



D1.1

Report on activities and exercises for improving decision making and socialization skills

Due Date: 30/09/2008

Release Date: 03/11/2008

Circulation: EC

Responsibilities: UIAC, WhiteLoop
Compiled by: James Playfoot
Partners: UIAC, WhiteLoop, LC, Rotalent
AIJU, Brainstorm, InnovaTec

Table of Contents

1.- Introduction.....	3
2.- Objectives of the Focus Group	5
3.- Types of ASB.....	6
3.1.- Overview.....	6
3.2.- Types of anti-social behaviour: high and low level.....	7
3.3.- Progressive classification of behaviour	8
4.- Causes of ASB	11
4.1.- Overview.....	11
4.2.- Classification of the causes of anti-social behaviour	12
5.- Current techniques for understanding and addressing ASB	14
5.1.- Overview.....	14
5.2.- Case Studies.....	15
5.2.1.- Teen Talk	15
5.2.2.-Viewpoint	16
5.2.3.- Ordago.....	17
5.2.4.- Together for Education.....	17
5.2.5.- Cre-Actors	18
5.3.- Examples of current activities and materials used to understand and address anti-social behaviour.....	18
6.- The Value and Use of Games and Gaming Technology for Understanding and Addressing ASB	25
6.1.- The value and Use of Games and Gaming Technology for Understanding and Addressing ASB	25
6.2.- The importance of Sport and Leisure Activity.....	25
7.- Conclusions for the Game Contents: Activities and Exercises.....	27
7.1.- What type of tool should this be?	27
7.2.- Who should the game be for?	27
7.3.- What type/causes of behaviour should be addressed?	28
7.4.- Which sort of exercises and activities should be included?	29
7.5.-Experts Opinion from Fieldwork.....	30
8.- Further ideas for Game Design/Contents	35
9.- Conclusions	37
10.-List of Experts	39
10.-Annex 1 (Minutes from Focus Groups Sessions in each country)	42

Replay Project

D1.1

Report on activities and exercises for improving decision making and socialization skills



2

10.1.- Focus Groups Minutes – United Kingdom	42
10.2.- Focus Groups Minutes – Romania	47
10.3.- Focus Groups Minutes – Spain	55
11.-Annex 2 (Questionnaire Templates for Focus Groups)	59
12.-Annex 3 (Questionnaire Template for Expert’s opinion about Replay)	67

1.- Introduction

This report presents the results of work carried out under task 1.1 and task 1.2 of the REPLAY work programme, to identify variables relating to the rehabilitation of young people with behavioural problems, and to define some exercises and activity typologies in the field of youth rehabilitation and prevention.

The data upon which the conclusions are drawn was generated through consultation with experts who deal with children and young people in a variety of capacities on a day to day basis.

The approach adopted was to gather expert views and opinions using a variety of techniques including focus groups, interviews and quantitative questionnaire mechanisms. These techniques were applied in the three participant countries, namely Spain, Romania and the United Kingdom.

This deliverable provides a consolidated presentation of the outcome of this consultation process. While there were some differences in emphasis across the three participant countries, there was broad consensus on key issues and that is reflected here. Individual reports of each focus group session are included in the Annex of this deliverable.

The report begins by providing an overview of the objectives of the focus groups and other research activity and includes a list of the experts who took part in this phase of work.

The survey sample covers a variety of areas of expertise, each of which provides us with a unique perspective on the challenges inherent in addressing anti-social behaviour amongst young people. The conclusions from the various focus groups are elaborated together with the specific recommendations gathered from this work.

The results of a comprehensive investigation into the main types and causes of anti-social behaviour is presented and the summary of consolidated conclusions provided.

Research was also carried out into current practices that address anti-social behaviour amongst young people: an assessment of the implications for the REPLAY application is presented.

Further more a general opinion from the expert focus groups has been obtained with regard to the Replay Project through analyzing the project objectives and the inherent possibilities of this technology as a support tool in preventive and reactive programmes.

Replay Project

D1.1

Report on activities and exercises for improving decision making and socialization skills

4

Finally, a range of conclusions arising from this phase of work is presented – these conclusions will be critical in guiding the design and development of the structure and content for the REPLAY application and will provide significant direction and input into the next deliverable (D1.2).

2.- Objectives of the Focus Group

Focus groups were held in all three partner countries with a range of experts, primarily those who work with children and young people and who have experience of dealing with behavioural problems. The profile of experts included teachers, social workers, those involved in youth justice/youth offending and behavioural psychologists. By holding focus groups in three countries, and by engaging with a significant range of expertise, we have ensured that our results are credible and representative of a broad range of views. Our findings represent the amalgamated results of this series of focus groups.

The primary objective of the focus groups was to provide us with an appropriate context within which the game can be developed. In order to do this, we needed to develop a fuller understanding of the nature of anti-social behaviour amongst children and young people. Furthermore, we needed to characterise and categorise the different types of behaviour and identify what experts considered priority areas to address.

Having identified types of antisocial behaviour, our focus shifted to developing an understanding of the principle causes of these behaviours. This is vital in helping us relate the objectives of the game to the real world experiences of children and young people and will be vital in enabling us to construct convincing and engaging narratives within the game.

The focus groups have also provided us with an opportunity to hear about the way in which current tools and techniques are used to understand and address anti-social behaviour. There are many aspects to current approaches – those perceived as both successful and those thought of as problematic – that we can learn from. These are elaborated on here.

The final objective for the focus group sessions was to gauge expert opinion on the value and use of games and gaming technology in addressing and understanding anti-social behaviour. This line of inquiry has proved extremely valuable in helping us define the over-arching approach we should take in designing and developing the game.

Although not one of our primary objectives for the focus groups, we discovered that, having presented the premise for REPLAY to our expert groups, many began to spontaneously generate interesting and valid ideas for how the game could work and for what the contents could be. This unexpected and creative process has been captured and is reflected in the conclusions for game contents

3.- Types of ASB

3.1.- Overview

Bearing in mind the stated objective for REPLAY is to address anti-social behaviour amongst children and young people, the focus groups were designed in such a way as to help us identify the specific types of behaviour that were most prevalent amongst this target audience. It was clear from initial research that as individuals get older and reach adulthood, the manifestation of anti-social behaviour changes and, by and large, becomes more serious to a point where the behaviour is considered criminal (violent attacks for example). Our interest in REPLAY is in the types of behaviours that are exhibited by young people.

Each of the three focus countries highlighted distinctions in the classification of behaviour in relation to the seriousness of the behaviour itself and the level and breadth of impact it has. While there are various approaches towards this classification, the commonest (and most useful for our purposes) is to think about 'high level' and 'low level' activity. The table in 2.2 categorises the commonest behaviours identified during the focus groups into these two categories. Broadly speaking, high level behaviours tend to be directed more at specific people and to involve some form of aggression (physical or verbal attack for example). Low level activity can be more ambient, perhaps more related to not playing by the rules and can be indirectly anti-social (absenteeism from school or littering for example). Low level behaviour is also characterised by a lack of respect for social norms: a typical example of this would be some form of low level criminal damage – scratching a name on a window or urinating in public place.

Thinking of behaviours in terms of high and low level activity is useful for a number of reasons. First, there is general consensus that an individual who exhibits anti-social behaviour usually begins at the low level and graduates over time towards higher level activities. This means that low level activities can be seen as early indicators of potential problems later on. And this helps us in deciding where we should pitch the game. Second, by grouping behaviours together in this way we can characterise the potential end-users (i.e. young people) who we will aim to address in the game, and the context within which they will play it: do we want to deal with the more extreme behaviours which tend to be more prevalent in a smaller number of older children or should we focus on low level behaviours that are common in a wider number of children but at a generally younger age.

In thinking about the specific contexts for different types of behaviours, it became clear that all behaviours are in evidence in all settings where young people spend their time: at home, at school, in the community. While REPLAY will consider each of these settings, it is useful for us to

initially focus on just one. For purely practical reasons, the school setting seems to offer most value to us in approaching the initial content development. This is primarily because schools are where most children spend most of their time and where many if not all behaviours are in evidence to a greater or lesser extent. Also, a school is a supervised environment within which trained professionals are in continuous contact with young people. This allows us to draw on their practical knowledge and understanding and to characterise in great detail the behaviours that are most in evidence within a school setting.

In thinking about low-level activity, there are two types of behaviour manifest most commonly in a school setting: firstly, egocentric behaviour which is characterized by a refusal to accept authority and a propensity to be both disruptive and manipulative; secondly, negative passivity which is where a child doesn't actually exhibit any direct anti-social behaviour but refuses to take part in lessons and school-based activities.

In thinking about general behavioural patterns, all are in evidence within a school setting: much of what we consider as anti-social behaviour manifests itself as an inability to control emotions. Coupled with this is a lack of appreciation of the consequences of one's actions. Furthermore, anti-social behaviour is often manifested as a disregard for, or refusal to follow, rules or boundaries - this being highly relevant to a school setting where rules and boundaries are key to the successful operation of the institution. And finally, anti-social behaviour often manifests as an inability to effectively resolve conflict which can lead to the situation spiralling or becoming worse.

All of these types of behaviour are relevant to any situation a young person finds themselves in. However, the school setting provides the most apposite situation within which to think about the REPLAY approach - all schools will have rules and boundaries, even if they are simply about time (i.e. a child must be in class at a certain time). Whereas, if we take the family setting, not all parents impose rules within home. Therefore, unwillingness to 'play by the rules' may not be so much in evidence within this context. So, by understanding the behavioural dynamics within school, we can ensure that all significant behaviours are taken into account.

3.2.- Types of anti-social behaviour: high and low level

As explained in 2.1, it is useful to classify behaviours in this way. The list below is not exhaustive but represents the main types of behaviours mentioned during the focus group sessions:

high level activity examples	Low level activity examples
physical violence; criminal damage; abusive/aggressive behaviour: verbal aggression	Non-engagement, challenging authority, not following instructions, attention seeking, inability/refusal to compromise or share in the classroom, lack of cooperation or manners, lack of communication, absenteeism from school, teasing, littering, low-level vandalism, not following rules or routines, overly competitive behaviour; behaving in a withdrawn manner; physical posturing; showing off

3.3.- Progressive classification of behaviour

In addressing anti-social behaviour amongst young people, it is important we understand the way in which behaviour escalates: many young people start with low level activity and, over time, gradually begin to exhibit more serious forms of behaviour. While not all of those who exhibit low-level activity will end up behaving in a more serious way, lower level activities are seen to be early indicators of potentially more serious behaviours later on. In order to better focus the REPLAY application, it is useful for us to present a more specific hierarchy of behaviours so that we can better identify the most useful areas for us to address. The table below gives one such hierarchy:

Level	Behaviour	Definition
1 (low)	Disruption in the classroom	Defined as a situation in a classroom where 3 or 4 students due to their bad behaviour prevent the normal development of classroom activities, forcing a teacher to devote more and more time to controlling discipline and order. This classification of ASB is considered the most direct preoccupation and the most important source of unhappiness amongst education professionals. However, outside of the classroom it receives much less attention.
2	Discipline problems (conflict between teaching staff and student)	Defined as behaviours which involve a larger or smaller level of violence to general classroom disruption. This ranges from resistance or passive “boicot” to actively challenging and insulting teaching staff that can completely destabilise daily life in the classroom. (Debarbieux, 1997)
3	Bullying	Defined as the processes of intimidation and victimisation between peers, i.e. students who share a classroom or educational centre (Ortega and Mora–Merchan, 1997). More specifically, where a one or more students attack or intimidate another (victim) through insults, rumours, humiliation, social isolation, calling names etc. Even if this doesn’t constitute violence, in the long term it can have devastating effects.
4	Vandalism and material damage	Vandalism is classified and limited to clear acts of violence against things. Though in combination with Physical Violence this has a great impact education centres and general public opinion, such acts don’t usually constitute more than 10% of ASB registered in

said centres.		
5	Physical violence	This phenomena classified and limited to clear acts of violence against people and the increase and prevalence of all types of weapons within schools has lead to drastic measures in many countries.
6 (high)	Sexual harassment	To a certain extent, sexual harassment may be considered as a specific form of bullying, in the same way that we could describe in such terms, racist and xenophobic abuse. However, abuse, aggression and harassment of a sexual nature has enough relevance for it to be considered as a separate category. The level of this abuse varies between 4% of boys taken from a sample in Germany and 22% of Dutch girls admitting to having been victims of it.

