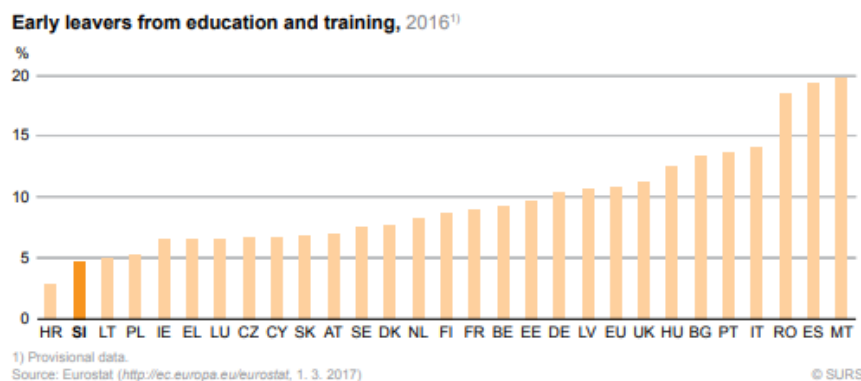


abuse has a direct influence on his relationships with his family and other peers in school. The pocket money he receives from the parents, he uses to buy drugs and alcohol. He lives in a safe environment and his basic needs are not violated. He has a somewhat supportive family and relatives who are not specialist and do not know how to help him. As Jaka is 18 years old, by the Slovenian law an adult responsible for his own actions, the family cannot enroll him in any institutional facilities against his will. Jaka is still refusing any professional help trying to get him to understand the problem and the help he needs for him to get better and clean. Nevertheless, Jaka understands that he has a problem, but is not willing to help himself currently. Jaka was a good basketball player in high school and had great potential. _He misses playing in the team and being a part of a positive team as well he occasionally misses high school and classmates. He wishes to go back to school someday.

Jaka is unemployed and falls into the category of “osipniki” or early leavers from education or training.

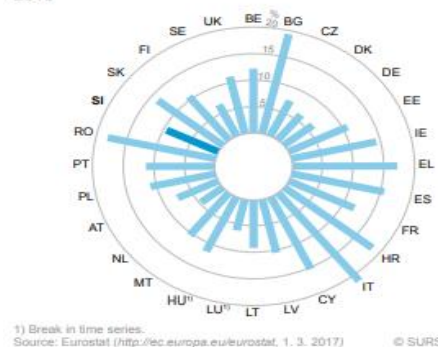
The indicator “early leavers from education and training” describes the share of people aged 18-24 years with basic education or less that are not included in any education or training.”

In 2016 the highest rate was in Southern and Eastern EU Member States. Slovenia’s rate was the second lowest after Croatia with 4,7% of youngsters who do not finish high school and do not continue with other forms of education, training or employment.



The share of young people from 15 to 24 years of age in 2015 who are not in any formal form of education and are not employed or in any training was the lowest in Northern EU Member States and the highest in Southern and Easter EU Member States. In Slovenia the rate was 9,5 %, which ranked the country among the EU Member States with the lowest rate.

Not in education, employment or training (15–24 years), 2015



Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	X		Majority yes, but occasionally when in withdrawal, the youngster is hungry and cold
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X		Again, majority of time it is so, but in situation of heightened irritation due to the drug abuse, he is the one inflicting the emotional distress to family members. The living environment is stable.
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments 		X	



<ul style="list-style-type: none"> For healthy, consistent, supportive caregivers 			
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 	x		
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 	x		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	x		Drug abuse, violence
<p>Is the young person affected by any major illness?</p>		x	Currently not
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>	x		The violated need in his case is occasionally hunger, because he receives certain pocket money from parents and will spend it on drugs and not food or lunch.
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>	x		Being sober and not dependent on drugs, he misses having fun with friends without other chemical stimulations
<p>Is the young person dreaming?</p> <p>What are his most precious dreams and visions for the future?</p>	x		Being drug free, going back to school



Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	x		He was expelled from high school due to violent behavior towards other peers, he also has a police record for violence.
Does the young person want to change something in his/her life? If yes in what direction?	x		He wants to go to a commune a rehab center and get clean.
Is the young person learning new skills and knowledge?		x	
Is a potential achieved goal important to the young person?	x		Yes and no, when the person is on drugs the goal is not important, when the youngster is off drugs the goal is important.
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	x		His fear of getting clean, he would need to start all over, who will he be, will he be accepted in school when he goes back, he will have to find new friends, the fear of unknown and the change is holding him back from change and achieving his goal.
Is the young person scared of being harmed? How or by whom?		x	
Is the young person growing in a stable family environment?	x		
Is the young person in good relations with his/her relatives?	x		The family and relatives are supportive and are trying to help him see the problem, occasionally there are tensions within the family regarding the future and money.
Is the young person in good relations with his/her peers?			He is in good relation with other drug abusive youth, which is a very closed circle of peer community, but he is not so much in any relations with other peers



Are there built friendships and resources for support from the community?			There are support systems in the local community but he is not reaching out to them and seeking help. The supportive mechanisms work if he is willing and is approaching himself.
Does the young person have a private space to live in? If not with whom he lives?			He lives with his family in an apartment building in a two-bedroom apartment
Does he/she have any idol or model to follow?		x	
Does the youngster need special attention given by a certain professional?	x		He would need counselling and going to drug rehabilitation center
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?		x	He does not what people or the community to know about his problem. Talking to the youth worker is very private and almost confidential it is based on trust to keep it between both parties.
Is there a perspective for development of the case and the possible solutions? Describe them if so.	x		He needs to work on his fears that are restraining him from getting professional and institutional help for his drug abuse. He needs to build on the goals and the positive sides of his wishes for the future so that these positive factors outweigh the negative for him to realize his potential and seek help.

