

ADVICES OF PROBATION OFFICER IN EXPERIENCE OF FORMER MINOR DELINQUENT

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SUMMARY

On the sample of 83 pairs of juvenile probation officers charged with implementation of pedagogical measure of intensive care and supervision and their former wards as the sample of the urban (Zagreb) juvenile delinquent population, the author is testing the hypothesis of high degree conformity of their statements regarding the intensity of probation officers' use of advices in direct contact with the juvenile offender.

Although the hypothesis was basically confirmed, the author indicates the problem of different experiences of probation officers and juvenile offenders regarding the advice giving frequency, particularly the problem of advices which the probation officers are not sufficiently aware of giving, but which the juvenile offenders recognize as such.

The author directs the attention to the necessity of utmost caution in giving advices, reminding of the necessary condition that the advice is asked for and that probation officer has previously established an appropriate relationship with his ward.

Key words: *advice, intensive care and supervision, probation*

1. PROBLEM

As a variation of probation increased care and supervision is passed over on delinquents who, according to M. Singer (1998, page 75), committed an "occasional criminal act" or we can talk about "accidental delinquents", namely "delinquents whose criminal act is result of temporary condition and temptation". Probation is penal-judicial frame for mutual communication between an educator and a delinquent, within designated, different, not equal role.

A role of probation officer in process of delinquent behavior transformation especially in mutual communication is very important. The stimuli which the officer is sending in communication with the minor are basic to the educational process.-

Let me remind you that probation is a penal sanction towards minor delinquents which more than any other sanction, counts on the minors participation in the process of transformation of his social behavior from unacceptable to acceptable behavior in society. In that sense this non-

institutional method is more demanding towards a minor than institutional sanction. Arguments to support this thesis lie in a simple fact that a minor delinquent who has been penalized with a punishment which does not include institutionalization (which an increased care and supervision is) is still exposed to more or less the same social factors which contributed to his criminal behavior in the first place, while in cases of institutionalization an effort to reduce such negative influences from the social environment is implied (see more in F. Hirjan & M. Singer, 1978, O. Petak & S. Uzelac, 1984, V.D. Laan, 1991, K. Hamai 1995). An educator in direct communication with a minor, and a relatively limited repertoire of pedagogical methods at his disposal, is practically the only the only respectable, expert instance expected to take care of the minor's behavior and supervise it.

However, does the minor understand the messages and their intentions? In other words, does he recognize the type and intensity of the message?

This and similar questions open the gates to deeper understanding of a complex subject matter