This table provides an overview classification of the progressive nature of anti-social behaviours. During the focus groups, discussions have been held around the specific types of behaviours that are most prevalent, have most impact and that, therefore, would provide the most appropriate target area for the REPLAY game. What is clear from these discussions is that the initial REPLAY prototype can only usefully focus on one end of this behavioural spectrum. We present our conclusions in this regard in Section 7.

4.- Causes of ASB

4.1.- Overview

When we think about the causes of anti-social behaviour, we find ourselves on complex sociological ground. There are many theories about why we behave the way we do, none of which can be conclusively proved. A good example of the contentious nature of this issue is the debate around the effect violent films and computer games have on children. It is also important to point out that there is not always a direct relationship between the manifestation of behaviour and the cause: if a child behaves in an abusive manner in school, this could be linked to a number of potential causes. Equally, one cause can be responsible for a number of different behaviours: if a child is struggling with levels of academic achievement, this can be the catalyst for a range of anti-social behaviours.

However, the focus groups were very clear about some of the main causes of anti-social behaviour and, again, there was broad agreement about these and about the way in which we might like to classify these causes. The table in 3.2 classifies causes according to the context within which that cause occurs. This gives us three dominant classifications: at home, at school and in the community/society. Some causes do cut across more than one context.

In general, there was a strong line of opinion running throughout the focus groups that identified the primary causes of anti-social behaviour as 'beginning at home'. There is a fundamental issue around 'values': the values that an individual brings to their relationships and activities are largely informed by the values they are taught by their family. These are predominantly the values that they bring into school and into the wider community/society. It is true to say that schools themselves have values, and, perhaps more contentious, that the community or society as a whole has values. However, the values propagated by a school and, arguably, by a society, tend to be broadly positive.

As part of this, awareness of social boundaries and of respect for others and for authority becomes extremely important. It is, in fact, the clash between a negative (or non-existent) value system at home and a positive value system outside of the home that often leads to anti-social behaviour. One given example of this is where a child does not have the requisite understanding of body language. If they have not been brought up to recognize where their body language could be perceived as aggressive by others, they will not realise their behaviour to be confrontational and, therefore, anti-social.

One of the key drivers behind many forms of anti-social behaviour is frustration. A child who is frustrated will demonstrate or vent this frustration as anger, as he/she will not have the 'emotional literacy' to understand and process their feelings and emotions. This frustration can have its root in various things but chief amongst them is a sense of isolation – isolation from peers, from family, from teachers etc. Without strong bonds to other people, and lacking the security of love and friendship, young people can become lonely and feel that it's 'me against the world'. This mindset can often be the catalyst for anti-social behaviour.

In many cases, a lack of 'emotional literacy' – where a child struggles to understand and process what they are feeling – is accompanied by an inability to control emotions. The sense of a situation running away with itself often leads to 'flashpoints' where what might start out as a minor incident ends up in a more serious situation because the children involved are not able to appreciate the need to take 'time out'. While this loss of control could be seen as a type of behaviour, it is also a significant cause of situations escalating.

We cannot ignore the pace of emotional development when we consider the behaviours exhibited by young people. There is a strong sense that some children live in an egocentric world in which they don't understand or appreciate the considerations of others until it is pointed out to them. If they have never been taught the skills to empathise with others, they cannot be expected to understand the impact their behaviour will have. There is a view that children need to be 'brought out of their bubbles' – it may be that in many cases, what adults, teachers or others consider to be anti-social is not seen as such by young people as, to them, their behaviour may be perfectly natural.

Finally, we cannot ignore the fact that mental health problems are often implicated in anti-social behaviours. This, again, is a complex area of discussion as there is no unified agreement on what constitutes a mental health problem. At the extreme end, there are children with schizophrenia who can, understandably, struggle with their behaviour and with the way in which other perceive them. However, there is growing evidence of depressive illnesses amongst children and young people which would clearly impact on the day-to-day behaviour patterns of those young people affected. This needs to be taken into account when considering any preventative or therapeutic tools.

4.2.- Classification of the causes of anti-social behaviour

While there is no uniform method of classification in regard of the causes of anti-social behaviour, it is, perhaps, useful to approach this task from a contextual perspective. This allows

us to understand where a particular cause may originate and therefore helps in designing our approach to the game design and contents.

Context	Nature of cause
At school	educationally standing out (high or low achievement) are often drivers for behaviour; peer pressure and the need for respect are key drivers; marginalization within school due to behaviour – child can become labelled as a ‘problem child’ and this becomes self-perpetuating; lack of effective discipline within school; bullying; illiteracy; lack of parental respect for teaching profession; lack of communication skills; school values inconsistent with those at home; difficult personal relationships between individual staff members and students; student frustration with curriculum or teaching methods; low self-esteem within school
At home	many causes linked to social realities of family life: lack of authority at home; lack of positive role models; absence of affection; lack of positive value system; general emotional neglect; lack of rules/boundaries; inconsistent punishment/reward; health issues – lack of sleep and lack of nutrition; poor financial background within the family; poor quality housing; living within fractured families effected by alcohol/drug problems; family instability; lack of communication within the family; little/no support for educational goals/achievements; violence within the family; lack of parental interest/support in leisure activities; no parental responsibility for child’s behaviour; inconsistent parenting leading to confusion; low self-esteem within the family; lack of routine; too much responsibility within the family (i.e. young person as carer)
In the community/ society	living within a fractured community effected by alcohol/drug problems; lack of social opportunities; poor quality of environment (dirty/vandalised etc.); lack of positive values in society; confusing role models in mass media; low self-esteem within peer-group

5.- Current techniques for understanding and addressing ASB

5.1.- Overview

By considering the ways in which anti-social behaviour amongst children and young people is currently understood and addressed, we can achieve to primary objectives. First, we can use examples of best practice as reference points for our development. There has, over recent years, been considerable research and development invested in understanding the best mechanisms for understanding and addressing anti-social behaviour and we should draw on that knowledge and experience to ensure that the REPLAY game is broadly aligned with current thinking. Second, by talking to our expert focus groups about current approaches, we can also identify weaknesses or deficiencies and, from that, further inform the design and content of our game.

In considering the outputs from all focus groups, the most significant finding about current approaches is that talking therapies predominate. This is helpful to us in a number of ways. First, it is clear that there are few if any tools currently available that utilise technology (and, in particular, gaming technology) within this field. Considering the overwhelming response from the experts to the idea of REPLAY was positive, this confirms that there is a significant demand for a tool that goes beyond the somewhat limited parameters of talking-based approaches.

In fact, many of the experts interviewed clearly articulated the inherent problems that exist with current approaches, particularly in relation to children and young people. Most important, the view was that the environment within which any interaction – particularly a behavioural assessment – takes place often militates against the young person fully or openly participating. If you place a young person in a room with a care professional that proceed to conduct an interview, the young person is immediately on their guard and is in what, to them, will feel like an unnatural environment. Simply put, this is an adult environment and they are not an adult. The formality of the situation often makes it extremely difficult for a care professional to connect in any meaningful way with the young person and, consequently, results from these sessions are, at best, mixed.

Talking approaches also present a more practical challenge. There is, inherently, a need to record the outputs of these sessions. This usually happens in the most obvious way: the care professional will take notes or fill out a form as the interview progresses. Again, this creates a negative dynamic between the professional and the young person – they may feel they are being tested; or they may feel that they are not being listened to as the person they are talking to is more concerned with completing the form; or they may feel conscious about the answers they are giving, aware as they are that everything is being ‘recorded’.

There are some examples of tools that attempt to talk to young people in a language they understand (these are explained in section 4.2). The aim is to set the young person at ease and to provide them with visual or language cues that they can relate to. The success of these tools is viewed as mixed. Although these views are obviously subjective, it is generally felt that many young people are wise to the content they are being asked to respond to – they are aware that they are being talked to ‘in their own language’ and this, in itself, lessens the impact of such tools for some.

One of the inherent values in adopting a talking approach to this arena is that the experience and expertise of the care professional can be fully brought to bear on the young person in question. They can be flexible in their approach, and can modify their questioning according to how they feel the session is going. Therefore, even though talking therapies have their limitations, there are things we can learn from them. Some of the approaches taken in these sessions are informative:

- Consequential thinking: what are the consequences of specific actions?
- What messages do people pick up from specific environments/atmospheres?
- Focus on unpicking or understanding attitudes and opinions rather than challenging attitudes and opinions which can be too confrontational and counterproductive.
- Approach must be subtle and avoid simplistic or obvious presentation of right or wrong answers to moral dilemmas.
- Focussing on concepts of instant gratification vs. long term gain is useful

5.2.- Case Studies

5.2.1.- Teen Talk

Teen Talk provides a structure for professionals to work with young people on a one to one basis. This structure is provided by a set of 120 packs of cards which the professional uses to work through specific issues of anti-social behaviour with a young person. Teen Talk is based around a set of “talk structures” and “themes” which are initiated in discussions with the use of “game like” cards, designed to be non threatening and visually fun and engaging. The use of these cards incorporates a degree of physical involvement and interactivity, which ensures that visual, auditory and kinaesthetic 'learners' are supported throughout the dialogue experience.

Professionals are provided with a large amount of support material to guide them through the use of the cards. There is a recording sheet associated with each pack which allows the professional to record responses to the issues raised on the cards. However, the recording procedure is described as interactive. The idea being that both parties contribute to the recording process, described as “co-recording”. This is considered important because it helps ensure that records are really accurate to the young person’s views and not just an interpretation of them by the professional. It is a way of reducing the possibility of misunderstanding. Professionals are given a set of 30 “user manuals” to help them prepare for their sessions with young people. The purpose of these manuals is to ensure that the cards are used in an efficient way and maximise the benefit that can be got out of the Teen Talk sessions.

Teen Talk Plus transposes the concept outlined above to a group setting. The idea behind the Plus programme is that kids with certain problems could benefit from sharing them with others. Finding common ground and experiences with other young people creates a positive emotional and social experience within a group and should reduce a sense of isolation. Working through the issues presented on cards with a group also helps build important social skills such as relationship building and communication. The 50 packs available are very much focused on building the development of and working through the issues within a group rather than one to one interaction.

5.2.2.-Viewpoint

Viewpoint provides an online library of questionnaires to consult young people on any topic. It makes use of multimedia with graphics, speech, interactivity and animated assistants making it accessible to children and young people with a wide range of age and ability. Flash game breaks also occur to maintain interest.

Young people answer questions in an engaging dialogue with animated cartoon assistants. The idea is that it is easy for them to say exactly what they mean even about sensitive topics, and that it is, in some ways, better than talking to an adult or even a friend.

