POSSIBILITES OF RESOCIALISATION OF MINORS IN FOSTER HOMES: APPROACH OF FOSTER HOME SPECIALISTS

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Abstract
Possibilities of resocialisation of minors in contemporary foster homes are analysed in the article by emphasizing this as a complex integral process which aims to distract wards from criminal behaviour through effective impact of education and surveillance. Attention is drawn to cognition of the social reality, identification of primary socialisation problems of a child, their scientific cognition, prevention, development of a child’s responsibility for his acts, importance of legal education in order to avoid application of the child’s average care measures and assurance of the ward’s welfare. The research data disclosing the most important problems of resocialisation, approach of specialists to actual possibilities of optimisation of this process are presented.
It is attempted to respond to the following problematic questions with reference to the research results: how to make the process of ward resocialisation more effective by applying measures of minimum care, how to avoid repeated crimes?
KEYWORDS: children foster homes, minors, criminal acts, resocialisation.

Introduction
Recently, Lithuania has been attempting to orient to such a political system when the state takes responsibility of the welfare of its citizens in the context of the European Union and the world. It seems that particularly much is done for the welfare of the young generation: social institutions are being reorganised, restructured, important international contracts, legal acts regulating the child’s welfare are being stipulated, children health, life, quality of life, proper education, positive socialisation, reduction of social separation are being fought for. It is obvious that tendencies of globalisation, social integration, harmonisation open huge possibilities for social development of a person, however, an individual’s process of turning into a public person, mastering of social standards, life norms, understanding and acceptance of the system of general human values since the very small age becomes a very problematic process. Researches show that family, educational institutions, information technologies, peers, individual congenital and acquired features have particular significance on the success of the child’s socialisation (Valickas G., 1997; Braslauskienė R., 2002; Aramavičiūtė V., Martišauskienė E., 2004; Butvillas T., Kondrotaitė G., 2007, Juodaitytė A., 2003; Pilekaitė – Markovičienė M., Lazdauskas T., 2007, etc.). Socialisation is a complicated process of becoming a personality that starts in the infancy and lasts during the whole life of a man. Socialisation includes the impact of environment on an individual’s development and choices and decisions of a man himself in social activities. There is a possibility to choose a method of living, acquisition of knowledge, provision with resources for achieving the level of life wanted. In contemporary Lithuania, a man has real political, social freedoms, possibilities to live by expressing himself in the society, i.e. to seek for own good by using a chosen and socially acceptable method. However the culture of separate groups, values accepted often differ from the general culture. Succession of life style, behaviour is determined by many external and internal factors (congenital and acquired individual personality features, education, social environment, relationship of a man with it, etc.). In the society, a man “does not acquire any new features which could not be deducted by standard definition of the nature of an individual man” (Hollis M., 2000, p.19). In such a way, positive socialization, turning of an individual into a public man as a process of social culture transference, overtaking is often related with internal and interpersonal conflicts. If conflicts are resolved constructively they become a stimulus of development of a personality, human individuality and the whole society. Such constructively public individual is “a necessary condition for functioning of each society, the essence of the whole social life both culturally and socially, it also manifests both in main and partial forms” (Kvieskienė G., 2005, p.22). Each individual integrates in the society differently, creates its own features of individuality and a value system according to the possibilities provided, perceives himself, and acquires the sense of identity, distinctness from others. The process of turning into a personality can also be negative. Negative socialisation makes a man unhappy, negatively affects his life quality, antisocial, psychopathic disorders, deviant behaviour, personal development problems manifest. Often this touches the life of children that lost the care of parents (Kaffeman R., 1999; Krupkuvienė S., Pociutė A., 2008; Lengvinas D., 2009; Ruškus J., Gerulaitis D., 2002; Vitkauskas K., 2010, etc.).
Resocialisation is the secondary, correctional socialisation. It is used to reform a distorted gradation of updating of psychological needs and asocial methods of their satisfaction, negative, destructive models of delinquent behaviour oriented towards an attempt to distract a child from asocial activities not by punishments but by timely help, effective impact, care. The purpose of this process is constructive (self)-involvement of an individual into public life. In order to perfect the process of resocialisation, its organisation and implementation up to the maximum, resocialisation peculiarities of minors, delinquency, aspects of social education of children, resocialisation obstacles of minors, contradiction of missions of imprisonment and care institutions, psychosocial and educational situation of care institutions, psychological reasons for aggressive and delinquent behaviour of children, resocialisation of delinquent behaviour children in an average care system for minors are widely analysed (Vitkauskas S., Tarvydiénė O., 2008; Wyans J., 2008; Vitkauskas K., 2010; Vaitekonienė V., 2001; Umbrasienė N., Narkauskaitė L., 2010; Sakalauskas G.,2001; Ruškus J., Merkys G., 2002; Michailovic L., 2001; Lideikytė V., 2011; Liaudinskienė G., 2005; Braslauskienė R., 2002; Siminauskienė K.,2009; Brazauskienė E., 2008, etc.).