Study case 3

ROMA GIRL TRAPPED IN THE COMMUNITY

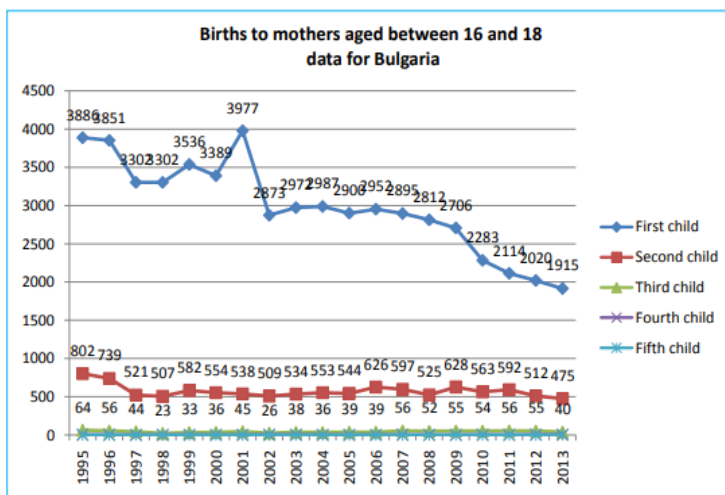
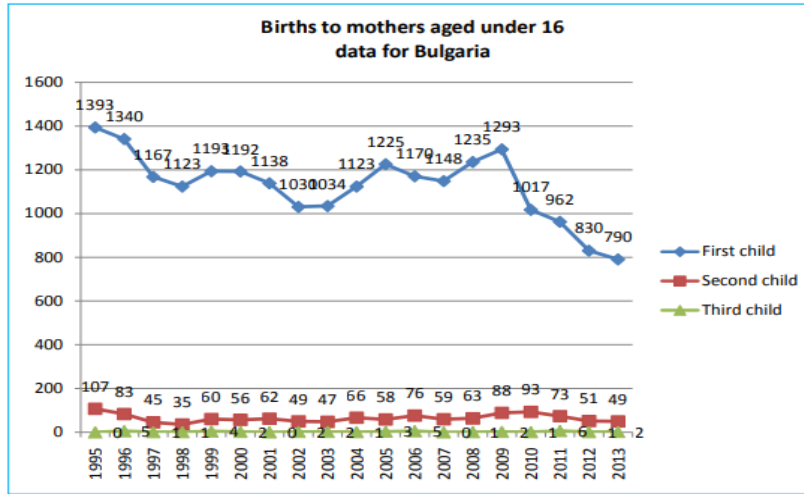
Ivana is 16 years old girl, born and grown in a Roma ghetto in the suburbs of Sliven. She has 3 brothers and 2 sisters. Her father has died when she was 8 years old and her mom has been living with another man in the house, she lives with 4 generations of Roma- her mom, her grandparents and some of the kids of her sisters. The house is small and not serving the needs of the big family. She was helping with raising the smaller kids and cooking for everyone.



Ivana studied in the local neighborhood school, where most of the kids were from Roma minorities. She has had a hard time dealing with school. But she managed to reach 10th grade, when she had to quit because she got pregnant. She left school to go live with her husband who was 2 years younger than her, together with his family. She had an accident during the pregnancy, a car hit her on a zebra, but the driver disappeared. She was just stressed; happily, it was not serious injury.

Her family was happy she got pregnant and finally a man took her out of the house. In fact, she moved only 3 streets from her house and kept the intensive contact with her brothers and sisters. Mother and grandmother were pressing her to get married, because they were scared that “the girl might be stolen,, or remaining too old “to be taken”.

She never got an opportunity to work, and to get paid for her labor. She was depending on the social aids since kid. Ivana avoided going out of the neighborhood and very rarely went out of the community. She could speak Bulgarian language, but she used it only when talking to Bulgarians. As kid Ivana dreamt of becoming a singer, but she never had the confidence to go to some sinning contest or to sing in front of audience.



Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste 		X	



<ul style="list-style-type: none"> Maintaining comfortable body temperature 			
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> feeling physically and emotionally safe, secure and stable For the living environment to be organized and predictable (not chaotic) 	X		<p>Ivana lives in a chaotic and not well-organized family environment.</p> <p>More than 12 people in one house.</p>
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> To love and be loved To belong and be accepted For social attachments For healthy, consistent, supportive caregivers 	X		<p>Roma community keep close contact and follow strictly the family traditions for ages.</p> <p>But at the same time this is a big obstacle for her social contacts out of the community.</p>
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 	X		<p>Ivana have rare contact out of the community and basically no social life.</p>
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 	X		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	X		<p>Not to be accepted in society outside of the community because of no education, motivation to work and be active citizen</p> <p>To have low self-confidence and esteem</p>

Is the young person affected by any major illness?		X	
The young person meets difficulties in result of the violated need. Commend on the particular case.	X		She doesn't feel comfortable outside of the community. She quits school because of pregnancy
Is the young person missing something in life? If yes what does he/she misses the most and to what extend?	X		She can't take decisions by herself; her family decides who to marry and when
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		Ivana dreams of becoming a singer.
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		-family traditions and way of living within the Roma community. - lack of education and motivation
Does the young person want to change something in his/her life? If yes in what direction?		X	No personal opinion
Is the young person learning new skills and knowledge?	X		Yes. At home/ and at school until she finished
Is a potential achieved goad important to the young person?		X	
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		The Roma community traditions and habits.
Is the young person scared of being harmed?			Maybe by the family member if she doesn't follow the unwritten laws of the Roma community.



How or by whom?		X	
Is the young person growing in a stable family environment?	X		
Is the young person in good relations with his/her relatives?		X	
Is the young person in good relations with his/her peers?		X	Ivana doesn't have many friends.
Are there built friendships and resources for support from the community?	X		
Does the young person have a private space to live in? If not with whom he lives?		X	
Does he/she have any idol or model to follow?	X		Yes, all the role models and patterns in the Roma community.
Does the youngster need special attention given by a certain professional?		X	
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?		X	
Is there a perspective for development of the case and the possible solutions? Describe them if so.		X	Try to be brave and behave different from the family and community expectations



Study case 4

THE INTERNAL FACTORS

Peter is 15 years old, from Shumen. He lives in Sofia with his grandparents for 3 years. His mother is working in England. She has left for UK when he was 13 years old. His father lives in Shumen, but he doesn't see him often. Peter has almost no friends - typical extrovert, closed in himself.

Peter was living with his mother and father in the suburbs of Shumen.

When Peter was a small kid the father used to fight a lot with the mother and he even kicked her out of the house several times. He lost his job and could not find new one.

Due to low performance in the school- Peter has changed several schools and all the time he had problems integrating in the new place. He never talked with his friends for the home problems until one day his mother disappeared and he called police. His mother has left house and went to relatives. Then she decided to immigrate in England without informing his son.