Reports can be produced whenever they are needed, without the need for collation. Professionals have direct access to reports that show how many people gave each answer and what they typed in. You can have the information analysed by gender, ethnicity, age, or anything else.

Connexions, Social Services, Schools and Colleges, and Youth Justice Services all use Viewpoint. Participants can be anonymous or identified. It is applied to satisfaction surveys and risk

assessments. It is used to encourage participation in planning and to quantify needs. The Viewpoint Organisation has been working with Youth Offending Teams and the Youth Justice Board as well as Social Services Departments.

5.2.3.- Ordago

Ordago is a practical tool for use in Secondary Schools that focuses on modifying certain behaviours amongst adolescents: the tool looks at things like improving self esteem and addressing drug abuse. The strategy of Ordago is to use Health Education as a mechanism for building more socially competent young people who have the ability to understand factors that have a significant influence in their lives. The main aim is to make the adolescent free to choose what he/she needs.

Ordago is a programme centred on:

- Improvement of self esteem
- Rational and critical decision making
- Techniques for avoiding external pressure
- Analysis of social influences (positives and negatives)
- Information about drugs (beliefs and attitudes)
- Promotion of a creative and healthy use of free time

The programme utilises activities like brainstorm sessions, role playing, debate and news analysis. These activities are conducted by a teacher and carried out by the students and are supported by relevant resource materials.

5.2.4.- Together for Education

Together for Education is a national programme developed in schools with adolescents. It works by developing camps which are centred on building the abilities of young people (for example: sculpture, visual arts, theatre/acting, pottery, climbing etc.). All of these activities are focussed on developing different skills and on the adolescents working effectively in groups.

This programme is primarily focussed on the following:

- stimulating creativity;
- developing communication skills;
- improving self esteem;

- developing the ability to problem solve;
- facilitate a better acceptance of failure;
- developing an attitude conducive to success;
- developing the courage to take decisions;
- identifying obstacles and ways to overcome these obstacles;
- creating meaningful and significant stories from which they can learn.

5.2.5.- Cre-Actors

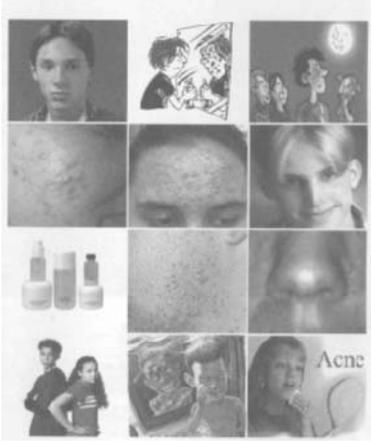
Cre-Actors is a national programme founded by the Youth in Action Foundation which aims to achieve the following:

- develop abilities for anger management;
- create strategies for conflict resolution;
- stimulate responsibility in taking decisions;
- identifying the best strategies and approaches for positive interpersonal communication;
- enable adolescents to act situations that will help them in becoming better at solving problems.

5.3.- Examples of current activities and materials used to understand and address anti-social behaviour.

The table below provides an overview of example activities and contents that are currently being used, either as assessment tools or as part of a more therapeutic approach to addressing anti-social behaviour amongst young people.

In each case, we have provided a classification (the key to which is at the end of the table). We have indicated whether the activity is either appropriate for REPLAY, not appropriate for REPLAY or could be adapted or studied for REPLAY. This categorisation has been made primary on the basis of whether the activity can be used within a multi-media context. Certain activities lend themselves very well to being incorporated into a virtual (gaming) environment and some can be adapted and improved within this context. However, some activities are, by their nature, different and require resources or contexts which cannot practically work within a virtual context. The classification should not be seen as a commentary on the value of the approach in itself but merely the possibilities it offers for integration into a gaming context.

<p>Text compositions describing situations, feelings or experiences.</p>																			
<p>On a template, draw and paint the aspects to consider from the topic being dealt with. Afterwards, list them and describe them.</p>																			
<p>Link images with their definitions or footnotes.</p> 																			
<p>Present a compromising situation (in writing or on a video). Ask for opinions with open questions that allow for debate and try to find a solution.</p>																			
<p>Questionnaires about specific subjects with open questions and reflection.</p>																			
<p>Establish problems, effects or consequences and propose solutions for avoiding said problems or situations.</p> <table border="1" data-bbox="300 1720 1026 1910"> <thead> <tr> <th colspan="3">C A S A</th> <th colspan="3">C O L E G I O</th> </tr> <tr> <th>Accidente</th> <th>Consecuencia</th> <th>Cómo evitarlo</th> <th>Accidente</th> <th>Consecuencia</th> <th>Cómo evitarlo</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	C A S A			C O L E G I O			Accidente	Consecuencia	Cómo evitarlo	Accidente	Consecuencia	Cómo evitarlo							
C A S A			C O L E G I O																
Accidente	Consecuencia	Cómo evitarlo	Accidente	Consecuencia	Cómo evitarlo														

Replay Project

D1.1

Report on activities and exercises for improving decision making and socialization skills

<p>Read a text or a story and share ideas or conduct debates with everyone.</p>	
<p>Real situations acted out by youths with roles and parts assigned by the expert. The youths put themselves in the place of the parts they have and get to know how they feel.</p>	
<p>Videos that question the view the youths have on some ideas/myths, etc...</p>	
<p>Opinions or definitions of some subject in particular, choosing a series of adjectives from a list.</p>	
<p>Put storyboard frames in the right order and choose the adequate ending.</p> 	
<p>Put different adjectives that describe a situation or emotion on basketballs and place them in one of the baskets according to a predetermined categorization.</p>	

Color a list of sentences or adjectives red, yellow or green according to their influence on the occurrence of a type of behavior or on the resolution of a certain conflict.

Palabras

Besos	María	Julio con el pelo largo	Caricia
Placer	Simpático/a	Sincero/a	Rudo/a
Teresa sin pendientes	Heterosexual	Sensible	
Felipe es bajito	Homosexual	Concha gorda/flaca-Sergio gordo/flaco	
Tímida/o	Sonriente	Palabras mimosas	Francisco
Alta/baja	Pelirrojo	Una mirada seductora	
Abrazo	Masaje	Rocío con sus piernas largas ...	

Leyenda:

- ▶ En rojo: sexo
- ▶ Subrayado: sexualidad
- ▶ En azul: erótica



Sort the cards according to positive (surrounded by a circle) and negative (surrounded by a diamond) factors regarding a certain type of behavior or attitude. Each negative factor must be offset with the corresponding positive factor.

16 PAZ	15 FELICIDAD	14 HUMANIDAD	13 COOPERACIÓN	16 GUERRA	15 DESENCANTO	14 INHUMANIDAD	13 INDIFERENCIA
20 DISCIPLINA	19 FORTALEZA	18 JUSTICIA	17 AMOR	20 INDISCIPLINA	19 DEBILIDAD	18 INJUSTICIA	17 ODIO
24 PIEDAD	23 SOLIDARIDAD	22 LEALTAD	21 PRUDENCIA	24 CRUELDAD	23 INSOLIDARIDAD	22 TRAICIÓN	21 INSENSATEZ



<p>Select one or various images corresponding to each emotion that comes up and vice versa.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Surprise / Aggression</p>																																																	
<p>Choose what is true and false about a certain behavior from a list of definitions.</p> <table border="1" data-bbox="293 1088 986 1720"> <thead> <tr> <th></th> <th>V</th> <th>F</th> </tr> </thead> <tbody> <tr><td>1. El alcohol cura los resfriados.</td><td></td><td></td></tr> <tr><td>2. El alcohol ayuda a desinhibirse.</td><td></td><td></td></tr> <tr><td>3. El alcohol incrementa las habilidades sexuales.</td><td></td><td></td></tr> <tr><td>4. Mezclar diversos tipos de bebidas alcohólicas puede potenciar sus efectos.</td><td></td><td></td></tr> <tr><td>5. Los alcohólicos son personas moralmente débiles.</td><td></td><td></td></tr> <tr><td>6. El alcohol hace que una persona sea más valiente.</td><td></td><td></td></tr> <tr><td>7. El alcohol mejora la capacidad creativa.</td><td></td><td></td></tr> <tr><td>8. Bebiendo sólo cerveza se puede llegar a ser alcohólico.</td><td></td><td></td></tr> <tr><td>9. Los problemas de alcohol son propios de los adultos, no de los jóvenes.</td><td></td><td></td></tr> <tr><td>10. Cuando se tiene mucho frío el alcohol ayuda a entrar en calor.</td><td></td><td></td></tr> <tr><td>11. El alcohol aumenta la agudeza visual y los reflejos.</td><td></td><td></td></tr> <tr><td>12. El alcohol ayuda a solucionar problemas.</td><td></td><td></td></tr> <tr><td>13. Para divertirse el fin de semana es imprescindible beber alcohol.</td><td></td><td></td></tr> <tr><td>14. El alcohol puede producir agresividad.</td><td></td><td></td></tr> <tr><td>15. El hecho de beber alcohol es una costumbre fuertemente arraigada en todos los ámbitos sociales de nuestra población.</td><td></td><td></td></tr> </tbody> </table>		V	F	1. El alcohol cura los resfriados.			2. El alcohol ayuda a desinhibirse.			3. El alcohol incrementa las habilidades sexuales.			4. Mezclar diversos tipos de bebidas alcohólicas puede potenciar sus efectos.			5. Los alcohólicos son personas moralmente débiles.			6. El alcohol hace que una persona sea más valiente.			7. El alcohol mejora la capacidad creativa.			8. Bebiendo sólo cerveza se puede llegar a ser alcohólico.			9. Los problemas de alcohol son propios de los adultos, no de los jóvenes.			10. Cuando se tiene mucho frío el alcohol ayuda a entrar en calor.			11. El alcohol aumenta la agudeza visual y los reflejos.			12. El alcohol ayuda a solucionar problemas.			13. Para divertirse el fin de semana es imprescindible beber alcohol.			14. El alcohol puede producir agresividad.			15. El hecho de beber alcohol es una costumbre fuertemente arraigada en todos los ámbitos sociales de nuestra población.			
	V	F																																															
1. El alcohol cura los resfriados.																																																	
2. El alcohol ayuda a desinhibirse.																																																	
3. El alcohol incrementa las habilidades sexuales.																																																	
4. Mezclar diversos tipos de bebidas alcohólicas puede potenciar sus efectos.																																																	
5. Los alcohólicos son personas moralmente débiles.																																																	
6. El alcohol hace que una persona sea más valiente.																																																	
7. El alcohol mejora la capacidad creativa.																																																	
8. Bebiendo sólo cerveza se puede llegar a ser alcohólico.																																																	
9. Los problemas de alcohol son propios de los adultos, no de los jóvenes.																																																	
10. Cuando se tiene mucho frío el alcohol ayuda a entrar en calor.																																																	
11. El alcohol aumenta la agudeza visual y los reflejos.																																																	
12. El alcohol ayuda a solucionar problemas.																																																	
13. Para divertirse el fin de semana es imprescindible beber alcohol.																																																	
14. El alcohol puede producir agresividad.																																																	
15. El hecho de beber alcohol es una costumbre fuertemente arraigada en todos los ámbitos sociales de nuestra población.																																																	
<p>Show a picture of a cigarette packet with price (aprox. 5 €). Then show pictures of things that are desirable to young people (MP4, CD, baseball cap, digital camera) That are worth 100 €. Then ask them, how many packets of cigarettes are they worth (the Mp4, the CD, baseball cup...)?</p>																																																	

Replay Project

D1.1

Report on activities and exercises for improving decision making and socialization skills

<p>To define a problem you have to describe the facts without judging them; For example:</p> <p>Pedro often hits me and shouts at me Instead Pedro is very nasty.</p>	
<p>Learning ways of saying NO There are various cards with suggested ways to say no to a group of friends in specific situations. For example: directly, with excuses or alternatives.</p>	
<div style="display: flex; justify-content: space-around; align-items: center;"></div> <p style="text-align: center;">Appropriate for Replay / Not Appropriate / To be Studied or Adapted</p>	

6.- The Value and Use of Games and Gaming Technology for Understanding and Addressing ASB

6.1.- The value and Use of Games and Gaming Technology for Understanding and Addressing ASB

As mentioned in section 4.1, there is apparently little currently on the market in terms of games-based therapies or assessment tools that seek to address anti-social behaviour in young people. However, many of the experts interviewed had strong (and largely positive) views on how useful such a tool could be.