More and more attention is paid to overtaking of experience of foreign countries in these areas, however, the following areas are still little researched: how to avoid failures in the process of primary socialisation of children that lost care of parents, how to make resocialisation more effective in contemporary foster homes by applying only minimum care measures, how to avoid repeated delinquency of children. Deeper insights, studies are always relevant since they touch the changing of personality, the quality of life of the whole society. The research data and practical work experience shows that the content of resocialisation process differs depending on what level behaviour corrections it is attempted to implement for a certain ward of a foster care institution. Children that come to foster homes from poor environment, where they were not taught delinquent behaviour models and there were no many manifestations of such behaviour in their acts, also have resocialisation needs. A completely different content of the resocialisation process and spectrum of measures should be applied to the second group of wards, i.e. children in the environment whereof delinquent behaviour was common. Often these children themselves have already acquired habits of delinquent behaviour, therefore, much wider range of corrective impact is necessary during their adaptation in a care institution orientated not only to the primary adaptation of a child in the environment but also to a partial or full change of actualisation of psychological needs, correction of value orientation, normalisation of understanding of a relationship with the society and its members. Also, a similar content resocialisation process should be applied to wards that returned from the socialisation centre. More attention is paid to children belonging to our above mentioned second group in the article.

Scientific problem of the research – optimisation of activities of foster homes in order to achieve positive socialisation and successful resocialisation of each ward.

Objective of the research – to analyse resocialisation possibilities of minors in contemporary foster homes.

The following tasks of the research shall be performed in order to achieve this objective:

- Determine approach of foster home specialists to re-socialisation possibilities in this institution;
- Discuss resocialisation possibilities of minors in foster homes in order to ensure the child’s welfare, avoid application of the child’s average care measures.

Research methodology and methods. The conceptual basis of the research is theoretic provisions of positive socialisation, resocialisation of wards of foster homes (Kvieskienė G.,2005; Juodaitytė A., 2003; Leliūgienė I., 2003; Braslauskienė R., 2002, etc.) by emphasizing that more targeted social education, creation, preservation and management of constructive social-educational environment is necessary for these children by correspondingly introducing the wards themselves to this, by fully supporting the settlement of a person in the community life, by understanding and accepting the system of general human values, developing strategies of impact of the help on a child and environment, implementing individual plans of ward education, gathering a team of specialists for implementation of the positive resocialisation process. Positive aspects of primary socialisation of wards are emphasized by suspending, stopping undesirable behaviour of wards, demonstration of the value system unacceptable to the community.

Analysis of the scientific literature, documents regulating resocialisation possibilities of minors was carried out in order to disclose theoretic assumptions of resocialisation of minors. The survey of social pedagogues, social employees working in foster homes and minors living in foster homes was carried out in order to determine the attitude of specialists and wards towards the most important problems of resocialisation arising in children foster homes and resocialisation possibilities available in these institutions.
Research sample. The objective of the research determined selection of the sample: four social care institutions were selected. 50 children of foster homes from 8 to 18 years old and 40 specialists were surveyed. The selection was carried out by applying a random method so that each respondent would have equal possibility to participate in the selection and representativeness would be ensured.