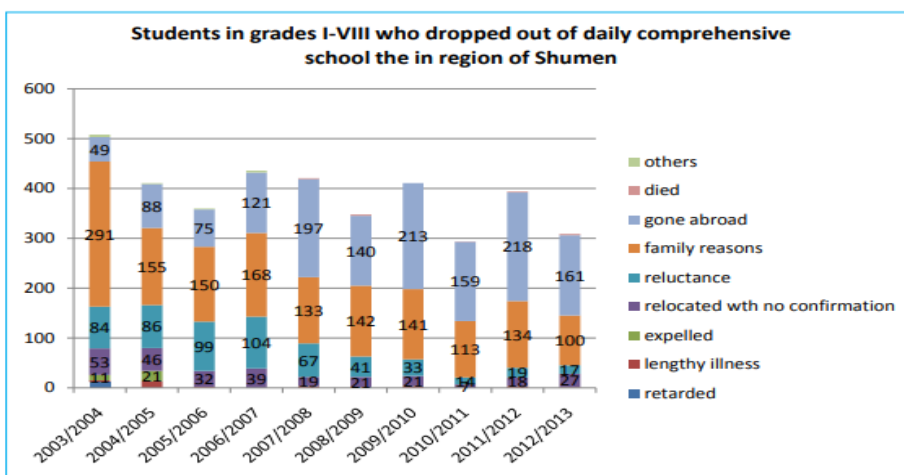
When he called the police. The specialized authorities – “Department for Child Protection “Social aid agency” send him to talk with psychologist, which didn't help him a lot.

In a few weeks his mother called him, explaining she immigrated for better life and that she would send him money.

Then Peter moved to his grandparents and to a new school for 3rd successive time, because his father was constantly drunk and in trouble. He took credits and bank was about to take his property.

In Sofia he didn't integrate well with the classmates and was totally isolated. Then he started going out with some boys from Liulin neighborhood who were known with taking drugs and part of a group which steals cars.

He stopped attending classes, using different excuses. At the same time, he used school area to spread drugs and soon was expelled from school.



Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> Satisfying hunger and thirst Getting enough sleep Eliminating bodily waste Maintaining comfortable body temperature 		X	
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> feeling physically and emotionally safe, secure and stable For the living environment to be organized and predictable (not chaotic) 	X		He has no safety living environment, since her parents were fighting, his mom left for UK and his father was an alcoholic.
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p>			He lacks family warmth and love.



<ul style="list-style-type: none"> To love and be loved To belong and be accepted For social attachments For healthy, consistent, supportive caregivers 	X		He has no friends.
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 	X		He changes school often and have no motivation to study
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 	X		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	X		<p>To be arrested because of doing illegal things</p> <p>To remain uneducated</p> <p>To harm his health by using drugs</p>
<p>Is the young person affected by any major illness?</p>		X	
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>	X		<p>To integrate in the school</p> <p>To make friendships</p> <p>He has low self-esteem, self-confidence and motivation</p>
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>	X		<p>Normal family environment</p> <p>Normal educational process</p> <p>Friends and constant peer company</p>



Is the young person dreaming? What are his most precious dreams and visions for the future?	X		Peter moves to his grandparents in the capital, so might be dreaming of escaping the bad atmosphere at home with his Dad and looking for better life
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		Money Family factors
Does the young person want to change something in his/her life? If yes in what direction?	x		Peter moves to Sofia to look for better Life far from the problems with his dad in the small town.
Is the young person learning new skills and knowledge?	x		By life experience how to cope with life alone
Is a potential achieved goal important to the young person?	X		
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		The situation in the family The lack of education The lack of friends
Is the young person scared of being harmed? How or by whom?	X		Yes, he called police when his mother disappeared. He was maybe scared by his father who used to drink a lot
Is the young person growing in a stable family environment?		X	
Is the young person in good relations with his/her relatives?		X	
Is the young person in good relations with his/her peers?		X	



Are there built friendships and resources for support from the community?		X	
Does the young person have a private space to live in? If not with whom he lives?		X	
Does he/she have any idol or model to follow?		X	Easiest way to have money and prosper is going into bands that spread drugs in schools.
Does the youngster need special attention given by a certain professional?	X		Psychologist Teachers Social workers
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		Social service.
Is there a perspective for development of the case and the possible solutions? Describe them if so.		X	Certainly, the proper institutions should help in the situation.

Study case 5

GROWING UP IN A TOTAL LACK OF LOVE

B is 17 years old. He grew up in a family of four children. His parents are street musicians. When they were still together, they were on travel all the time. Now they're divorced. His father is still somewhere else on the world. B doesn't have any contact with him anymore, or with his brothers and sister. His mother is an alcoholic. B. lives with her, but –from the point of view of the youth worker- she hopes he is gone soon, because in her eyes he's nothing but trouble. She kind of forces him to leave the house as soon as possible. Anything he asks her to do for him is too much for her. You can say that B grew up in a total lack of love....



When he was a child, he spent his time reading all kind of books. No matter what, most fantasy books, just for being far away from his –most of the time- drunken mother both physically and in mind.

B has one person he goes to, when he really needs a good meal. But he doesn't call this person a friend. He says he has no friends at all. He thinks he is dirty all the time and that therefor nobody in the world loves him, except for his dog. He claims that never ever in his live anybody had loved him...

He receives school support and frequently sees the youth worker. The family also have a family coach because of the problems at home with his mother. But what B really needs is someone who really pays attention to him. It's a hard time to make this youngster believe in the world again, and most of it makes him love himself again. He mostly fights against himself.

Scaring people away as a way of self-defense ...

It is no wonder that B has no self-confidence at all. He presents himself as a narcissistic person, but that is just a mask to cover his uncertainty. He misses an emotional safe and stable home. He misses the love of friends with whom he can make fun and do things youngsters at this age do together. But his lack of social skills makes that he scares people away. Because of his egoistic way of treating people he discourages others who want to help him, both at school, as at the youth center.

He isn't attached to anybody, except for his dog. They are inseparable. B calls himself the almost best dog whisperer of the world. He really looks after it and takes care of the dog, almost more than he takes care of himself.