The principle benefit of employing gaming techniques within this context is that they can create an environment that is familiar to young people. playing a game is an activity that many young people feel comfortable with and feel is 'theirs'. The simple dynamic of having a game to play reduces the formality of the situation and creates greater opportunities for more honest and frank exchanges, both within the context of the game itself and outside of it.

Connected to this is the facility a game like REPLAY could have to automatically record the responses given during course of the game. This would allow the focus of the professional to be totally on the young person. And they will be less aware that they are being assessed. This, it is felt, could result in a more accurate assessment and, therefore, a more effective approach.

6.2.- The importance of Sport and Leisure Activity

A number of EU Commission reports have highlighted the importance of Sport and Leisure Activity. One has outlined the 5 specific functions that European politicians should empower: an educational function, a public health function, a cultural function, a leisure function and a social function.

There are two main reasons which qualify Sport and Games as a form of Youth intervention. The first is that their influence extends to the most forgotten areas of society and engages young people who live there. Essentially it serves as a resource to capture their attention and a tool to win them over. "Catch them with sport". The second is their dynamic and informal character and the fact you can play them in open spaces which relates to the typical life of socially at risk

young people. Its ability to tackle Loitering, having nothing to do and a rejection of predominant social norms suggests its presence in intervention programmes.

In addition to this, physical activity and games get young people to accept rules without them being considered a forced or outside imposition, even the most difficult boys with no sense of limits & social norms get involved in Sport and Games. The qualities mentioned in the previous paragraph mean that active games compares very favourably with other intervention initiatives more closely linked to schools often considered an obligation e.g. revision classes, library activities. At risk kids often spend a lot of time on the street and are more developed physically than those who spend their time at home, watching TV and reading books.

In this sense, REPLAY can be seen as an active game that utilises the latest visualisation and interaction technologies to engage young people in physical (as well as intellectual and emotional) activity. In this way, it will be in line with the EU recommendations mentioned above. The user or player will be immersed in a highly motivational environment that will facilitate learning through play and will require the player to complete certain activities through their physical control of an interactive platform. This notion of 'active play' is central to the appeal of the REPLAY game and provides genuine value to the player/user.

7.- Conclusions for the Game Contents: Activities and Exercises

On the basis of the consolidated outputs from the focus group sessions, there are a number of conclusions we can draw that are useful to the next phase of the project, that of the writing of the contents for the game, and the design of the game itself.

7.1.- What type of tool should this be?

There has been considerable debate throughout the focus groups sessions as to whether the game should be a therapeutic tool – i.e. something that, in of itself, can address behavioural issues and effect change – or an assessment tool – i.e. something that helps professionals better understand the young person with behavioural problems and, in doing so, helps them address these issues. The ability of a tool like this to be successful as a therapy is viewed as ambitious, particularly in addressing issues in older children. It would be very challenging to write the game contents in such a way that, on its own, the game could educate and change the behaviour of a player. However, there is, it seems, an opportunity to use the game as a stimulus for discussion between the player and the care professional that could then lead to therapeutic outcomes. This is something that should be considered in the design of the game and the authoring of the game contents.

In thinking about the game as an assessment tool, the value is clear. Current assessment tools, aimed at understanding the motivations and feelings of individuals through an interview or question and answer session, could be transposed highly effectively into game contents. By presenting options or choices in relation to questions or dilemmas during game play, the care professional will be able to assess and record the player's responses, as well as using those responses as a starting point for further discussion. By adopting the content approach used in current (successful) assessment tools but presenting this approach within a game context, REPLAY could prove to be significantly more effective in eliciting open and honest responses to the questions and dilemmas posed. In addition, this approach does not restrict the use of the game as a starting point for more therapeutic aims.

7.2.- Who should the game be for?

Throughout the focus group sessions, and in this report, we have talked about 'children and young people' as being, broadly, the target audience for the REPLAY game. It is clear from the expert opinions expressed during this process that specific age groups within the broad description will have different reference points and, therefore, needs to be addressed in different ways.

When we are thinking about who the game should be for, we first have to decide what we are trying to achieve. During the focus group sessions, one thing became clear: the most effective way to deal with anti-social behaviour is to address the problems as early as you can. As a child gets older, the manifestation of anti-social behaviour becomes more serious, ultimately leading to criminal activity. In addition, the effectiveness of interventions becomes less certain. Also, the number of young people exhibiting lower level types of behaviour is much greater than those behaving in a more serious manner. While there is clearly an application for REPLAY at any age, the conclusion is that a younger age group would be the best target audience for the initial REPLAY prototype.

Although some experts suggested that this younger age group could begin at age 7 or eight, we suggest that game content be generated for a slightly older group. Those young people between 10 and 14 tend to exhibit the most pronounced 'early warning signs' of potentially problematic behaviours. Plus they are going through significant personal transitions – puberty; change of school etc. – during this age phase. On this basis, the 10 to 14 age group will provide the initial focus point for content development.

A further issue in considering the target audience for REPLAY is that of gender. Examples of anti-social behaviour are significantly more prevalent amongst boys than girls. However, REPLAY should be developed in such a way as to appeal (or be applicable to) either boys or girls. Part of the testing phase of the project will be to analyse the different reactions of boys and girls to the REPLAY game. This has to be done within a wider context in which engagement with and participation in games and gaming technology is more prevalent amongst males than females. Therefore, the simple premise of REPLAY as a game could be a factor in the level of female engagement.

7.3.- What type/causes of behaviour should be addressed?

In considering where the focus for the REPLAY game should be, we might do well to return to the classifications of behaviours presented in section 2. What is clear from this data is that there is a gradually rising scale of behaviours that start with low level activity and end, eventually, with criminal activity. Furthermore, low level activity is consistently described as an 'early indicator' of more serious problems as young people move into late-teens and adulthood. In addition, low level activity is extremely common in schools and communities and represents the majority of incidents of anti-social behaviour.

On this basis, the REPLAY game should seek to address low level activity as it's primary objective. In this way, the game will not only be dealing with the most common and prevalent types of behaviours but will also be part of an approach that seeks to catch problems early, something that is becoming the norm in countries across Europe.

This notion of 'early intervention' is key. Addressing anti-social behaviour, is increasingly seen as part of a wider approach to dealing with criminal behaviour. This approach is predicated on the notion that prevention is better (and cheaper) than therapy. By pitching REPLAY as an early intervention preventative tool, we are maximising impact and ensuring that we will meet the demands of the market once the product is commercialised.

When we are developing the content for the game, we should focus on addressing the underlying elements that seem to be most important in their impact on low-level behaviour and are most clearly manifest amongst our target group. Primary amongst these is the notion of setting boundaries – this, in itself, relates to the idea of values and of the need to understand and challenge the value system of the young person with behavioural issues. Many of the low-level behaviours relate to the notion of boundaries being either crossed or not understood. This often manifests itself in behaviour that challenges authority or ignores basic rules and regulations. This is particularly relevant within a school context. By focussing on individual values and how these manifest in behavioural terms, we will be ensuring that the REPLAY game is addressing the core issues relating to anti-social behaviour amongst young people.

7.4.- Which sort of exercises and activities should be included?

One of the main requirements is that the exercises or activities must be able to be carried out in multimedia format in order to take advantage of the added value that a 3D multimedia application like Replay offers us. On the other hand, in order to maintain consistency between the 3D game and current (non-technology) based activities, we must develop exercises that reflect the inherent approach of existing tools. As such, including images, audio and video is a priority.

We will also try to maximise the impact of gaming technology in this field by integrating activities into the game play itself (rather than simply replicating current approached on-screen). We will attempt to exploit the significant possibilities video game technology offers to create decision-making choices and to present two dimensional media in a three dimensional format – enriching existing approaches with sound, video and making the whole experience more immersive.

Ideally, activities will be woven into the game play itself and will therefore be less obvious to the player. If we can achieve this, we will ensure the game has greater impact and this will increase the effectiveness of the tool as a support mechanism.

7.5.-Experts Opinion from Fieldwork

The main objective of this research was the investigation of the experts' opinions regarding some Replay game contributions to the modulation of aggressive behaviour among youth (ASB).

The hypotheses were that the Replay game can offer the information regarding the youth's behaviour and it can help to the modulation of their aggressive behaviour.

The sample of subjects: 36 experts who work on the field of ASB (both, theoretical and practical issues). The sample was differentiated by the country's origin and it contains 12 experts from UK, 12 experts from Romania and 12 from Spain.

The instrument used was a questionnaire who measures the contributions of Replay game to the evaluation and improvement of youth's behaviour. The questionnaire was especially realized for this stage of the project and it contains 12 items with responses variant on 5 levels Lickert scale from „ 1- I totally disagree” to „ 5- I totally agree”.

The analyze and interpretation of the results was realized by SPSS statistic program for Windows 10.0.

Firstly, we are interested into a descriptive analyze of the expert's answers to the questionnaire items.

The expert's opinions were positive regarding to the utility of Replay game on the diverse analyzed 12 aspects of the Replay utility.

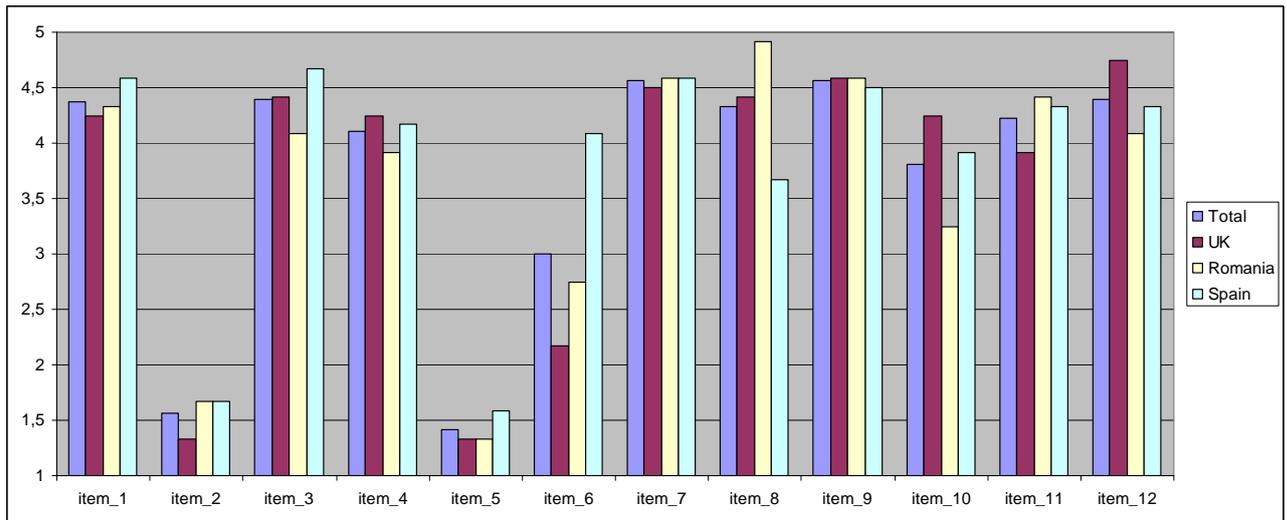
The table below presents the average scores of expert's answers to items per total sample and also, the average scores of experts' answers differentiated by the country's experts' origin.