Analysis of Research Data

Approach of Specialists to Possibilities of Resocialisation in Foster Homes

The data about children of foster home institutions, to whom the process of resocialisation is complicated after getting to a child care institution due to behaviour problems brought along, distorted in previous stages of personal development when the child has still been living in his biological family, were collected during the research. In order to clarify the behaviour problems and possibilities of resocialisation emerging to children of foster homes, it was requested that respondents would distinguish signs of problematic behaviour, problems of children and would express their opinion on what measures could improve the life of minor wards.

Specialists of foster homes distinguished the most important manifestations of problematic behaviour of wards (Pic. 1).

![Pic. 1. Manifestations of problematic behaviour of children in foster homes](image-url)

The research results show that employees of foster homes assume resistance to consistent systematic educational activities to be a form of problematic behaviour of a ward that occurs most often (95%). This phenomenon is widespread not only among children known for delinquent behaviour. Unwillingness to participate in consistent, systematic activities with long continuity disturbs the smooth course of the resocialisation process. Children, who come to foster homes from disharmonious families, also bring here the whole complex of negative habits, experience which they try to also apply in further life: they do not follow ward rules; their tendency to aggression is obvious, robbery and thefts (92.5%), obscene language (82.5%), disobedience, twit, vagrancy (75%), smoking (75%) often manifest. Respondents emphasize that often property damage, use of alcohol (65%), use of drugs, psychotropic substances (25%) is characteristic to children with delinquent behaviour. Respondents emphasize that wards with delinquent behaviour do not want to cooperate with specialists (25%); they demonstrate unwillingness to resocialize (10). Wards with delinquent behaviour tend to negatively influence behaviour of surrounding children. It is characteristic to them that they know their rights very well, however, they do not acknowledge their duties (45%); very often they like spending their time with other children with delinquent behaviour in the street. Specialists of foster homes that participated in the survey indicated the most important areas of resocialisation (Table 1).
Table 1. Basic Areas of Work with Wards Having a Need for Resocialisation

<table>
<thead>
<tr>
<th>Areas of resocialisation work</th>
<th>%</th>
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<tbody>
<tr>
<td>Raising of motivation to resocialise</td>
<td>42.5</td>
</tr>
<tr>
<td>Raising of self-esteem</td>
<td>52.5</td>
</tr>
<tr>
<td>Correction of value systems</td>
<td>87.5</td>
</tr>
<tr>
<td>Preparation of future objectives</td>
<td>77.5</td>
</tr>
<tr>
<td>Independence development</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Table 1 contains the data on complex areas of individual work with wards participating in the resocialisation process when removing internal reasons for delinquent behaviour of wards distinguished by specialists of children care institutions. 37.5% of respondents emphasized the importance of development of wards’ independence and responsibility. They named help to wards during the course of development and implementation of future objectives as a particularly complicated job (77.5%). This work is closely related with the need characteristic to many wards participating in the process of resocialisation: correction of the value system (87.5%), raising of self-esteem of wards (52.5%); this is often a decisive factor when attempting reasoned participation of a ward in the process of resocialisation. A small part of respondents (42.5%) assume the raising of motivation to participate in the process of resocialisation to be an important factor in the change of a child’s quality of life. It is observed that successful resolution of above mentioned problems of resocialisation enables specialists to transfer models of social behaviour to wards and attempt to establish them.

It is important to note that socialisation problems arising from environment: loss of parents or their care, isolation in a group of peers, troubles of the education process, etc. are also distinguished in the scientific literature (Vaitekonienė, 2001, etc.). The research results allow stating that poor social skills, negative experience in a biological family cause the problems of socialisation and resocialisation for children living in foster homes.

Specialists of children foster homes indicated measures used for achievement of successful (re)socialisation of wards (Pic. 2).