Dreaming of being a great philosopher. He would love to study philosophy. That's his only reason to want to go back to school. But his classmates are so much younger than he is and he was placed on a technical education, which is totally not his thing at all. It's not clear why there has been chosen for this study for him. Therefor he skips school a lot, he missed a lot and that is at this moment holding him back of going back to school. If there can be found a mentor or a mother- or father figure to help him through his school and study, for example to get out of bed on time in the morning, he could really make it. He has the intellectual capabilities. B learns new skills by studying, reading books, talking about it with someone he kind of trusts. NOT by working together with others, then he blocks.

If he had all the money of the world, he would by a boat in the canal to live their alone, or with a friend, but sure with his dog. He would have a small job on philosophy (and his diploma), but he doesn't have to work that hard.

Sometimes a party with some psychedelic-drugs would be ok, too. But B is not addicted to drugs at all. He just sometimes takes it.

Another dream is that he lives alone with his dog on the top of a mountain somewhere in the middle of nowhere. Then he is a goat farmer, and he lives alone there with his dog and his goats. As long as he doesn't have to work that hard.

To make his dream come true B has to conquer his lack of self-love. He's most scared of himself, but he doesn't realize it yet. He won't trust anybody, till he trusts himself again.

He has the confidence that he has the intellectual skills to study and the youth worker agrees on that. If he could succeed on that, he'd be very proud of himself.

That could be the start of a new life with a little love...

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	X		His mother doesn't look after him at all.
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X		
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	X		
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent 	X		B feels he's competent to study, but he totally has a lack for self-esteem, and self-love.



<ul style="list-style-type: none"> • For recognition and respect from others • For self-esteem • For achievement 			
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one`s fill potential 	X		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>		X	
<p>Is the young person affected by any major illness?</p>		X	
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>	X		Totally lack of self-love, lack of someone who supports him to finish school and stud.
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>	X		LOVE of a family and friends
<p>Is the young person dreaming?</p> <p>What are his most precious dreams and visions for the future?</p>	X		B dreams of being a philosopher or a goat farmer.
<p>Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true?</p> <p>Comment of them if so.</p>	X		<ul style="list-style-type: none"> - the thought of being dirty all the time -lack of love - lack of someone to help him to finish school -lack of friends to help him develop his social skills



Does the young person want to change something in his/her life? If yes in what direction?	X		He doesn't know exactly how and miss the self-confidence and the social skills to do something or asks someone to help.
Is the young person learning new skills and knowledge?	X		B reads a lot.
Is a potential achieved goal important to the young person?	X		
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		Not knowing what to do and not daring to make any achievement because of the thought of being dirty, nobody wants him.
Is the young person scared of being harmed? How or by whom?		X	Well he's scared of himself, but doesn't realize it yet.
Is the young person growing in a stable family environment?		X	
Is the young person in good relations with his/her relatives?		X	
Is the young person in good relations with his/her peers?		X	B doesn't have any friends
Are there built friendships and resources for support from the community?		X	
Does the young person have a private space to live in? If not with whom he lives?	X		
Does he/she have any idol or model to follow?		X	He is really interested in Buddhism, but he doesn't revere to Buddha as a role model for him.



Does the youngster need special attention given by a certain professional?	X		Love, someone who is really paying attention to him
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		School support Youth worker Family coach
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		If he makes it to finish school and his study his world could be slightly different...

Study case 6

MISTER NJ AMSTERDAM

He is a youngster living in the east area of Amsterdam. He is actually 17 and he lives together with his Grandfather and his sisters. His parents they live in Bulgaria and eventually they are traveling to Amsterdam to do some “Business”. He assists school where he mainly gets bored and choose to play football or other fiscal activity’s where he says to be really good at. At school the marks are not the best but he is managing to finish his year. Because he needs it to travel to Bulgaria, he lost 1 years of school. Making him one of the oldest at the class.

During the day he is “chilling” at the street. And as he mentions “I stop doing stupid things... Stealing or breaking is not more interesting for me...” Here is where his dreams are taking place. To became a professional football player or a Secret agent Police. One of the two are latent in his speech. Right now, he is not having to many friends, beside two old mates from primary school. With them he is coming back to the normal life.



When is ask about his dreams he acknowledge that the current state of the parents living so far



away, plus the short state of money and the number of hours that he spends at school are diminishing his chance to achieve the dreams? Beside this fact he mention, he see himself in 5 years as a Professional Football player and managing to live in a big place with his whole family; he also mention that places as the community garden where he spend most of his free time are need it in more quantity to help others like him to avoid falling in hard drugs or crime.

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 		x	
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X		
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved 			



<ul style="list-style-type: none"> To belong and be accepted For social attachments For healthy, consistent, supportive caregivers 	X		
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 		x	
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 	X		
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	x		Getting in Crime or Drug Business
<p>Is the young person affected by any major illness?</p>		X	
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>		X	
<p>Is the young person missing something in life?</p> <p>If yes what does he/she misses the most and to what extend?</p>	X		He is missing his parents. And the sense of Family.
<p>Is the young person dreaming?</p> <p>What are his most precious dreams and visions for the future?</p>	x		Well known football player. Big home for the whole family



Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	x		Money, School, Time, Support
Does the young person want to change something in his/her life? If yes in what direction?	x		Living a healthy life and do more sport
Is the young person learning new skills and knowledge?	x		Martial Arts for the Police school
Is a potential achieved goal important to the young person?		X	
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		
Is the young person scared of being harmed? How or by whom?		x	
Is the young person growing in a stable family environment?		x	
Is the young person in good relations with his/her relatives?	X		
Is the young person in good relations with his/her peers?		X	
Are there built friendships and resources for support from the community?	X		
Does the young person have a private space to live in?		x	With Grandfather, Sisters.

If not with whom he lives?			
Does he/she have any idol or model to follow?	X		
Does the youngster need special attention given by a certain professional?	x		
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	x		
Is there a perspective for development of the case and the possible solutions? Describe them if so.	x		By working with a professional who could assist him to organize his dreams and goals. Empower him.

Study case 7

YOUNG EMR

He is originally from Hungary. He is now 17 and lives together with his Uncle in the suburbs of Amsterdam. He has mobility and learning difficulties. He drops out school being this the reason why he ends up working as volunteer in different local projects where he could get in contact with other peers and get a function. Was there where he starts playing with cooking and start liking the short-term results and the caring of others?