Table 1. The average scores of answers to items for the entire group of experts and also differentiated by country

Items	Means			
	Total	UK	Romania	Spain
1. The information provided by Replay about the way in which different behaviors are perceived by young people can be very useful for my work.	4,37	4,25	4,33	4,58
2. I don't think that the Replay Game can help measure the variables that interest me	1,56	1,33	1,67	1,67
3. Obtaining information through leisure activities/gaming where the user/player does not feel examined makes the information obtained more reliable than other traditional instruments/methodologies	4,39	4,42	4,08	4,67
4. Many of the techniques I apply in my daily work could be used or adapted to become content for the Replay game	4,11	4,25	3,91	4,17
5. I don't think that Replay can provide me with quality information that can guide my work.	1,42	1,33	1,33	1,58
6. I think that Replay can be a good support system to obtain certain information about the perception of users towards certain behavioral situations, but not as an assessment instrument.	3,00	2,17	2,75	4,08
7. I believe advanced technologies can be a facilitator in the process of gathering behavioral information.	4,56	4,50	4,58	4,58
8. I think that Replay can give me different information that complements the information I obtain when applying my usual assessment methods	4,33	4,42	4,92	3,67
9. I think Replay could add value to the range of activities used for preventing the Antisocial Behavior of the young people in the centres where I work	4,56	4,58	4,58	4,50
10. I believe Replay can be useful as a tool to support preventive and reactive initiatives but not as a way to monitor the behavior of users.	3,81	4,25	3,25	3,92
11. I think, as a game, Replay will appeal to any profile of young person	4,22	3,92	4,42	4,33
12. The advanced IC Technologies integrated in Replay can motivate more young people, getting more quality information than some other methods.	4,39	4,75	4,08	4,33

These results are also visualized in the graphic below:

Graphic 1. The comparative presentation of average scores to items for the entire group and also differentiated by country



Then, we pursued to analyze in which measure these appreciations of experts have significantly impact (positively or negatively, regarding to the utility of Replay game). For this reason, we compared the subjects' answers to each item with the neutral value 3, by applying the T test for one sample. We are presenting the results obtained:

According to the obtained results, the experts' opinions were statistically significant ($p < 0,05$) to the Replay game utility, for the entire questionnaire items, except the item no.6, where the experts opinion was neutral (The table 2).

Table 2- The results to T Test for one sample (One Sample T Test) - the comparator of response average to items with neutral value 3

Items	T test results (Test Value = 3)		
	Mean*	t	p
1. The information provided by Replay about the way in which different behaviors are perceived by young people can be very useful for my work.	4,37	t (35) = 10.87	0,000
2. I don't think that the Replay Game can help measure the variables that interest me	1,56	t (35) = 13.29	0,000
3. Obtaining information through leisure activities/gaming where the user/player does not feel examined makes the information obtained more reliable than other traditional instruments/methodologies	4,39	t (35) = 9.95	0,000
4. Many of the techniques I apply in my daily work could be used or adapted to become content for the Replay game	4,11	t (35) = 10.00	0,000
5. I don't think that Replay can provide me with quality information that can guide my work.	1,42	t (35) = 17.14	0,000
6. I think that Replay can be a good support system to obtain certain information about the perception of users towards certain behavioral situations, but not as an assessment instrument.	3,00	t (35) = 0.00	1,000
7. I believe advanced technologies can be a facilitator in the process of gathering behavioral information.	4,56	t (35) = 13.44	0,000
8. I think that Replay can give me different information that complements the information I obtain when applying my usual assessment methods	4,33	t (35) = 7.68	0,000
9. I think Replay could add value to the range of activities used for preventing the Antisocial Behavior of the young people in the centers where I work	4,56	t (35) = 18.52	0,000
10. I believe Replay can be useful as a tool to support preventive and reactive initiatives but not as a way to monitor the behavior of users.	3,81	t (35) = 4.54	0,000
11. I think, as a game, Replay will appeal to any profile of young person	4,22	t (35) = 9.65	0,000
12. The advanced IC Technologies integrated in Replay can motivate more young people, getting more quality information than some other methods.	4,39	t (35) = 12.12	0,000

* The variants of responses to items were: 1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally agree

The results from this phase of the research are clear and consistent in a number of aspects. First, it is agreed by most experts that gaming and game-led techniques can have significant value in this arena. The experts clearly believe that the REPLAY game will appeal to the target audience and that this will increase the value and impact of the tool. More specifically, the research shows that most experts can see the inherent value of the REPLAY game as means of

generating greater understanding of the values and motivations of young people with behavioural problems. In addition, the game is seen to be a positive tool that will complement existing work.

There is one area where consensus amongst the experts is less clear. When asked about the use of the REPLAY game as an assessment instrument (i.e. something that, during game play, records specific information about the player and then interprets through a reporting function) some experts saw this as potentially valuable whereas others did not see this as being relevant to their perception of what REPLAY should be. There is, it seems, some inherent potential in thinking of REPLAY as an assessment instrument. However, this will be a consideration for future iterations of the game and will not form part of the current design and development phase.

8.- Further ideas for Game Design/Contents

Throughout the focus group sessions, participants generated ideas that merit inclusion here as some could provide interesting approaches for the final game design. However, it should be noted that not all ideas will be implemented either for reasons of cost or because they do not fit into the overall structure being developed:

- If the REPLAY game is played with a facilitator present, a useful function would be to give the facilitator the ability to pause and analyse the reaction of the player at important points rather than just holding a single analysis session once the game is completed.
- Shared game play provides the chance for shared experience. There is an intrinsic value to being in the same place with someone and playing a game together beyond what a game can achieve.
- The ability of a player to customise their game session would be useful – this would engender a greater connection to the game.
- The inclusion of audio elements (as well as the visual elements automatically present in games) would increase immersion and therefore extend the player’s attention span.
- Present youth justice gaming tools are very “blunt”– the decisions and dilemmas offered are often too easy to decode and therefore do not provide significant challenge for the player and, by extension, any value to the social worker. Something more subtle which can capture ‘soft data’ would be very useful.
- The game could be seen as an ‘interactive interviewing tool’. This, in itself, could be very useful.
- The REPLAY game could be used to assess the communication style of the player. Most young people with behavioural problems are “activists”. Self-characterisation can be useful.
- It is important that the game has a high level of subtlety as well a balance between values and competition. The game must avoid being patronizing, Children know what good behaviour is and if they get into a game they will choose the best response in order to score points rather than learning more about themselves.
- It would be very useful if students could reverse a decision they have made as this would show progression increasing awareness/emotional maturity.
- If a player gets beaten by another player at the end of a race, how does he react? Reactions can help to show if a player has low-self esteem, aggression problems etc.

- If the REPLAY game can have built into it a level of pressure and excitement this would allow for the measurement of player's actions and reactions when they are in a heightened emotional state.
- The REPLAY game could be informed by techniques of cognitive behaviour and consequential thinking. What are the consequences of specific actions? What messages do people pick up from specific environments/atmospheres?
- There should be a focus on unpicking attitudes/opinions rather than challenging them which can be too confrontational and counterproductive.
- It is not a good idea in a game to present children obvious right or wrong answers to moral dilemmas. Subtlety is key.
- Judging concepts of instant gratification versus long term gain could be interesting. e.g. If you run very quickly at the beginning of a race, you run out of steam towards the end.
- It would be interesting to develop functionality that allows users to gain more speed or access to additional features if they respond in a positive way to activities and exercises: this notion of immediate 'in-game' feed-back, giving the player a better overall result in the game, could be compelling. Equally, inappropriate activities would feed back negatively into the game play.
- The game could provide points at which time is frozen, allowing players to think about their answers to activities and exercises without losing ground in the game. i.e. "Take your time in this activity, the time is not important: the answer is".

9.- Conclusions

The principle objective of this document is to define a coherent approach to the development of the REPLAY game that is fully in line with the experiences and thinking of experts in the three participant countries.

What is clear from the focus groups held, and from the subsequent surveys carried out, is that there is broad consensus across the three participant countries around the key issues. Although there are some minor differences in the way in which behaviours and the causes of those behaviours are classified, the fundamental understanding of what constitutes anti-social behaviour, and of the progression from low-level to high-level behaviour, is agreed.

This report will provide the foundation for the next deliverable, in which the specific contents for the REPLAY game will be drafted. In order to guide that activity, the following key conclusions should be stated:

- the REPLAY game should be designed primarily as a support tool – this means that the contents should be developed in line with existing support tools and should be designed in such a way as to be used within the context of social worker-led assessment and rehabilitation programmes
- the REPLAY game should focus primarily on addressing low-level anti-social behaviour and on trying to help practitioners understand and address the causes of this low-level behaviour. These represent the most common types of behaviours.
- the REPLAY game has the potential to be both a therapeutic tool (i.e. one that directly addresses behaviours and attempts to influence those behaviours) and as an assessment tool (i.e. one that allows social care professionals to better understand the motivations and emotions of young people with behavioural problems). As we are engaged in the development of a prototype, we will consider both approaches and measure the relative success of both.
- part of the rationale for addressing low-level forms of anti-social behaviour is that these are seen as early indicators of more serious forms of behaviour later on in life. In this, the REPLAY game should be seen as a preventive tool rather than a reactive tool. This is very much in line with current policy objectives in the three participant countries.
- bearing in mind the focus on addressing low-level anti-social behaviour, this suggests that the primary target group for the REPLAY game should be children aged between 10 and 14 years of age. This is the age at which low-level behaviour is most evident and tends to come before more serious manifestations of anti-social behaviour become apparent

- the most useful and appropriate context within which the content should sit should be at school – this is where the majority of anti-social behaviour manifests and also provides the best environment within which the game could be implemented
- there is general consensus that the use of games and gaming technology within the context of addressing anti-social behaviour will be extremely effective in creating an environment and a dynamic that is highly conducive to engaging young people and to successfully understanding their motivations and emotions
- there are some existing approaches – and some existing content – that can be very useful to us during the next phase of work. In designing the content for the REPLAY game, we will very much be influenced by current best practice as defined by the expert focus groups

Having now defined what the REPLAY game will primarily address, and given some initial indication as to how we will do that, we can now define the specific activities that will be in the game and develop a picture for how the game will look, all of which will be in line with expert opinion.