![Pic. 2. Measures for implementation of (re)socialisation objectives](image)

The research results disclose the most important impact measures of resocialisation work with delinquent behavior children. 92.5% of respondents assume formal education to be an important element of the resocialisation process; therefore, they pay much attention to learning of wards, their control. 87.5% of respondents assume development of work skills by actively involving wards to the activities carried out in children care institutions (housework, participation in team environment cleaning, making residential environment more beautiful, etc.) to be significant. Much attention (57.5%) is paid to enrichment of organized pastime of wards, cultural development, and informal education. Employees defined this as organization of sports, artistic expression circles, excursions, trips, sports and recreational camps. 45% of the surveyed declared that during the course of resocialisation they face a need to develop respect of children to environment, rules and 32.5% of the surveyed specialists often attempt to involve wards in preventive and post-preventive programs. Employees of children care institutions named
individual work with delinquent behavior wards (17.5%), preparation of individual education plans for each learner, their implementation (17.5%) to be one of the most important components of the resocialisation work. Even though the process of resocialisation of minors known for delinquent behavior is carried out by increasing constructive activities, it is important to note that each specialist applies different impact and correction measures and forms. Most often this is influenced by individual situations of a ward, geographical circumstances and material possibilities of a child care institution.

During the research it was also attempted to clarify what corrections of work and environment conditions of child care institutions could increase the success of the course of the resocialisation process (Table 2).

Table 2. Environment Conditions Permitting to Optimize the Process of Resocialisation

<table>
<thead>
<tr>
<th>Possibilities of Resocialisation Facilitation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled children need to be separated from healthy children</td>
<td>15%</td>
</tr>
<tr>
<td>Reduce the number of children in families</td>
<td>40%</td>
</tr>
<tr>
<td>Shortage of specialists</td>
<td>35%</td>
</tr>
<tr>
<td>Lack of financing</td>
<td>82.5%</td>
</tr>
<tr>
<td>Bigger control of children behaviour</td>
<td>47.5%</td>
</tr>
<tr>
<td>Lack of employee motivation</td>
<td>25%</td>
</tr>
</tbody>
</table>

The research results show that not only efforts of employees are necessary to ensure the success of resocialisation of wards known for delinquent behaviour. Almost a half of specialists (40%) emphasize that it is necessary to decrease the number of learners in families. 35% of the surveyed emphasized that more specialists working with children should be available. It was emphasized that the lack of employee motivation (25%) is felt when working with children with delinquent behaviour. A part of specialists (15%) suggest separating disabled children from healthy wards. After commenting this statement in more detail, respondents mentioned that children whose development complies with age requirements tend to copy behaviour of children with impaired development (with mental, intellectual, behavioural, emotional, etc. disorders). This phenomenon negatively affects development of a child with normal development. It is important to emphasize that models of destructive, negatively assessed behaviour are often overtaken. Also, respondents (82.5%) think that it is necessary to pay more attention to financing of child care institutions. Almost a half of respondents (47.5%) mentioned that it is important to grant a possibility to control occupation of wards to whom the process of resocialisation is problematic. Such a need is reasoned by the fact that it is necessary to make conditions for implementation of minimum care measures appointed and/or measures for implementation of the resocialisation process since a part of wards often ignore their responsibility, resocialisation measures appointed.

The research results allow stating that it is important to improve the system of resocialisation of minors. Not only additional attention to ward institutions is necessary, but also supplements of law basis, corrections are necessary. It is also important to take into consideration that the manifestation of resocialisation problems is also encouraged by too many “social measures”, the fact of impossibility of forced resocialisation to a minor and the problem of validation of the resocialisation itself (Lengvinas, 2009; Liaudinskienė, Leliūgienė, 2007, etc.). Therefore, with reference to the research results and analysis of the scientific literature, we can make an assumption that in order to resolve resocialisation problems, it is necessary to clearly define its content and evaluation and the necessary period of post prevention.

Approach of Foster Home Children to Problems of Resocialisation

The research data were supplemented with survey results of wards. In order to determine behaviour problems arising to wards of foster homes, 50 children living in foster homes were surveyed. Respondents were asked to express their opinion about emerging behaviour problems, their reasons, and attitude towards the impact of a type of resocialisation on them.

