

> I CONGRESO INTERNACIONAL



# INTERVENCIÓN SOCIOEDUCATIVA CON FAMILIAS E INFANCIA EN SITUACIÓN DE VULNERABILIDAD

## Socio-educational interventions with adolescents human trafficking victims

Serena Cotic

Caritas of Rome



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## Arrivals in 2018

### Spain:

- 65,400 people
- 7,194 under 18
- 5,500 UAMs

### Italy:

- 23,400 people
- 4,212 under 18
- 3,536 UAMs

### Greece:

- 50,500 people
- 18,685 under 18
- 1,922 UAMs



Criminal organizations linked to prostitution, begging, child labour or drug pushing exploit many UAMs.

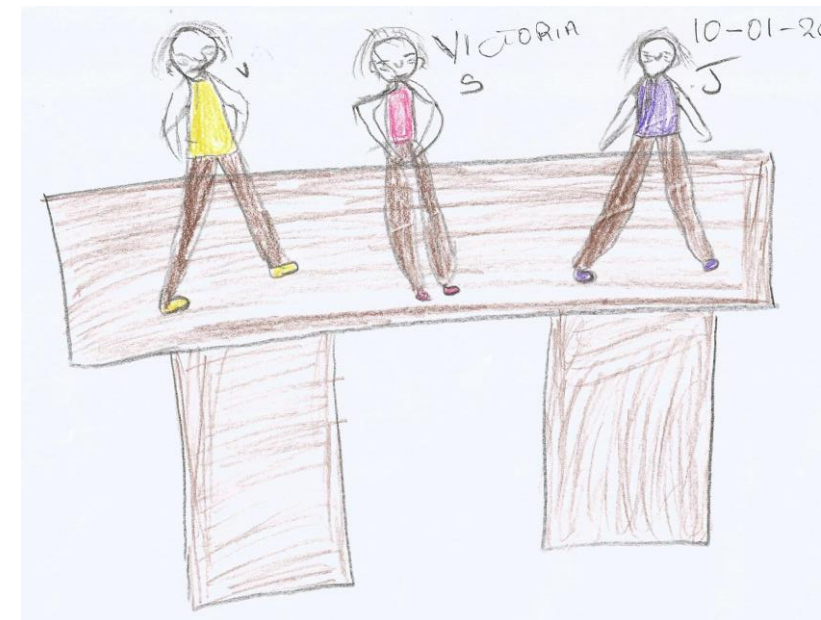
## UAMs

Caritas of Rome manages five different educational communities for boys and girls, aged between 14 and 18; many of these are UAMs.

They often tell about difficult life and hard travel conditions, especially the ones coming from Africa.

These experiences cause a series of traumas, with repercussions on psychophysical development.

Educators observe aggressive behaviours, food problems, psychosomatic symptoms, self-harm, low frustration tolerance.







The aggressive behaviour was the most frequent problem in our communities in 2016.

The educational team began to develop a specific methodology using the reference framework of Liotti and collaborators about **Interpersonal Motivational Systems (IMSs)**.

Authors describe the evolution of human brain into three levels:

- the **reptilian level** regulates physiologic functions, environmental exploration and defence;
- the **limbic level** includes IMSs that regulate social behaviours: attachment, caregiving, rank, sexuality, peer cooperation;
- the **prefrontal cortex level** is the system of inter-subjectivity and regulates underlying systems.

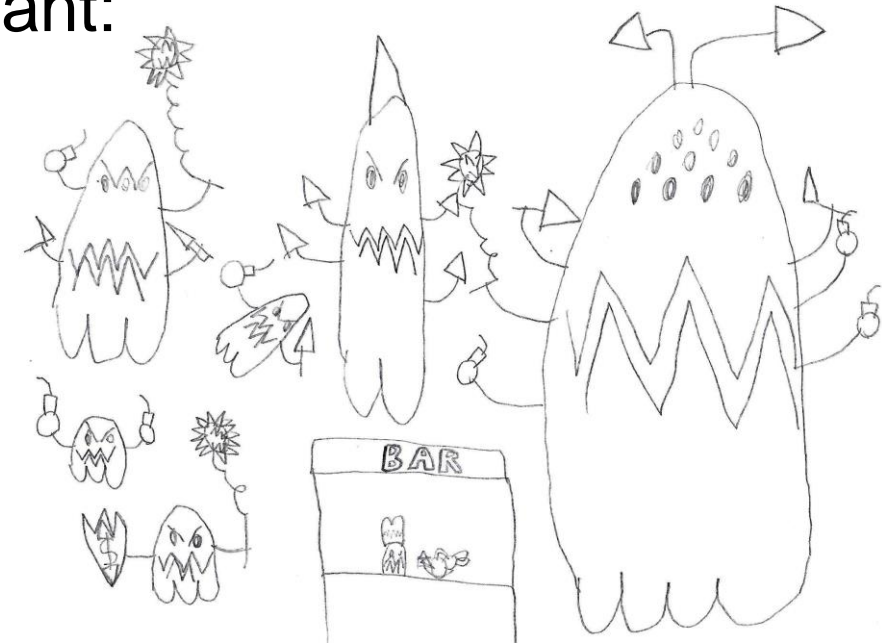


## Methodological suggestions

The victims of serious and repeated traumas in childhood and adolescence often show the prefrontal cortex level inhibited by the constant perception of danger, even when there is not a real danger.

During an episode of anger or violence it is important:

- not to try negotiation and verbal communication;
- avoid the physical contact (hugs, pats on the shoulder, caresses);
- wait and postpone any intervention, in order to make the house and other people **safe**.



Methodological suggestions

To prevent the episode, it is important:

- the setting of the environment, in which boys and girls know that the adults take care of their **primary needs**. In this way, they can feel free to **explore** the outside and try new, healthy experiences.



- the **predictability** of the system (the integration of routines in community life).



## Methodological suggestions

Aggressiveness can connect to the anger for an objective that one does not succeed in reaching, concerning to the IMSs described, in particular:

- attachment system (privilege affectivity);
- rank system (no judgement, preserve the affective relationship, rule book with sanctions);
- peer cooperative system (boys and girls are involved in decisional processes).



## Methodological suggestions

After an episode of anger and violence:

- adults have the task to highlight firmly the intolerance towards these behaviours;
- all boys and girls can reach the consciousness of what happened, develop a shared story and find an act of repair towards the whole community;
- educators should plan some laboratory moments.



This methodology has been tested in Domus Nostra community of Caritas of Rome, since 2017.

In 2016 there were 23 episodes of aggressive behaviours towards educators or other adolescents.

In 2018 there were 2 episode.



# Thank you

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