10.-List of Experts

Romania

Carmen Cretu – Professor. Ph.D., UAIC

Nicoleta Turliuc – Assist. Professor, Ph.D., UAIC

Alois Gherguț– Assoc. Prof., Ph.D., UAIC

Cristina Neamtu– Assist. Professor, Ph.D., UAIC

Maria Mihăilă– Assist. Professor, Ph.D., UAIC

Liliana Stan– Assoc. Prof., PH.D., UAIC

Conțiu Șoitu– Assoc. Prof. Ph.D. UAIC

Ovidiu Gavrilovici– Lecturer Ph.D., PH.D., UAIC

Elena Seghedin – Lecturer PH.D., UAIC

Cristina Gavriluta– Lecturer Ph.D., UAIC

Gianina Massari– Lecturer, PH.D., UAIC

Bogdan Neculau– Assist. Ph.D

Adrian Labar, Assist. UAIC and ROTALENT

Rogoz-Coroeru Nicoleta– psychologist, ROTALENT

Manuela Vlasie – Teacher & Psychologist counselor, Middle School, 22, and ROTALENT volunteer

Magda Ioachim – Teacher & Psychologist counselor, High School, 3 Loredana. Stiuț – Teacher & Psychologist counselor, Middle School, “V. Conta”

Alina Berezinschi – Teacher & Psychologist counselor, Middle School, 42

Calistru Elena– Colegiul Național Iași, teacher.



United Kingdom

Karen Macleod – Ministry of Justice, UK Government

Claire Harvey – Ministry of Justice, UK Government

Corinne Lanch – Consultant

Daniel Phelps – Camden Youth Offending Service

Henry Playfoot – White Loop

Jim Playfoot – White Loop

Will Leonard – White Loop

Glen Denham – Associate Deputy Headteacher, Woolwich Polytechnic School

Tim Plumb – Associate Headteacher, Woolwich Polytechnic School

Matt Jones – Deputy Headteacher, Woolwich Polytechnic School

Jo Upton – Advanced Skills Teacher, Woolwich Polytechnic School

Helene Le Roux – Advanced Skills Teacher, Woolwich Polytechnic School

Anne Bassi – Head of Work Related Learning, Woolwich Polytechnic School

Jo Rawlings – Advanced Skills Teacher in English, Woolwich Polytechnic School

Shanda Collins – Head of ICT, Woolwich Polytechnic School



Spain

Cristina R. Psychologist del Centro de menores Les Palmeres de Alboraya

Loli Rodríguez (Psychologist Barrio La Coma)

Lola Alapont. Pedagoga "Unitat de prevenció i marginació Cullera"

Carmen Porta (Psychologist)

Teresa G. (Psychologist)

Silvia Martí (Teacher Amaltea) Centro de apoyo convivencial y educativo de menores de Valencia

Isabel Ríos (Psychologist). Young Offender Centre "La Villa"

Francisco Martínez Ortega (Teacher y Psychologist. Secondary School)

M^a Carmen (Psychologist advisor in Secondary School)

Javier Merino Plaza (Teacher 3rd cycle Primary Education, volunteer in a Young Centre)

Gloria Valero (Coordinator and Psychologist in Young centre "El Cerezo")

Virtudes Estrada (Secondary School Teacher)

Maria Costa - PhD Pedagogist and Director of Pedagogy Department in AIJU

Rocío Zaragoza - Psychologist in AIJU

Francisco Ibáñez - PhD Industrial Engineer - Brainstorm



10.-Annex 1 (Minutes from Focus Groups Sessions in each country)

10.1.- Focus Groups Minutes – United Kingdom

Meeting Objectives

The consultation looked to gather opinions on the use of a gaming technology as a positive tool to help address anti-social behaviour in young people.

A number of questions were presented to the participants for consideration by the Chair, and used to focus the consultation:

What are the diagnostic/support tool implications of gaming technology for those who work with behavioural problems?

What type of behaviours can be better understood through a gaming process?

What categories/age groups would be most relevant to the project? Who should the game focus on?

What professional techniques could help inform the project development? What assessment/therapeutic approaches could help inform the Replay game?

Summary of opinions

The collective contributions of participants have been summarised below around the questions posed at the beginning of the consultation:

What are the diagnostic/support tool implications of gaming technology for those who work with behavioural problems?

- The Replay project can realistically have ambitions beyond a diagnostic tool. There is a middle ground between pure assessment and learning/therapeutic tools. Through the process of playing, it is feasible to demonstrate negative outcomes.

- If a game is played with a facilitator, a useful function would be the ability to pause and analyse the reaction of the player at important points rather than holding a single analysis session once the game is completed.
- Shared game play provides the chance for shared experience. There is an intrinsic value to being in the same place with someone and playing a game together beyond what a game can achieve.
- The game could be populated/ to the age of a child before play begins.
- In the case of one school where students come from a care environment, students are given homework downloaded onto an i-pod. Results have improved by 40%.
- Visual/audio devices are very useful for kids with short attention spans.
- Present youth justice gaming tools are very “blunt”. The playability is rubbish. Something more subtle which can capture soft data would be very useful.
- Having an interactive interviewing tool is v. useful.
- Using time as efficiently as possible is important.
- Game can be used to assess the communication style of offenders. Most offenders are “activists”. Self-characterisation can be useful. Medical conditions such as autism are linked to offending and could be help to be diagnosed in the game.

What type of behaviours can be better understood through a gaming process?

- What are the automatic reactions to given situations? The part of the brain which controls emotional reaction doesn't fully develop until between the ages of 18–25. A game could test how well this part of the brain is developed. If you build a level of pressure/excitement into a game it allows you to measure people's actions when they are in a heightened emotional state.
- A game could be used to equip children with a wider repertoire of responses to difficult situations.
- You can learn more about an offender from watching him playing football than an interview. Family and individually interviews can be ineffective and true character comes out better in real life rather than fake situations. If people are put in a formal situation they react accordingly in a cynical way. Subliminal assessment/learning is much better,
- Lack of respect for social norms often first exhibit themselves at school. E.g. Low level criminal damage, scratching a name on a window, urinating in public places.
- Reaction to games can demonstrate symptoms of potential criminality such as poor anger control, inability to make friends.

What categories/age groups would be most relevant to the project? Whose needs should the game focus on?

- Preventative interventions start as young as 8 years old. You can confidently predict criminality at this age.
- The political focus of local authorities is targeted youth support. Targeting children who demonstrate risk factors. This could be a starting point for picking up a game audience.
- The public are punitive and don't want to see children rewarded for bad behaviour, game should be sold as "advanced technology for prevention of bad behaviour".
- The 14 - 18 age group are going to benefit from this type of intervention the most (and this age group will be attractive to sponsors/funders). Younger than this and your choice of moral dilemmas and reasoning will change the point of the game.

What professional techniques could help inform the project development? What assessment/therapeutic approaches could help inform the Replay game?

- The game can be used to demonstrate an improvement in consequential thinking if played in the long term. This improvement should be closely monitored. Disclosure graph; the longer you spend with someone the more they open up.
- The game could be informed by techniques of cognitive behaviour and consequential thinking. What are the consequences of specific actions? What messages do people pick up from specific environments/atmospheres?
- There should be a focus on unpicking attitudes/opinions rather than challenging them which can be too confrontational and counterproductive.
- It is not a good idea in a game to present children obvious right or wrong answers to moral dilemmas. Subtlety is key.
- Judging concepts of instant gratification vs long term gain. E.g. If you run very quickly in an Olympic game, you run out of steam.

What behaviours should the project address?

- Common risk behaviours/attitudes cited include: violence, non-team players, selfishness, non-engagement, challenging authority, not following instructions, lack of social skills, low self esteem, attention seeking, withdrawn, lack of belonging, aggressive, confrontational behaviour, boredom, feelings of being ignored, manipulative, verbal aggression, inability/refusal to compromise or share in the classroom, inability/refusal to follow rules or conform to routines, lack of cooperation or manners.

- Frustration in lacking skills for self-expression. Lack of “emotional literacy”.
- “Physical posturing”. Children who try to show off to peers. Machismo
- Where a child’s boredom is being ignored by teachers.

There are two main models of bad students:

- Egocentric behaviour. Refusal to accept authority, manipulative
- Negative passivity. This is where a kid doesn’t actually carry out any anti-social behaviour but does nothing in class.

The participants were also asked to consider the *causes* of these behaviours. The following points were mentioned:

- Some kids live in an egocentric world in which they don’t understand the considerations of others until it is pointed out to them. They have never been taught the skills to empathise with others. Kids need to be brought out of their bubbles.
- An awareness of social boundaries is very important. In the case where these are not respected it is often the case that Children have never been taught these boundaries at home. There is often no recognition of punishment as a social norm at home. This is also linked to a lack of routine outside of school. The point was made that there is often a battle between the values (or lack of) children have at home and those they receive at school. The game should work to reinforce the values kids learn at school.
- Many children do not understand body language. They have not been brought up to recognize where their body language could be perceived as aggressive by others.
- Children do not fully understand the consequences of their actions.
- Mental health issues. This makes it virtually impossible for teachers to reach children.
- Peer pressure, machismo.
- Lack of sleep is a major cause; this is often linked to poor lifestyle or diet. Children often have too much responsibility outside of school. They are an adult outside of school so they want to be a child in school.
- Lack of a sense of belonging or wellbeing.
- Not seeing the relevance of education.
- Lack of positive role models.

- Often school curriculums can exclude certain children. A kid would rather be kicked out of class than show that they can't read.
- There are a limited number of negative behaviours but an infinite number of reasons for them.

Who should the Replay game be aimed at?

- Less and highly intelligent kids can demonstrate higher levels of anti-social behaviour
- Children who are exceptionally talented and feel themselves to be ignored at school.
- Key Stage 1 probably the best place to start. That said at 7-8 there is a lot of support for children which drops off as they get older.

What kind of content should the game generate?

- Playing computer games on your own does not give you social interaction and can be counterproductive in some cases. It would be good to have moments in the game where children play alone and where they play with others. A game should both open a dialogue and be "self-medicating" in two parts:
 - (1.) Have fun on your own.
 - (2.) A diagnostic/therapeutic tool with a mentor.
- The game should open dialogue e.g. 2 children playing together and having a dialogue, or older children mentoring or working with younger. Teacher/social worker, working with kids.
- It's important in dialogue to discuss why a child has chosen a certain pathway.
- Where a child can't articulate how they feel, they can show how they feel through responding to/identifying with the visual images/situations in a game.
- A game can be used to demonstrate the consequences for anti-social behaviour.
- Boys love competitive/interactive games. It's not so important that the graphics are amazing or the game complicated; playability is key.
- It is important that the game has a high level of subtlety as well a balance between values and competition. The game must avoid being patronizing, Children know what good behaviour is and if they get into a game they will choose the best response in order to score points rather than learning more about themselves.
- It would be very useful if students could reverse a decision they have made as this would show progression increasing awareness/emotional maturity.

The participants suggested some **scenarios**:

(1.) A avatar falls of the slope. Does he:

- (a.) get up and carry on playing?
- (b.) leave the game?
- (c.) Kick a tree/hit another player?

(2.) A player gets beaten by another skier at the end of a race. How does he react? Reactions can help to show if a player has low-self esteem, aggression problems etc.

10.2.- Focus Groups Minutes – Romania

Conclusions of the Focus Group section I

Anti social Behaviour: Types, Causes and Effects

The main types of anti-social behaviour

We define school deviation in accordance with the levels of intensity and severity: low, minor, average, high. It is also defined considering the number of participants to the deviational or offensive act. Examples of anti-social behaviours occurring in schools, which belong to the category of "offences", are: damage to property, robbery/theft of the lunch packs or of mobile phones – they can be considered anti-social acts, but they can occur with or without violence (evasionism).

Classification of these types of behaviour

There are two classification criteria:

- a) psychological (evading – who evades, ignores; the aggressive type; the perverse behaviours; school deviation – deviation from the school regulations)
- b) juridical (the offensive type correlated with the deviation from the social norm as defined in the penal code). This type stands for the juvenile delinquency.