Because of this he starts to be, together with a group of youth workers, interest in the potential possibility to cook for Elder houses, community centers and in the parks. This awakes in him the dream to become a professional cook.

Back at home in Hungary he didn't like cook nor do anything related with the house holding. He was outside playing with a causing close to the river. Now thanks to this community centers he manages to build up a social network that is helping him to have short talk and personal contact with other mates.

Being far away from his primary family creates periods of depression and combined with the fiscal disability make that he sometimes has hard time staying at home and not coming out even for the cooking events with other mates. He mentions that he would love to have a normal body, even he knows is not possible. This is the reason he says that cooking is equal because he doesn't need to run behind a ball.



The contact with his family (father and mother) is not so much. He manages to talk with them once months and if he got enough money from the state and his uncle can; they travel to Hungary to visit for the summer holidays. He shares that his dad drinks too much and sometimes he uses to come late home breaking things and shouting to his mother. That's why he doesn't want to drink.



Harvesting vegies from the garden



Making Empanadas from Chile together with the community centers

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 		X	
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 		X	



<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> To love and be loved To belong and be accepted For social attachments For healthy, consistent, supportive caregivers 		X	
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> To feel competent For recognition and respect from others For self-esteem For achievement 	X		
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> To live up to one`s fill potential 		X	
<p>Are there major risks in young person`s life?</p> <p>If yes which are, they?</p>	X		HEALTH
<p>Is the young person affected by any major illness?</p>	X		Reduction in movement
<p>The young person meets difficulties in result of the violated need.</p> <p>Commend on the particular case.</p>		X	
<p>Is the young person missing something in life?</p>	X		FAMILY / “BEEING NORMAL”



If yes what does he/she misses the most and to what extend?			
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		BECAME AN PROF CHEFF
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		MONEY / LEARNING CURVE /
Does the young person what to change something in his/her life? If yes in what direction?		X	
Is the young person learning new skills and knowledge?	X		COOKING
Is a potential achieved goad important to the young person?		X	
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?		X	
Is the young person scared of being harmed? How or by whom?	X		FAMILY / MILITARS
Is the young person growing in a stable family environment?		X	
Is the young person in good relations with his/her relatives?	X		



Is the young person in good relations with his/her peers?	X		
Are there built friendships and resources for support from the community?	X		
Does the young person have a private space to live in? If not with whom he lives?		X	
Does he/she have any idol or model to follow?	X		
Does the youngster need special attention given by a certain professional?	X		
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		SOCIAL SERVICE & YOUTH WORKERS
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		Creating a certain level of experience and locating him as a cook in a place where he can explore his competences.

Study case 8

THE STORY OF A 17 YEARS OLD WORKING GIRL



Elena is a 17 years old girl, who dropped off school and started a work so she could help her family.

She is from Montana. She is the largest of three children – her sister is 11 years old and her brother is 9 years old.

The family has a difficult life filled with obstacles. When Elena was 9 years old her mother died. Couple of years later her father lost in half his eyesight as a result of a car accident. From that moment the girl started helping the family with raising pigs and ducks.

Although, Elena was doing well at school, at the age of 15 she stopped her education, so she could work. She shares that before she dreamt of being a fashion designer. Many times, she was going to some small barber shop and was asking for an old fashion magazine. But without education was impossible to find a job in this purview.

Elena started a job in a factory, which produces a glass lids for watches. She said that the job was extremely hard - she worked from 8 am till midnight and there were no shifts, just several people staying and polishing glass lids. She was paid 17 leva per day.

After 3 months she decided to leave this job and along with her resignation she leaves a letter to her boss. In this letter she thanked him because of the opportunity that he gave her, but also, she complained about the hard job and that there is no development for her there.

The letter impressed so much the employer, so that he offered her a rise. Elena accepted this, because since she has no education, it would be very difficult to find another job. And for her every day without work is a starving day for her and her family.

STUDENTS AND LEAVERS FOR REASONS AND LEVEL OF EDUCATION

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Overall					
Students	781665	758962	751393	751001	749094	741235
Leavers	18766	18450	17571	17794	21146	21170
	I - IV grade					
Students	255086	252372	253675	258840	261793	261969
Leavers	5596	5678	5268	5418	6320	6568
Including						
Due to reluctance	371	324	231	173	278	251
Due to family reasons	2658	2630	2491	2289	2098	2251



Gone abroad	2237	2362	2206	2598	3386	3504
	V - VIII grade					
Students	219980	221274	221839	220934	217155	216451
Leavers	6994	6749	6530	6679	8132	8139
Including						
Due to reluctance	1177	1018	839	889	1003	1089
Due to family reasons	3418	3169	3188	2840	3008	2944
Gone abroad	1939	2093	2050	2343	3264	3328

Admission after VIII grade

Students	691	841	1011	831	988	992
Leavers	50	38	47	56	45	38
Including						
Due to reluctance	28	20	2	25	14	11
Due to family reasons	21	14	39	29	25	15
Gone abroad	-	2	1	1	4	10

IX - XII grade

Students	302684	281671	272487	268395	267540	260515
Leavers	6084	5978	5708	5587	6632	6351
Including						
Due to reluctance	1897	1641	1495	1424	1672	1745
Due to family reasons	3026	3162	3040	2750	3148	2659
Gone abroad	876	910	965	1152	1335	1498

Professional colleges with admission after secondary education

Students	3224	2804	2381	2001	1618	1308
Leavers	42	7	18	54	17	74
Including						
Due to reluctance	16	2	7	8	6	3
Due to family reasons	17	3	11	16	5	39
Gone abroad	7	2	-	30	3	32

THE DATA OF THE TABLE IS FROM 24.04.2012

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <p><input type="checkbox"/> Satisfying hunger and thirst</p> <p><input type="checkbox"/> Getting enough sleep</p> <p><input type="checkbox"/> Eliminating bodily waste</p> <p><input type="checkbox"/> Maintaining comfortable body temperature</p>	X		

<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> <input type="checkbox"/> feeling physically and emotionally safe, secure and stable <input type="checkbox"/> For the living environment to be organized and predictable (not chaotic) 	X		
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> <input type="checkbox"/> To love and be loved <input type="checkbox"/> To belong and be accepted <input type="checkbox"/> For social attachments <input type="checkbox"/> For healthy, consistent, supportive caregivers 	X		
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> <input type="checkbox"/> To feel competent For recognition and respect from others <input type="checkbox"/> For self-esteem <input type="checkbox"/> For achievement 	X		<p>She is living and working in environment, where there is no opportunity for achievements.</p>
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> <input type="checkbox"/> To live up to one`s full potential 	X		



Study case 9



Ico is a 19 years old boy. He is from Plovdiv. He is living with his mother in Izgrev – one of the living areas in the city.

