



**Life skills development program for
kids in residential care using
psychodrama**

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What to wish for a newborn...

- I would like him/her to:
 - Be healthy
 - Be intelligent
 - Be social
 - Able to love
 - Able to make love
 - Be moral
 - ...

Life skills

- Social-emotional aspects of human functioning have a tremendous impact on individual lives and society and perhaps may be more important to our happiness and success in the long run than intelligence or IQ as it is traditionally defined.(K.W. Merrell and G.A. Gimpel, 1998)
- Social behavior is effective in realizing the goals of the interactors . Also the ability to interact with others in a given social context in specific ways that are **socially acceptable or valued** and at the same time **personally or mutually beneficial** (Foster & Ritchey)

Terms in use

- **Life skills** are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.
- **social skill** is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways.
- The process of learning such skills is called **socialization**.

Social skills vs social competence

- ***Social skills*** are the specific behaviors that an individual must exhibit to perform competently on a given task.
- ***Social competence*** is an evaluative or summary term based on conclusions or judgments that the person has performed the task adequately.
- These judgments are typically based on the opinions of others (e.g., peers, parents, and teachers) or comparisons to some explicit criteria or some normative group.
- *Motor skills* behaviors (nonsocial skills) are generally not thought of as being within the domain of social competence (*but, for example*: ball-throwing distance was the best predictor of social status in elementary-age boys, and that this relationship remained quite stable over time (Broekhoff (1977)

Other ways of categories of social skills

Caldarella and Merrell (1997) (21 studies were included that involved multivariate approaches to classifying social skills with over 22,000 children and adolescents)

Peer relations (social interaction, prosocial, interpersonal, peer preferred social behavior, empathy, social participation, sociability-leadership, peer reinforcement, general, peer sociability)

Self-management (self-control/social convention, social independence, social competence, social responsibility, rules, frustration tolerance)

Academic (school adjustment, respect for social rules at school, task orientation, academic responsibility, classroom compliance, good student)

Compliance (social cooperation, competence, cooperation-compliance)

Assertion (assertive social skills, social initiation, social activator)

Social skills by orientation

Self-Related Behaviors	Environmental Behaviors
<ul style="list-style-type: none">•Accepting consequences•Ethical behavior•Expressing feelings•Positive attitude toward self•Responsible behavior•Self-care	<ul style="list-style-type: none">•Care for the environment•Dealing with emergencies•Lunchroom behavior•Movement around environment
Task-Related Behaviors	Interpersonal Behaviors
<ul style="list-style-type: none">•Asking and answering questions•Attending behavior•Classroom discussion•Completing tasks•Following directions•Group activities•Independent work•On-task behavior•Performing before others•Quality of work	<ul style="list-style-type: none">•Accepting authority•Coping with conflict ...•Gaining attention•Greeting others•Helping others•Making conversation•Organized play•Positive attitude toward others•Playing informally•Property: own and others

Coping with conflict ...

1. Responds to teasing or name calling by ignoring, changing the subject, or using some other constructive means
2. Responds to physical assault by leaving the situation, calling for help, or using some other constructive means
3. Walks away from peer when angry to avoid hitting
4. Refuses the request of another politely
5. Expresses anger with nonaggressive words rather than physical action or aggressive words
6. Constructively handles criticism or punishment perceived as undeserved.

Goals and tasks of Lithuanian foster care institutions

- (2005, March, 3rd No. A1-68)
- 7.5. užtikrinti, kad vaikų globos įstaigoje pagal įvertintus individualius vaiko poreikius būtų sudaromas ir įgyvendinamas individualus vaiko ugdymo ir socialinių paslaugų teikimo planas;
- 7.6. pažinti vaiko individualumą, plėtoti gebėjimus, rūpintis jo dvasiniu ir fiziniu ugdymu, skatinti vaiko fizinę, psichinę bei socialinę brandą, **ugdyti** pilietiškumą, **dorinius, šeiminius, darbinius, socialinius, sveikos gyvensenos ir higienos įgūdžius**, sudaryti sąlygas vaiko saviraiškai, pasirenkant jo poreikius ir pomėgius atitinkančias ugdymo įstaigas;
- 7.7. rengti vaiką savarankiškam gyvenimui ir integracijai visuomenėje, kad jis:
 - 7.7.1. (RESPONSIBILITY FOR THE BEHAVIOR) jaustųsi visaverte ir atsakinga už savo poelgius asmenybe;
 - 7.7.2. (EQUALITY) jaustųsi orus ir saugus dėl savo rasinės, kultūrinės, tautinės ar religinės tapatybės;
 - 7.7.3. (SELF CARE AND CARE OF OTHERS) gebėtų kompetentingai rūpintis savimi ir artimaisiais kasdieniniame gyvenime;
 - 7.7.4. (SELF CONFIDENCE AND AND INTERPERSONAL RELATIONS) gebėtų plėtoti savo socialinius tarpasmeninius santykius ir pasitikėjimą;
 - 7.7.5. (RESPONSIBILITY OF RIGHTS, PROPERTY) gerbtų kitų asmenų teises ir laisves, darbą ir turtą;
 - 7.7.6. (EDUCATION) įsigytų bendrąjį išsilavinimą ir profesinį pasirengimą;
 - 7.7.7. (SELF CARE, HYGIENE, FAMILY SKILLS) įgytų savitarnos, asmeninės higienos, pasirengimo šeimai įgūdžius;

Life skills development program 2009

– Supported by



– This year – 25 participating institutions

- Spring – 10 institutions (146 kids)
- Autumn – 15 institutions

– Major selected topics:

- Self confidence (8 hours)
- Emphaty development (8 hours)
- Safety skills (8 hours)
- Anger management (8 hours)
- Exposure of sensitive issues (8 hours)

– Social skills and psychodrama

Psychodrama

- Psychodrama is a therapeutic discipline which uses action methods, sociometry, role training, and group dynamics to facilitate constructive change in the lives of participants.
- Based on the theories and methodology of Jacob L. Moreno, M. D. (1889-1974), psychodrama can be found in mental health programs, business, and education.
- Psychodramatists provide services to diverse groups- from children to the elderly, and from the chronically mentally ill to those seeking understanding and learning in their work settings.

Role-playing



Using drawings

- Amazingly children were doing the tasks with drawings just perfectly



Fostering spontaneity



How to answer?

- Mama, why did you leave me....?