Ex: Offence (recurring behaviour happening in school) – a student calls the headmaster and lets him know that a bomb was planted on school grounds.

It is important to have a categorization of the manifestations of the ASB. These ought to be introduced in the penal code. Presently the penal code is inflexible and not adapted to the actual realities; it does not reflect reality, focusing only on more serious offences and crimes.

In Romania only 14 year-old offenders will get a criminal record; those aged 10–14 have no legal responsibility. If someone younger than 14 commits a crime, he/she is placed under the supervision of the Social assistance direction, where specialized departments for juvenile delinquency offer residential services (assistance and supervision).

School regulations play an important role in defining the ASB typologies legislated by the government.

Because the magistrates and police officers cannot handle this phenomenon, law 272/2004 legislates specialized supervision of the family. At international level, “the tendency is to lower the age of the penal act”. (For example, in UK, the age is 10)

1.3 Forms of manifestation ASB amongst different groups

It is important to consider not only the forms of manifestation but also the causes of ASB.

Ex. 1: ASB manifestations with 10–14 year-old students – girls become aggressive when getting in competition with male partners – they want to gain respect from a male colleague. Boys become aggressive to highlight their domination tendency and to manifest their authority – they want to gain the respect of the group). Such reactions are triggered by low tolerance to frustration.

Ex. 2: A research of the County Police Inspectorate shows that male students with poor study records perform the majority of the violent acts (cause: forceful imposing of authority) as well as the female students with very good study records (causes: they have to resist psychological peer pressure and the stigma of swot and gain their male colleagues' appreciation through violence). There are shared causes determining violent acts: decrease in school/ society authority in general, characteristics of transition – anomia, value relativization in families, family instability after the 90'ies.

A parental model in the manifestation of violence is promoted (it functions according to the principle “if you are slapped, slap back” – self-determined violence in the family), as well as a social model of success (functioning according to the principle “success at all costs”)

Another form of manifestation of ASB in different groups is engaging in competition (generally reflected in games and mass media)

1.4. The main causes of ASB

Causes determined by the family environment

- lack of authority and control
- absence of the positive model behaviour
- absence of affectivity or its inadequate manifestation towards the child/ lack of affective support
- failure in conveying values
- lack of interest in parent involvement in planning and performing spare time activities
- lack of parent involvement in child's life – all components – neglect, shifting the responsibility to the child
- the tendency to place parent responsibility on school (the society tendency – “school is the first institution to be blamed, not the family”)
- the directive/authoritarian educational model – the parent only gives the child behaviour directions and builds no responsible and rational conduct: recommendation: parent communication should be regarded as a model, as a source for playing.
- inconsistent punishment and reward policy; Ex. *A certain punishment may be perceived as a reward by a child.*
- the child's constant disappointment regarding his/her parents' inconsistency
- dissonance between the parents' educational models
- the parents' belonging to a deviant group and, as a consequence, their incapacity to give priority to their child
- poor financial condition

Causes determined by the school environment

- decrease in school and teacher authority (lack of social prestige for the teaching profession)
- rejection of school regulations – which are not in accord with the “model of success” promoted by society
- wrong perception of school evaluation (to evaluate = to label)
- reduced possibilities to satisfy self-esteem
- use of rigid standards by the teachers (determined by the characteristics of the curricula), which limit the stimulation of creativity

- subjectivity in school evaluation
- insufficient concern of the school environment for granting students with strategies of conflict management
- lack of communicative skills/ the presence of barriers in didactic communication
- the perception of the conflict from the perspective of its negative consequences only
- the formal rigidity of responses to a possible verbal conflict/ lack of interest for the development of alternative answers (*Ex. The constructive use of irony*)
- elements of school ethos – lack of prestige for the counselling activities (they are considered “simply fashionable, are the psychologist’s duty, not the teacher’s” – the teacher’s lack of interest in the evaluation cards for the educational counselling activities), the focus only on the prevention
- the pedagogical relation is seen as a power relation, this leading to frustration, violence, evasionism
- school does not function as an institution for child protection, it mainly promotes the interests of the adults – thus appearing a solidarity of the teaching staff that advances the interests of the group
- discrepancy between the models offered by the school and those offered by the family
- some teaching staff attitudes determining violent behaviour (that explains why students with aggressive potential manifest their aggressiveness only in the presence of certain teachers)
- the teachers’ tendency to label/ marginalize, this leading to an accentuation of the culpability feeling (*Ex. Sending a student out of the class, in the hallway – as a punishment*)
- the form of conveying information (facilitating the students’ repetitive behaviour – “of writing something already existing in the textbook” – determining the rejection of taking notes and then violence)

Causes determined by the social environment/community

- Establishing some social categories depending on certain pecuniary values (*Ex. Questions facilitating students’ reflection regarding the values promoted by the society – when attending a party, you are happier because of the food or because you belong to a group?*)
- the discrepancy/ confusion promoted in the social environment; one accepts certain values fearing rejection
- the way mass media break the norm and value those “models of success by breaking the norm”

1.5 The main effects of ASB

- Effects in the family environment – disobeying parents, running from home, family violence
- Effects in the school environment – school non-adaptation of the child/ difficulties in school adaptation/ poor school results
- Effects in the social environment/community – poor socialization in the community; a perpetuation of the family model

Conclusions of the Focus Group section II

How are issues related to ASB currently dealt with?

2.1 /2.2./2.3– Initiatives/Projects related to the strategies of limitation ASB

- the approach to the counselling class as a class „ of counselling and orientation”
- „Home alone”, a project developed by the Social Alternatives association – the purpose is to realize ABS prevention activities for the students whose parents work abroad and also to assist them in organizing their spare/ school time
- thematic camps – Ex. The anti-drug camp – centred on spare time activities – escalate, modelling, dramatic performances
- optional subject on communication and conflict management
- non-formal education clubs
- proximity police activities concerning supervision and control
- institutional projects to equip schools with surveillance systems
- school safety through the involvement of security companies
- extracurricular activities – ex. Therapy through dramatic performances
- founding the communitarian police and a hotline for conflict situations
- entrepreneurial projects to involve students in creating products – the Cre-Actorii Club (sale exhibition)
- activities to assist super-endowed students with inadequate behaviour (Ro-Talent – experiencing new roles – performing Caragiale’s plays)
- publishing informative leaflets about the possible answers/remarks to avoid conflicts
- introducing Social services in the mass services (since 1991)

- creating the opportunity for the family to get involved in the prevention of family violence – the concept of “family assistant” Law 217/2003

2.4 The intervention ‘tools’ which are used in delivering these initiatives/projects

- CDs with films with real characters
- Sites of the school
- Objects made of coloured paper, fabric
- Cartoons characters

Conclusions of the Focus Group section III

The use of games and play in rehabilitation

3.1. Perceptions of the impact of games and gaming technologies on the attitudes and behaviour of young people

10–14 year–old children socialize a lot through the games in virtual reality; because of that, Replay should be rethought as a multi–player game.
Children of this age meet and socialize in the virtual reality.

3.2. Game and gaming are useful in ASB prevention

In point of content, the games should contain:

- less direct education content, less direct moralization
- more subliminal education , more subliminal moralization
- scenarios and strategies which bring success to the players, so that the success could be somehow quantified
- game situations from the real life, not from SF
- characters from already popular games

3.3. Diagnostic / therapeutic / preventive tool

- Experts have agreed that games can also have a diagnostic value, and consequently this is true about Replay as well.
- Interactivity is one characteristic ensuring the effectiveness of Replay.

- Replay should be a multi-player game, so that the player could interact and collaborate with other players playing at the same time.
- Such games especially attract 10–14 year-old children.
- Replay should favour the development of certain skills.
- The game activities should base on values.
- The rewards and penalties in the game should be symbolic.
- The contents of the game should belong to the adolescent world, not to the adult one.
- Experts referred to Sims; here one gains points if his/her characters read and use the book of if one uses his/her characters constructively. The allotment of daily time for reading at character level helps you gain points; the more you allot to reading, the higher your score becomes.
- Examples of contents/ activities/elements that can be introduced in Replay:
 - moral dilemmas – the player has to choose one out of two options and he/she gains points depending on that choice
 - images should prevail because they have a great impact
 - that player should assume responsibility
 - the reward should be in keeping with the player's choice
 - multiple choice situations, so that the nature of the player's decision could be analyzed and evaluated
 - when played by multi-players: the player with the higher score could become a temporary leader (for example, after finishing the game, the winner could be appointed leader in another activity/ game with the other players).
 - To make room for competition
 - To allow the player to define and give name to his own characters
 - beginning with a certain level, to allow the symbolic reward to be replaced with a real one in class/school, family etc
 - the objective should be the highest possible score (this meaning that the player internalizes certain values), but that score should allow exchange for a real reward
 - for example, in a multi-player game, the player with the highest score could temporarily coordinate the group activities, be a temporary leader.
 - Penalties: the player should lose playing time, thus having impaired winning chances

Conclusions of the Focus Group section IV

Activities carried out in ASB programs

4.1. Activities and materials currently used to prevent antisocial behaviour

There are no such materials specially tailored to be used in schools.

There are some very useful documentary films.

There are ASB – prevention programmes supported by governmental and non-governmental associations.

4.2. Activities and materials currently used in therapy to prevent antisocial behaviour

Same answer as for 4.1.

4.3. Activities and materials experts consider useful

- images have a great impact
- constructive questions for the development of the decisional process and for assuming responsibility
- icons such as «gang», «adult», «policeman» etc
- words such as «voluntary», «reward» etc.

4.4. How the most adequate materials could be included in videogames

- to offer choices from a range of real situations/ school-like situations
- the position of temporary leader
- real reward for highest score
- the possibility to personalize the characters though names

Conclusions of the Focus Group section V: User Reaction

5.1. Monitoring will disturb. Parents should perceive Replay as an assessment activity.

5.2. First it has to be established whether the character of the game is obligatory.

The participants should be correctly informed and they should not be manipulated for the monitoring and evaluation.

One possibility is to introduce the score of Replay in the class book for those participating, with their parents' agreement.

5.3. Definitely yes. Not explaining the game may lead to rejection, while correct information may contribute to the counteraction of non-supervised games and to make people more responsive and conscientious.

5.4. A preparation of parents and children is especially necessary. Following steps: the identification of a problem in class, reception of the agreement for the activity, offering the explanations.

5.5. Yes, unanimously. A feedback structured on level and age group of players is recommended. Thus, for 10 year-old (level 1) an immediate feedback is necessary, and the response time should grow with age group.

5.6. Yes, the feedback should be offered directly, as well as indirectly and individually.

10.3.- Focus Groups Minutes – Spain

Anti-Social behaviour: types, causes and effects

The experts point out that the main types of ASB *in the home* are:

- Not taking on responsibilities (making their beds, helping with the housework...)
- Not doing their homework
- Not keeping up with family life
- Lack of communication (verbal, non-verbal)
- Individualism
- Friendships that are unwanted by the family
- Verbal and physical aggression (the child's tyranny towards his or her family)

The experts point out that the main types of ASB *at school* are:

Lack of respect

- Aggression towards fellow pupils and the facilities around them
- Absenteeism from school
- Racism
- Marginalisation of fellow pupils
- Consumption and sale of drugs
- Tyranny
- Not taking on responsibilities

The experts point out that the main types of ASB *in the community* are:

- Aggression aimed at street furniture and the surroundings (hygiene)
- Individualism/ Hedonism
- Verbal aggression of their elders

- Failure to observe road safety and signage
- Not meeting social norms (noise, motor scooters/motorbikes, music)
- Not taking on responsibilities

It is observed that some kinds of behaviour are more and more connected to certain places, such as the matter of drugs, lack of responsibility, etc.