The boy is total outsider. He has not got used to speak and share private things with nobody, even with members of his family.

When Ico was 6 years old his father disappeared. He was drug addicted and when he was living with him and his mother all the time spent all his money

for drugs and sometimes sold furniture. His mother is a cooker in one restaurant in the center of the city. She is a nice lady who tries to provide everything necessary for her son.

Ico is in 12th grade now in one of the high schools in his area. He is middling student with not so good grades. He does not have friends at school. All the time he is alone and many times he skips classes. One year and a half ago he left school and went for a walk. Next to the park in his area there was an abandoned house and he went inside. There were few boys around 22 years old. They were smoking weed and two of them were injecting heroin. They offered Ico to try and he got tempted and did it.

In the beginning he was smoking only weed, he paid with the money which his mother left him for food. But after that, he was curious, and one time he tried the heroin and from there started his problem.

He explained that when it comes the time for his next dose his bones start hurt him and he would do anything just to inject the heroin in his system.

Now he realizes that he is doing the same like his father – sells furniture, borrow money from people, sometimes steals from the pedestrians in the center, just to have money for the next dose of heroin.



He was caught one time from the police because he was smoking weed and he also had in him. But because he is underage, he cannot be sent in the prison. Ico admitted that he got scared when the police caught him and tried to stop for a while with the drugs. He managed to stay almost two months clean, but the wrong “friends” sent him on the wrong road again.

Now Ico barely visits school, he goes only 2-3 times per week and not for all the classes. He is all the time high from the weed or in some abandoned house passed out from the heroin.

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	X		
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X		His home environment is unsafe. His father gave him bad example in his early age.
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	X		He is anti-social person without friends.
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent • For recognition and respect from others • For self-esteem • For achievement 	X		
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one`s full potential 	X		
<p>Are there major risks in young person`s life?</p>	X		Health problems because of the drugs Not educated



If yes which are, they?			
Is the young person affected by any major illness?		X	
The young person meets difficulties in result of the violated need. Commend on the particular case.			Communication with family No friend Insecure in himself
Is the young person missing something in life? If yes what does he/she misses the most and to what extend?	X		Missing his father, man's example Time spend with family together Someone to share with
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		Could be dreaming for better life without drugs in it and surrounded with love from his family
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		Money Education Home environment
Does the young person want to change something in his/her life? If yes in what direction?	X		He wants better, normal life with his mother.
Is the young person learning new skills and knowledge?		X	
Is a potential achieved goad important to the young person?	X		
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		Living environment Drug problem Psychological support
Is the young person scared of being harmed? How or by whom?	X		By himself with the drugs
Is the young person growing in a stable family environment?		X	
Is the young person in good relations with his/her relatives?		X	
Is the young person in good relations with his/her peers?		X	



Are there built friendships and resources for support from the community?		X	
Does the young person have a private space to live in? If not with whom he lives?		X	He is living with his mother in a small apartment
Does he/she have any idol or model to follow?		X	
Does the youngster need special attention given by a certain professional?	X		He has never shared anything from his life – not his problems, not some secret.
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		Couple of times he spoke with the psychologist in his high school and with social service after being arrested
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		He could be sent to some health facility where he could get the help, he needs to get rid of the drugs

Study case 10

24 YEARS OLD, CHILD OF DIVORCED PARENTS

Emre is 24 years old teacher, he spent his childhood with an alcoholic father and with a mother trying to protect him. His mother got married to him without the permission of her family. So, although she was exposed to violence, she couldn't return her home.



Emre hates his father. He still has no contact with him. He marries to a woman as soon as he graduates without taking the approval of his family. This marriage lasts one year and they have a daughter. But during marriage they live separately they can't get on well.

Emre thinks that he is cheated. They get divorced but can't live due to financial problems. Emre returns to his mother's home. All his income goes to bank debts.

Emre doesn't feel himself free; he has weak trust in people. His view about marriage is negative.



Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	X	X X X	He has a problem of sleeping, mostly at nights he can't sleep.
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X	X	He doesn't feel safe
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	X X	X X	He feels he can't love; he isn't loved. He feels he isn't accepted by society.
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent • For recognition and respect from others • For self-esteem • For achievement 	X	X X X	He feels he isn't respected by others.
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one`s fill potential 		X	
<p>Are there major risks in young person`s life? If yes which are, they?</p>	X		Due to negative life experiences, giving a decision in order not to be like them, the decisions are the greatest risks.
<p>Is the young person affected by any major</p>			Frontal lobe epilepsy. He can inhibit



illness?	X		1,2,12 24 hours backwards.
The young person meets difficulties in result of the violated need. Commend on the particular case.	X		Skilled but he has features unnoticed. He leads a life that he doesn't want but a life which he has to.
Is the young person missing something in life? If yes what does he/she misses the most and to what extend?		X	He doesn't miss anything about childhood. But he misses puberty period. High school period
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		He would charge interest; he wishes to have a holiday without financial worries.
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		-Prejudices, Fears (fears of what mum says, sister says), Responsibilities (about mother), Impossibility (financial)
Does the young person what to change something in his/her life? If yes in what direction?	X		He would like to get rid of his responsibilities.
Is the young person learning new skills and knowledge?		X	If someone helps, shows, teaches he can learn.
Is a potential achieved goal important to the young person?	X		To achieve goals means reaching dreams.
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		His responsibilities about my mother.
Is the young person scared of being harmed? How or by whom?		X	Actually, not scared of anyone but sometimes he is walking and being watchful about his back at the same time
Is the young person in good relations with his/her relatives?		X	His relations with his relatives aren't stable.
Is the young person in good relations with his/her peers?	X		He has some friends he can get on well.
Are there built friendships and resources for support from the community?	X		He has fiends. He doesn't have social difficulties. But sometimes he really feels bored.
Does the young person have a private space		X	Still with mum and sister, he has his



