



From External Press to Inner Motivation: Educational–Therapeutic Process with Youth at Risk

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The contribution presents the role of the Centre of Educational Care HELP ME in the net of relevant institutions for youth at risk, particularly focused on disadvantaged youth. The Centre of Educational Care HELP ME is a specific educational institution, the only non-government centre in the Czech Republic. It provides help and support for disadvantaged youth approximately from 4 to 20 years of age, with such problems as a specific learning difficulty, behavioural problems, ADHD, disharmonic development of personality, experiments with drug abuse, bullying, first conflicts with law, etc. If we change the psychiatric diagnosis for the problem oriented diagnostic, which is the routine process in satotherapy, we can see specific problems in the interactions among client, family, peers, school and other relevant institutions. It should be the starting point for therapy with individual case, exploring and attaining the goals relevant for a client, exploring and cultivating client's spontaneous proficiencies.

The centre has got two sections, one the outpatients, better to say “outclients”, and one for the clients, who stay temporarily in the centre. Following therapeutic and educational interventions are offered there: Within the section for the “outclients” the centre provides psychological and special pedagogical counselling, diagnostic, family or individual psychotherapy, critical intervention, and career guidance. The clients staying in the centre have possibility to participate in education, group psychotherapy, training of the basic social skills and knowledge, addiction prevention, artetherapy, musical therapy, ergotherapy, zotherapy, and the training of purposeful spending of leisure time. Moreover the lectures and workshops for professionals are conducted by the psychologist and the pedagogue with special training.

As a result of the educational–therapeutic process several phenomena could be expected. First the trust and therapeutic relationship has to be established. Even though there is mostly some external press that pushes client to participate in the educational–therapeutic process, the inner motivation resources have to be explored and at least willingness to cooperate has to be present. Then external limits that restrict the unwholesome acting and repeated experiences of success within the activities held in the centre helps clients to cultivate their ability of realistic naming of their problems, establishing new patterns of interactions with adults and peers, rise up healthily based self-confidence and causes change of accepted values. As a matter of course, sometimes change of relevant institutions or in family background has to be made.