The experts highlight the importance of young people knowing **the limits** when it comes to unsuitable behaviour (in some cases connected to age), or the limits in terms of a joke or something ethically incorrect or damaging and they should know the limits so that this behaviour does not become disruptive or anti-social.

Behaviour that is repeated in all contexts and which is the most important for the experts to work on in our project would be: **aggression, individualism and the assumption of responsibilities.**

In terms of **suitable age**, the professionals considered two main levels for action:

10–12 years old

12–14 years old

From 10–12, the experts agree that there are significant differences within this age group, given that a child of 10 in Spain is starting the second cycle of Primary Education and a child of 12 is a pre-adolescent who may be starting out on anti-social behaviour (consumption of tobacco, alcohol, minor thefts, carries out unpleasant practical jokes, etc).

In this age group of 10–12, prevention is the best thing, and play may help with this; and in the 12–14 age group it can act as a therapy tool.

In terms of **gender**, they think that the differences which exist between boys and girls are a question of maturity. In general, girls mature before boys. Normally it is boys who start to consume toxic substances early, but there are statistics which reveal that girls start smoking before boys.

Nonetheless, the experts agree, once again, that 12 years old is a critical age for beginning to indulge in any anti-social behaviour, including consumption. Therefore, they believe that **the message should not contain different elements** and should be the same for girls and boys (**although there should be both male and female characters in the game**).

In terms of specific population groups: They also believe that the form of anti-social behaviour **does not depend on whether the young person is an immigrant or not.**

Independently of the gender, age or social group that the boys and girls belong to, there are a number of **causes** that may provoke this behaviour: **family surroundings** (dysfunctional families, without clear limits, lack of communication, lack of time and attention), unsuitable **group of friends**, and **society**.

The experts believe that the most important **effects** of anti-social behaviour are failure at school, delinquent behaviour, low self-esteem and children with some kind of disorder (hyperactivity, Asperger's, ADD...).

How are issues related to ASB currently dealt with?

Nowadays, schools work at the level of prevention, with different types of material edited by the Departments of Health, Education or Social Welfare of each Autonomous Region, some associations like FAD (Foundation for Help against Drug addiction) or programmes like the General Traffic Department's, aimed at preventing the consumption of alcohol before driving.

To tackle situations regarding young people's anti-social behaviour, centres try to involve the family, although this is not an easy thing to do. Work is done on prevention with activities that are carried out at schools and youth centres and which are aimed at increasing self-esteem through meetings involving getting together and speaking. Furthermore, plans intended to bring about harmony within the group are created and implemented by the centres, together with preventative programmes covering social abilities.

Of all the programmes that the experts know about, there is only one case of a technological tool being used. This consists of a car simulator that reproduces the experience of driving after having drunk alcohol. According to the expert who used this simulator, it was assessed as a very useful tool that is both attractive (because of its use of videogame technology) and useful so that young people are aware of the reflexes they have in different situations after having drunk alcohol.

The use of games and play in rehabilitation

The experts admit that video games are attractive for young people and avoid the creation of a negative attitude among them. Video games can be bad for the health, depending on the number of hours that a person spends playing them and their content; in fact they complain about the abuse of violent videogames.

However, they believe that video games can act to increase self-esteem since games can provide situations of success or they can be useful for learning and being more tolerant of the frustration of losing.

According to the experts, they define the following as key elements, in terms of the characteristics that the Replay game should have: The game should be attractive for young people, it should have validity, it should be reliable in order for it to be possible to extrapolate it to the profile of the class, possible to use it in a reasonable time so that all the children in a class can participate (25 children).

Replay Project – Users’ Reaction

The experts believe that Replay will be very attractive for young people. Although it is a tool that is to supervise and assess their behaviour, the experts think it would be better if this fact were not made explicit to the young people. If the player is less aware of being assessed, he or she will be more motivated and the response to the game will be more reliable.

Replay’s specific contents: The experts think that the videogame should not include comments indicating whether an action is done well or badly. This is a videogame that should include icons and rewards, like any other videogame. Examples: a laser that indicates on the board if a good action is done, or a mechanism that reduces the speed if something bad is done, or, as in some videogames: the snowboard shrinks if a bad action is carried out, or even that the board grows so that someone can get on it and help them to pass some test, etc.

By a consensus, they consider that the Replay game’s slopes should cover school themes, rather than matters related to the family, friends or general surroundings. This is because, although the family is where anti-social behaviour is created, the school allows work to be done on both the relationships of young people with adults and kids’ relationships with each other and this enriches the game’s possibilities.

A school slope that works on themes such as the authority of the adult, and forms of interaction with other friends, and even brothers and sisters, seems to have much more potential for the experts in anti-social behaviour.

Given the duration of the contents, it was impossible to go more deeply into specific proposals. These will be developed in another specific session for game contents.

11.-Annex 2 (Questionnaire Templates for Focus Groups)



Gaming Technology Platform for Social Reintegration of Marginalised Youth

FOCUS GROUPS

QUESTIONS FOR EXPERTS

WP1.- USER REQUIREMENTS DEFINITION

SECTION 1

Anti-Social behaviour: types, causes and effects

1.1 What are the principle types of anti-social behaviour that are deemed to be a significant problem in the following settings:

- At home?
- In school?
- In the community?
- Are there behaviours that are problematic within every setting?

1.2 How would you classify these types of behaviours?

- Are there behaviours that are deemed to be high/low level disruption?
- Are certain behaviours early stage?
- Do some behaviours lead to other behaviours?
- Is the governments typology useful?

1.3 How does ASB manifest itself differently amongst different groups:

- Different ages?
- Boys/girls?
- Minority groups?
- Young people with learning difficulties?
- Etc.

1.4 What are thought to be the principle causes of ASB?

- Issues within the family environment (parental discipline/family conflict etc...)
- Issues within the school environment (low attainment/truancy/bullying etc...)
- Issues within the community (deprivation/drugs/alcohol/vandalism etc...)
- Personal issues (social alienation/unsupervised time/mental illness etc.)

1.5 What do you think are the principle effects of ASB

- At home?
- In school?
- In the community?

SECTION 2

How are issues related to ASB currently dealt with?

- 2.1 Where does current thinking sit in relation to tackling ASB amongst young people?
 - Preventive versus reactive/therapeutic
 - Family-based intervention
 - Etc.

- 2.2 Can you give some specific examples of the types of initiatives that are currently running and that address ASB amongst young people?
 - Things that work as well as things that don't
 - Specific case studies that demonstrate a particular approach

- 2.3 Where are these projects run and by whom?
 - In the community?
 - In/by schools?
 - By NGOs/police?
 - Etc.

- 2.4 What sort of intervention 'tools' are used in delivering these projects?
 - Technology tools?
 - Other tools?
 - Etc.

SECTION 3

The use of games and play in rehabilitation

- 3.1 What are your perceptions of the impact of games and gaming technology on the attitudes and behaviours of young people?
 - In relation to the content of games?
 - In relation to the way in which games engage with young people?

- 3.2 How do you think games and gaming can be specifically useful in addressing issues of anti-social behaviour?
 - In how they can teach skills subliminally?
 - In how they create a set of rules that players have to follow?
 - In how they can teach 'virtual' skills?
 - As a diagnostic tool - identifying and recording attitudes and issues?

- 3.3 Do you have any examples of how games and gaming technology are currently being used as a tool in addressing issues relating ASB amongst young people?
 - As a diagnostic tool?
 - As a therapeutic tool?
 - As a preventive tool?

- 3.4 What sort of features or characteristics do you think a game of this nature should have if it is to engage with young people and provide value to the teacher/care worker?
 - In relation to playability?
 - In relation to content?
 - In relation to reporting/recording tools?

SECTION 4

Activities carried out in ASB programmes

- 4.1 What sort of activities or materials are currently used to prevent antisocial behaviour in young people? Please describe them
- Discussion Groups/Debates at Schools?
 - In the family?
 - Others?
- 4.2 What sort of activities or materials are currently used in therapy to reintegrate young people with anti social behaviour? Please describe them
- 4.3 In your opinion, what are most adequate materials/activities to be included in videogames?
- Image Selection?
 - Dilemmas presentation?
 - Build of phrases and/or words selection?
 - Selection of icons?
 - Others.....
- 4.4 Describe how the most adequate materials/activities could be included in videogames (as much subliminal as possible).

SECTION 5

Replay Project - Users Reaction

- 5.1 How do you think the users will react when they find out that Replay will monitor their perception about the Anti Social Behaviour?
- Positive way?
 - Negative way?
 - Both things can happen?
- 5.2 Do you think that if the users know about the ability of Replay to get feed-back of their impression about the positive and negative factors in the behaviour, they would no longer consider it as an option for leisure ?
- Yes?
 - No?
 - Both things can happen?
- 5.3 Do you think that it should be clear to the users that information about their perception about the behaviour will be obtained in playing sessions and it will be used by monitors for enriching therapeutic and preventive programs?
- Yes?
 - No?
 - No difference?
- 5.4 What is, then, according to your criteria, the best way to get the information about the perception of the behaviour in different contexts?
- Direct Questions?
 - Exercises and Activities separated from the games?
 - Exercises and Activities included in the games?
 - It does not make any difference?
 - Others?

5.5 Do you think the game should give an immediate feed-back to the user while playing regarding correct or incorrect answers/actions?

- Yes?
- No?
- No difference?

5.6 How this feed-back should be presented to the user?

- Direct (correct/incorrect type)?
- Indirect (loose of speed type)?
- No difference?

12.-Annex 3 (Questionnaire Template for Expert's opinion about Replay)



Gaming Technology Platform for Social Reintegration of Marginalised Youth

FOCUS GROUPS

QUESTIONNAIRE FOR EXPERTS

GENERAL OPINION OF THE EXPERTS WITH REGARD TO THE PROJECT

WP1.- USER REQUIREMENTS DEFINITION

1. The information provided by Replay about the way in which different behaviors are perceived by young people can be very useful for my work.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

2. I don't think that the Replay Game can help measure the variables that interest me.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

3. Obtaining information through leisure activities/gaming where the user/player does not feel examined makes the information obtained more reliable than other traditional instruments/methodologies.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

4. Many of the techniques I apply in my daily work could be used or adapted to become content for the Replay game.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

5. I don't think that Replay can provide me with quality information that can guide my work.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

6. I think that Replay can be a good support system to obtain certain information about the perception of users towards certain behavioural situations, but not as an assessment instrument.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

7. I believe advanced technologies can be a facilitator in the process of gathering behavioral information.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

8. I think that Replay can give me different information that complements the information I obtain when applying my usual assessment methods.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

9. I think Replay could add value to the range of activities used for preventing the Antisocial Behavior of the young people in the centres where I work.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

10. I believe Replay can be useful as a tool to support preventive and reactive initiatives but not as a way to monitor the behavior of users.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

11. I think, as a game, Replay will appeal to any profile of young person.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree

12. The advanced IC Technologies integrated in Replay can motivate more young people, getting more quality information than some other methods.

1	2	3	4	5
---	---	---	---	---

1- I totally disagree 2- I disagree to a certain extend 3- NA 4- I Agree to a certain extend difference 5- I totally Agree