<p>to live in? If not with whom he lives?</p>			<p>own room. But he isn't peaceful. So, he sometimes stays with his friend too.</p>
<p>Does he/she have any idol or model to follow?</p>		<p>X</p>	
<p>Does the youngster need special attention given by a certain professional?</p>			<p>If he received special attention, he would overcome his fears, worries.</p>
<p>Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?</p>		<p>X</p>	
<p>Is there a perspective for development of the case and the possible solutions? Describe them if so.</p>			<p>-The children of divorced families should be supported during school life psychologically. -Parents should be trained in terms of communication within the family. -If there is violence in the family this should be reported to the related institutes and the child should be supported with the interaction groups to overcome this period with the least harm. -Training programs on topics like social pressure, acting independently, enterprise, self-awareness, motivation, skill of decision making.</p>



Study case 11

Mehmet is 19 years old, a senior high school student. In his childhood his father mostly worked out of town so he couldn't take care of his family.

His mother always had diseases. The child couldn't receive any support related to his disability due to financial reasons. During birth he was asphyxiated due to doctor's mistake. That's why he has mild mental and physical disability.

His greatest worry is to become alone, being left without his family and not being able live on by himself. Sometimes his concern about earning money and finding a job causes him psychological crisis in him.

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep, • Eliminating bodily waste • Maintaining comfortable body temperature 		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	X		
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	<p>X</p> <p>X</p>		
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent 		<p>X</p> <p>X</p>	



<ul style="list-style-type: none"> • For recognition and respect from others • For self-esteem • For achievement 		<p>X</p> <p>X</p>	
<p>Are the advanced Youth's Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one's full potential 	<p>X</p> <p>X</p>		<p>Although mostly the limitations are in her mind</p>
<p>Are there major risks in young person's life? If yes which are, they?</p>	<p>X</p>		<p>-Diseases, -Not being employed. -Not being able to express himself to other people.</p>
<p>Is the young person affected by any major illness?</p>	<p>X</p>		<p>Being left without oxygen during birth.</p>
<p>The young person meets difficulties in result of the violated need. Commend on the particular case.</p>		<p>X</p>	<p>He used to think that he wouldn't even be able to read or write but now he thinks that he can succeed if he struggles. He thinks that he is better than most people; he can meet basic needs himself.</p>
<p>Is the young person missing something in life? If yes what does he/she misses the most and to what extend?</p>	<p>X</p>		<p>He misses his sister mostly who is at university in another city.</p>
<p>Is the young person dreaming? What are his most precious dreams and visions for the future?</p>	<p>X</p>		<p>Start a family, to be able to have a job wants to leave Iğdır, his dream is to travel around black sea. If he had money, he would give bursary to poor students, he would like to take care of families.</p>
<p>Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.</p>	<p>X</p>		<p>Not being employed Failing the e-kpss exam (exam for the disabled to be employed) Losing family, when my elder sister and brother start families, he is afraid of not meeting his own</p>

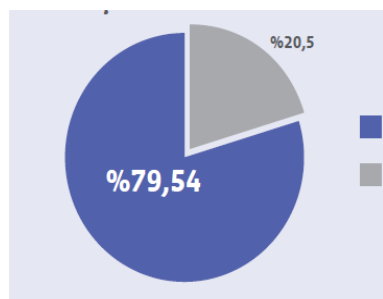


			basic needs.
Does the young person want to change something in his/her life? If yes in what direction?	X		If it was possible, he could change the report he already has, showing that he can't work and making that he can work. If it was possible, he would get rid of his headaches.
Is the young person learning new skills and knowledge?		X	No but through internet, with the support of people it is possible to learn
Is a potential achieved goal important to the young person?	X		Realizing one's goal means having the ability to do so and it is important for him.
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		Not being employed Failing the e-kpss exam (exam for the disabled to be employed) Losing family, when my elder sister and brother start families, he is afraid of not meeting his own basic needs.
Is the young person scared of being harmed? How or by whom?		X	
Is the young person growing in a stable family environment?	X		
Is the young person in good relations with his/her relatives?	X		
Is the young person in good relations with his/her peers?	X		He is very happy about his friends' support. They are always near him.
Are there built friendships and resources for support from the community?			The support from the society is good.
Does the young person have a private space to live in? If not with whom he lives?	X		He lives with his family. His mother, sister and he are at home He has a private room.
Does he/she have any idol or model to follow?		X	
Does the youngster need special attention	X		Special attention and support to enable him to gain

given by a certain professional?			reading –writing skills would help his development.
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		He goes to rehabilitation center. School provides support.
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		<ul style="list-style-type: none"> -To inform him about the EU mobility opportunities -Inform about the free trips in Turkey organized by the Ministries. - To give him information about the job opportunities he can access according to the disability type. - To organize activities which involves group interaction - To guide him for the related institutes in terms of social skills, psychological support which is the lacking features?

Study case 12

FEMALE 17 YEARS, EXPOSED TO FAMILY VIOLENCE



Ayşe is 17 years old. A senior high school student. She complains about her father's indifference. In the family there is always quarrel, disputes and psychological and physical violence. Her father sometimes leaves home for long period. Her relatives don't support her so she is very angry about this.

She sees university as the only way out. She ascribes a great meaning to university. His concern affects her success negatively.

Also, her communication with people is affected negatively.