It was established during the research that manifestations of the delinquent nature of behaviour are characteristic to children of different age. It was observed that less dangerous, softer forms of negatively assessed behaviour are characteristic to younger wards. Younger wards succumb to corrections of resocialisation nature easier, however, if the purposes of the resocialisation process at younger age are not fully achieved later the possibility of resistance of the ward, his more sluggish participation in the processes of resocialisation and education increases. It is also observed that more difficult forms of
delinquent behaviour are often manifested among elder wards. The surveyed wards named their behaviour problems (Table 3).

Table 3. Behaviour Problems Identified by Foster Home Children

<table>
<thead>
<tr>
<th>Behaviour Problems</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-attendance at school</td>
<td>24%</td>
</tr>
<tr>
<td>Annoyance, nervousness</td>
<td>26%</td>
</tr>
<tr>
<td>Laziness</td>
<td>8%</td>
</tr>
<tr>
<td>Obscene language</td>
<td>8%</td>
</tr>
<tr>
<td>Ifs and buts</td>
<td>10%</td>
</tr>
<tr>
<td>Failure to return to the foster home in time</td>
<td>14%</td>
</tr>
<tr>
<td>Vagrancy</td>
<td>6%</td>
</tr>
<tr>
<td>Violence</td>
<td>10%</td>
</tr>
<tr>
<td>Disobedience</td>
<td>6%</td>
</tr>
<tr>
<td>Failure to adhere with ward rules</td>
<td>8%</td>
</tr>
<tr>
<td>Smoking</td>
<td>4%</td>
</tr>
<tr>
<td>A part of respondents indicated that they do not have behaviour problems</td>
<td>24%</td>
</tr>
</tbody>
</table>

The research data show that 24% of the surveyed children of foster homes do not think that they have behaviour problems. Also, 24% of respondents acknowledged that they often skip lessons. 8% of the surveyed named laziness as a negative feature of their behaviour, 26% of respondents assume irritative, emotionally inadequate reactions to environment to be an important behaviour problem, 10 of respondents think that disrespectful behaviour with surrounding people and ifs and buts are a common form of an improper behaviour; 8% of respondents assume the use of obscene language and violations of behaviour rules of foster home children to be a form of improper behaviour. 14% acknowledged that they are often late to return for sleeping and 6% acknowledged that running from foster homes and vagabonding is characteristic to them. The presence of violence manifestations as a form of problematic behaviour was named by 10% of respondents, 4% of wards identified smoking as a form of negative behaviour and 6% emphasized principled refusal to participate in work activities, disobedience.

Analysis of scientific literature and documents allow stating that respondents did not list all forms of problematic behaviour characteristic to them. In scientific literature (Kaffeman, 1999; Samashonok, Gudonis, 2007, etc.) this phenomenon is named as social behaviour deviation, i.e. transference of fault, negation of acts, thoughtless immoral acts, and social immaturity. It is important to note that 36% of children emphasized not willing to change anything in their behaviour. Therefore, 64% of the surveyed understand that they have behaviour problems which need to be solved. An assumption can be made that many children with delinquent behaviour understand viciousness of their behaviour, they can change their behaviour, positively resocialise.

After having clarified the forms of behaviour most common among respondents it was attempted to identify reasons of such behaviour. Wards named them (Table 4).

Table 4. Opinion of Wards about the Reasons for Manifestation of Behaviour Problems

<table>
<thead>
<tr>
<th>Reasons for negative behaviour</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwillingness to behave in a different way</td>
<td>(86%)</td>
</tr>
<tr>
<td>Violence of other wards</td>
<td>(8%)</td>
</tr>
<tr>
<td>Provocation of surrounding people</td>
<td>(20%)</td>
</tr>
<tr>
<td>Attempt to defend their opinion</td>
<td>(6%)</td>
</tr>
<tr>
<td>Failures at school</td>
<td>(6%)</td>
</tr>
<tr>
<td>Defence of own opinion</td>
<td>(38%)</td>
</tr>
<tr>
<td>Unable to identify reasons</td>
<td>(46%)</td>
</tr>
</tbody>
</table>

The majority (86%) of foster home children characteristic for delinquent behaviour emphasized that they do not want to behave differently. After having asked to explain the reasons of this, the wards mentioned that they were not attracted by continuous activities (sports, art circles, etc.) because activities of this type required a certain quantity of duty. Meanwhile, children to whom an intense process of resocialisation is necessary tend not to plan activities of a day or a week, resist the daily regime, do not
have a sense of responsibility, and do not want to carry out systematic activities. Spontaneous behaviour and activities, satisfaction of actualized needs are acceptable to them. A little bit less than a half of respondents (46%) could not name the reasons due to which their behaviour does not comply with norms acceptability in the society. 20% of the researched explained their behaviour problems as defence or feedback to behaviour of surrounding people. 8% of respondents stated that they behave improperly if other children are violent towards them. Even 38% of respondents emphasized that they use forms of behaviour belonging to delinquent behaviour for defence of their opinion and 6% of children emphasized that their improper behaviour is a consequence of learning failures, frustration experienced at school.

These results help making an assumption that the major part of respondents (54%) may indicate reasons due to which, in their opinion, they behave improperly or even delinquently. This shows that corrective measures, applied by specialists mentoring the process of resocialisation of these children, give results. However, when attempting positive (re)socialisation of wards it is necessary to expand, develop the range of corrective measures, improve working conditions of specialists, and increase responsibility of wards themselves.

By generalising the research results it was determined that not always necessary conditions for the smooth process of (re)socialisation are ensured. Qualified help of the specialist team is necessary when removing reasons for delinquent behaviour of children in the process of resocialisation. When organising the process of resocialisation it is important to take into consideration that minors characteristic for delinquent behaviour are not oriented towards socially acceptable norms of behaviour, they do not have appropriate orientation of values, therefore, the measures of resocialisation shall be allocated to them individually and applied imperatively. When developing the system of resocialisation of minors it is necessary to plan simplified measures of resocialisation strengthening which would encourage responsibility of wards themselves for their acts.

Conclusions:

Resocialisation is a complex, integral process connecting a multistage content of programmes in order to ensure re-involvement of minors in the complete life of the society, to develop understanding, acknowledgement of general human values with social, pedagogic and other measures.

1. The research data allow stating that the course of resocialisation is determined by team work quality of various specialists, response of wards to the impact of resocialisation nature of the environment, degree of completeness of resocialisation programmes.

2. It was determined by the research that social employees and social pedagogues try ensuring the learning of wards, encourage occupation and thoughtful pastime, organize camps, individual conversations with wards, apply various preventive programmes, develop independence, respect to themselves and environment, prepare and implement individual development plans for each ward, develop working skills, however, these activities are often ineffective, a part of foster home children tend to commit crimes.

3. In order to ensure the success of resocialisation of minors in foster homes it is necessary to develop the legal system related with regulation, identification, sanctions of minor responsibility for legal violations; reorganise work of children foster homes (reduce the number of wards in families, provide with more complete help of specialists, appoint larger financing to these institutions, encourage willingness of children to live according to social norms and values).

References

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aktualizavimo laipsniškum


NEPILNAMEČIŲ RESOCIALIZACIJOS GALIMYBĖS VAIKŲ GLOBOS NAMUOSE: VAIKŲ GLOBOS NAMŲ SPECIALIŠTŲ POŽIŪRIS

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Santrauka


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Tyrimo m o k s l i n ė p r o b l e m a – vaikų globos namų veiklos optimizavimas siekiant kiekvieno globotinio pozityviosios socializacijos, sėkmingos resocializacijos. 

T y r i m o t i k s l a s – paanalizuoti nepilnamečių resocializacijos galimybes šiandieniniuose vaikų globos namuose. 

Siekiant šio tikslu, sprendžiama tokie tyrimo uždaviniai: 

nustatyti vaikų globos namų specialistų požiūrį į resocializacijos galimybes šioje institucijoje; 
aptarť nepilnamečių resocializacijos galimybes vaikų globos namuose siekiant vaiko gerovęs, išvengti vaiko vidutinės priežiūros priemonių taikymo. 