Graphic 4. The situation of the children exposed to home violence within the last year

9,54 % n=350 The children who haven't witnessed domestic violence

20,5 % n= 90 At least once witnessed domestic violence

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	X X X	X	She has sleeping problem.
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 		X X	She never feels secure, always worried about her own safety
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	X X X	X	She doesn't feel part of the society.
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent • For recognition and respect from others • For self-esteem • For achievement 	X X X X		
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one`s full potential 	X X		Unstable family environment, feeling insecure She has dreams but thinks she can't achieve
<p>Are there major risks in young person`s</p>	X		Her father, lacking financial and personal freedom

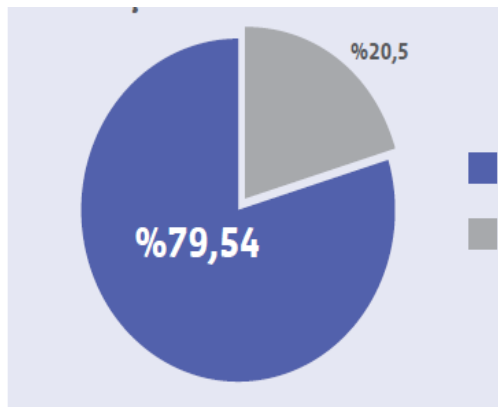


life? If yes which are, they?			
Is the young person affected by any major illness?		X	
The young person meets difficulties in result of the violated need. Comment on the particular case.	X		She always feels unhappy, angry and furious.
Is the young person missing something in life? If yes what does he/she misses the most and to what extend?		X	
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		She dreams herself as an employed individual, away from the city she lives in, people around her. If possible, she would change her father's behaviors.
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		The environment she has now and the fact that she isn't 18 years old yet.
Does the young person want to change something in his/her life? If yes in what direction?	X		She wishes to leave the city Iğdır. She dreams of leading a free, independent life. If she had money or freedom, she would change the environment she lives in.
Is the young person learning new skills and knowledge?		X	
Is a potential achieved goal important to the young person?	X		She wishes she had opportunity to achieve goals.
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		The environment she has now and the fact that she isn't 18 years old yet.
Is the young person scared of being harmed? How or by whom?		X	-Actually, she believes that no one can harm her but ill hearted people can try to harm.
Is the young person growing in a stable family environment?		X	No stable and peaceful family
Is the young person in good relations with	X		She doesn't close relations with her relatives.

his/her relatives?			
Is the young person in good relations with his/her peers?	X		She has good relation with friends
Are there built friendships and resources for support from the community?	X		She believes that her friends are enough for her. She doesn't need many things from the community, she receives enough support.
Does the young person have a private space to live in? If not with whom he lives?	X		With mum, dad and siblings at home. She has her own room.
Does he/she have any idol or model to follow?		X	
Does the youngster need special attention given by a certain professional?	X		It will be better if she receives special support about anger management, career planning.
Does the young person receive Institutionalized support (School service, social service, youth workers and so on) ? If yes what kind?	X		In terms of school services, she receives enough support in the preparation process for the university exam. She receives psychological support from a psychologist at the hospital.
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		It is possible to help the young person about the issues of establishing healthy relationships, anger management.

Study case 13

17 YEARS, FEMALE, DOMESTIC VIOLENCE



Gül is 17 years old senior high school student. Her communication with her mother since childhood.

Her mother is indifferent and commits violence. So, she hates her father. Her father is alcoholic and cheating mother. Family members are aware. Sometimes he commits violence to the children and mother.

In spite of all these, she feels closer to father. Because he helped her get psychological support. With the support



she receives she has increased her academic success from low to middle.

Check list

	YES	NO	COMMENT
<p>Are the basic youth psychological needs violated?</p> <ul style="list-style-type: none"> • Satisfying hunger and thirst • Getting enough sleep • Eliminating bodily waste • Maintaining comfortable body temperature 	<p>X</p> <p>X</p>		Basic needs aren't met like hunger and sleep
<p>Are the basic Youth`s Safety needs violated?</p> <ul style="list-style-type: none"> • feeling physically and emotionally safe, secure and stable • For the living environment to be organized and predictable (not chaotic) 	<p>X</p>		She doesn't feel secure
<p>Are the basic Youth`s Social Needs (belonging and love needs) violated?</p> <ul style="list-style-type: none"> • To love and be loved • To belong and be accepted • For social attachments • For healthy, consistent, supportive caregivers 	<p>X</p>		
<p>Are the advanced Youth`s Competency needs (esteem/achievement needs) violated?</p> <ul style="list-style-type: none"> • To feel competent • For recognition and respect from others • For self-esteem • For achievement 		<p>X</p>	
<p>Are the advanced Youth`s Self-actualization needs violated?</p> <ul style="list-style-type: none"> • To live up to one`s fill potential 			
<p>Are there major risks in young person`s life? If yes which are, they?</p>	<p>X</p>		Due to the problem I suffer, I am worried about shaping my future. Not failing university exam, not having a suitable environment to study is a risk. Her mother's attitudes towards me, not supportive attitude.



Is the young person affected by any major illness?		X	She didn't expect any physical disease. She received psychological support as she heard some voices.
The young person meets difficulties in result of the violated need. Commend on the particular case.	X		She doesn't feel satisfied with the standard of her life.
Is the young person missing something in life? If yes what does he/she misses the most and to what extend?		X	There is nothing she misses.
Is the young person dreaming? What are his most precious dreams and visions for the future?	X		Her dream is to be able to go to a nice university and to be a psychologist.
Are there obstacles (barriers and fears) that withheld the young person to make his/her dreams come true? Comment of them if so.	X		Her mother, not having studied much enough, the fear of not being successful, bad relations within family, the desire of sleeping constantly, being tired.
Does the young person want to change something in his/her life? If yes in what direction?	X		In 5 years, she wishes to have graduated from university and started her job. She would like to change her mother if possible.
Is the young person learning new skills and knowledge?	X		
Is a potential achieved goal important to the young person?	X		When she feels happy, she feels he is successful.
Is something holding him/her back from achieving the goal or meeting the need? What if recognized?	X		Family environment.
Is the young person scared of being harmed? How or by whom?	X		Maybe by her mother because of her unhappiness.
Is the young person growing in a stable family environment?		X	Chaotic environment
Is the young person in good relations with his/her relatives?		X	
Is the young person in good relations with his/her peers?	X		
Are there built friendships and resources for	X		She has enough friends. The



support from the community?			support she receives is enough
Does the young person have a private space to live in? If not with whom he lives?	X		She lives with her family. She has her own room.
Does he/she have any idol or model to follow?		X	
Does the youngster need special attention given by a certain professional?	X		Psychological support would make her feel better. Already receives psychological support.
Does the young person receive Institutionalized support (School service, social service, youth workers and so on)? If yes what kind?	X		She receives psychological support, and support from the school in terms of preparation of university exam.
Is there a perspective for development of the case and the possible solutions? Describe them if so.	X		Consultations on family can be organized. Awareness can be raised on family and youth. Future targets can be determined and the necessary



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