T y r i m o m e t o d o l o g i j a i m e t o d a i. Tyrimo konceptualusis pagrindas – vaikų globos namų globotinių apžvalginių pozityviosios socializacijos, resocializacijos teorines nuostatos (Kviesienė G., 2005; Juodaitė A., 2003; Leliūgė I., 2003; Braslauskienė R., 2005 ir kt.), akcentuojant, kad šiems vaikams būtinas kryptingesnis socialinis ugdymas, konstruktyvios socioedukacinės aplinkos sukūrimas, palaikymas ir valdymas, atitinkamai į tai įvedant pačius globotinius, visapusiškai palaikant asmens išlišiimą į bendruomenės gyvenimą, suvokiant ir priimant bendražmogūkių vertybių systeminę, pėlėjant pagalbos poveikio vaikui ir aplinkai strategijas, realizuojant individualius globotinių ugdymo planus, suteikiant pozityviosios resocializacijos proceso vyksmui specialistų komandą. Akcentuojami globotinių pirmųjų resocializacijos teigiamai aspektai susidarydavę, stabdant nepageidujamą globotinių elgesį, bendruomenė nepriimtinų vertybių sistemos demonstravimą. 

Moksliškai literatūros, dokumentų, regulamentojantių nepilnamečių resocializacijos galimybes, analizė atlikta siekiant atskleisti nepilnamečių resocializacijos teorines priežaidas. Socialinių pedagogų, socialinių darbuotojų, dirbančių vaikų globos namuose, bei vaikų globos namuose gyvenančių nepilnamečių anketinė apklausa atlikta siekiant nustatyti specialistų ir globotinių požiūrį į svarbaus-resocializacijos problemas, kylančias vaikų globos namuose, bei esančias resocializacijos galimybes šiose įstaigose. 

T y r i m o i m t i s. Tyrimo tikslas nulėmė imties pasirinkimą: pasirinktos kelias kelias socialinis globos institucijos. Apklausai 50 vaikų globos namų globotinių nuo 8 iki 18 metų amžiaus ir 40 specialistų. Atsakoma buvo vykdoma atsitiktiniu būdu, kad kiekvienas respondentas turėtų vienodą galimybę dalyvauti atrankoje ir būtų užtikrintas reprezentatyvumas. 

Remiantis atliktu moksliškai literatūros analize bei empirinio tyrimo duomenimis, straipsnyje daromas esminės išvados: 

Resocializacija – kompleksinis, integralus procesas, apjungiantis daugiaapokopų programų turinį, siekiant pakartotinio nepilnamečių įsitraukimo į visavertę gyvenimą visuomenėje, socialinėmis, pedagoginėmis ir kitomis priemonėmis ugdant bendražmogūkių vertybių sistemos suvokimą, pripažinimą. 

Tyrimo duomenys leidžia teigt, kad resocializacijos proceso eiga sulgyjoja įvairių specialistų komandinio darbo kokybę, globotinių ataskaitas į aplinkos resocializacino pobūdžio poveikį, resocializacijos programų išbaigtumo laipsnis.
Tyrimu nustatyta, kad socialiniai darbuotojai bei socialiniai pedagogai stengiasi užtikrinti globotinių mokymą, skatinti užimtumą bei turiningą laisvalaikį, organizuoja stovyklas, individualius pokalbius su globotiniais, taiko įvairias prevencines programas, ugdą savarankiškumą, pagarbą sau ir aplinkai, rengia ir įgyvendina individualius ugdymo planus kiekvienam globotiniui, lavina darbinius įgūdžius, tačiau ši veikla yra dažnai neefektyvi, dalis vaikų globos namų globotinių linkę nusikalstį.

Nepilnamečių resocializacijos sėkmei vaikų globos namuose būtina tobulinti teisinę sistemą, susijusią su nepilnamečių atsakomybės už teisės pažeidimus reglamentavimu, nustatymu, sankcijomis; reorganizuoti vaikų globos įstaigų darbą (mažinti globotinių skaičių šeimose, suteikti pilnesnę specialistų pagalbą, skirti didesnį finansavimą šioms įstaigoms, skatinti vaikų norą gyventi pagal visuomenės normas bei vertybes).