

Comprehensive Rehabilitation of Minors with Deviant and Delinquent Behavior: The Experience of the Russian System of Education

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ABSTRACT

The problem being studied is very important because it is connected with a high risk of the formation of minors' deviant and delinquent behavior under contemporary social conditions and the need to find effective mechanisms and technologies for their subsequent rehabilitation and re-socialization, also in the system of education. The nature and dynamic patterns of juvenile delinquency in Russia have been analyzed and the statistical data on child and adolescent crime is presented. The system of work on minors' rehabilitation and re-socialization in special educational institutions (further in the text referred to as SEI) of Russia subordinated to the federal and regional ministries of education has been described. Psychological, pedagogical, social, criminal characteristics of the contingent of special educational institutions have been characterized. The resources, goals and technologies of rehabilitation work of institutions have been described. The presented data of monitoring studies reflect a positive effect of the processes of adaptation, integration and re-socialization as a result of measures for the comprehensive rehabilitation of minors at SEI. The conclusion has been drawn that rehabilitation work with minors at SEI will be effective if a structural-functional integrated model for the rehabilitation of teenagers at SEI is designed and implemented. The results presented can be used by teachers, psychologists and specialists of SEI, other educational institutions, specialists of subjects for the prevention of neglect and juvenile delinquency while organizing a system of rehabilitation work with children and teenagers with deviant behavior, including those who have committed a crime.

Keywords: rehabilitation, deviant and delinquent behavior, minors, special educational institutions, technologies of prevention, correction and rehabilitation, educational milieu

INTRODUCTION

The contemporary social life environment, characterized by openness, dynamism and vulnerability to the expanding list of exogenous threats of various types, increases the significance of security in contemporary society. Such social category of the population as children and families with children, including those who are in difficult life situations or those who are in a socially dangerous situation, needs special protection and support from the state and society. This category includes children from socially unprotected, dysfunctional, large families; orphans and children left without parental care, children with disabilities; children with deviant behavior who have committed a crime; neglected children and homeless children.

The problems of deviant and delinquent children and teenagers, the ways of preventing asocial and antisocial manifestations of personality, the content and mechanisms of minors' comprehensive rehabilitation who have committed a crime, occupy a prominent place in psychological, pedagogical, sociological and legal studies.

Researchers identify the signs, causes and determinants of deviant and delinquent behavior [1, 2, 3, etc.], reveal its age-related manifestations in minors [4-6], describe the features of social attitudes in youth and teenagers prone to deviant behavior [7-16]. The spectrum of asocial and antisocial behavior of minors which is spreading under a negative influence of modern social, including the virtual milieu (cyberbullying, train surfing, scamming, extreme roofing, etc.) is being actively studied [17, 18-22].

At the same time, with all the variety of studies of various aspects of deviant and delinquent behavior and a sufficiently large number of programs and technologies for the prevention of homelessness and juvenile delinquency that turned out to be effective, the problem of juvenile delinquency remains an acute one.

On the one hand, according to statistical data, the number of juvenile delinquency in Russia has continued to decline in the last decade. For example, in January-August 2018, 26,117 crimes were committed by minors (4.1% of the total number of crimes committed in the country), with a tendency to decrease this index by 2.2% over the same period of the previous year; in 2017 - 42,504 crimes (4.4% of the total number), a decline by 12.5%; in 2016 - 48,589 crimes (4.8% of the total), a decline by 13.2%.

On the other hand, according to the current data of 2018, 24% of juvenile offenders commit repeated offences, 9.5% were previously convicted. In adolescents, group crimes account for about a half, while in adults, about 13%. Researchers note the trend of feminization of juvenile delinquency, which over the last decade has increased by 1.5 times, a decrease in the age of the first offence committed by children and adolescents, an increase in the number of juvenile crimes, characterized by the peculiar ferocity and punishable by the Criminal Code of the Russian Federation.

METHODOLOGICAL FRAMEWORK AND METHODS

A theoretical study of the identification of resources and algorithms for the complex rehabilitation of minors with deviant and delinquent behavior was carried out in the framework of humanistic ideas and the system and activity, socio-cultural, and personality-oriented approaches, taking account of the specificity of the category of children and adolescents, who the socialized, educational and rehabilitative effect is directed to. The method of statistical analysis was also used based on the performance indicators of 67 Russian special educational institutions of all types for 2015-2017, the method of expert assessments as part of the analysis of the development programs for SEI of open and closed types for students with deviant behavior subordinated to the Ministry of Education of the Russian Federation, for 2018-2020. The reports of the activities of the services of medical-psychological and social support of SEI for 2015-2017, the results of psycho-diagnostic work and the implementation of social and psychological rehabilitation programs were analyzed. Interviewing of a number of managers and specialists from the department for the organization of rehabilitation work in institutions was conducted, and proposals to improve its effectiveness were collected.

The study was conducted in the framework of the project "Scientific expert and methodological support of the issues of education, assistance and support of children in need of care from the state, including the protection of their rights and interests" of the Center for the Protection of Children's Rights and Interests.

RESULTS

Statistical data of infant and juvenile delinquency reflects the urgency of the problem of primary and secondary prevention of neglect and juvenile delinquency, their timely rehabilitation and re-socialization, the development and application of active measures for positive integration into society.

The search for the ways of solving this problem in Russia is of state importance and is solved at the interdepartmental level. The main goals, objectives, subjects, content and algorithms of this activity are indicated in the Federal Law of 24.06.1999 N 120-FL "On the basis of the system of prevention of neglect and juvenile delinquency" [23]. As part of the implementation of the Concept for the Development of the System for the Prevention of Neglect and Juvenile Delinquency for the period until 2020 (approved by the Government of the Russian Federation of March 22, 2017 No. 520-p) [24], it has been planned to develop and try out effective rehabilitation technologies to work with minors with deviant and delinquent behavior including those who have returned from prison and their families.

In the Russian Federation, minors who committed socially dangerous crimes before reaching the age at which responsibility for the crime begins are sent by the court to temporary detention centers for juvenile offenders (Ministry of the Interior), educational colonies (Ministry of Justice), and special educational institutions (Ministry of Education of the Russian Federation).

Table 1. The data on the causes of sending teenagers to closed type SEI in 2015-2017

Causes of the teenagers' sending to closed type SEI	The share of minors from the total number sent to closed type SEI, %		
	2015	2016	2017
Theft	72.3	63.22	60.9
Hooliganism	6.69	3.61	2.79
Robbery	12.7	8.64	9.26
Extortion	3.6	1.93	1.73
Murder	0.4	0.33	0.48
Banditism	1.08	0.42	0.77
Intentional infliction of greivous or medium bodily harm	6.4	5.54	5.01
Intentional destruction or damage to a property	4.6	6.12	4.92
Seizure of a car or another type of vehicle without the purpose of stealing	12.1	8.06	9.26
Rape	0.8	0.25	0.28
Sexual violence	1.18	2.01	2.12
Acts of sexual abuse	0.2	0.08	0.38
Crimes connected with drug dealing	1.2	3.52	2.5
Other types of socially dangerous acts	11.1	10.57	14.47

Special educational institutions (further in the text referred to as SEI) of open and closed types are an important institution of the Russian system for the prevention of neglect and juvenile delinquency in teenagers with deviant behavior and who have committed a crime. They provide comprehensive rehabilitation and re-socialization of inmates, help them get general and secondary vocational education. It exerts an educational influence in order to form law-abiding behavior, positive social attitudes and values.

According to the Federal Law №120-FL "On the basis of the system for the prevention of neglect and juvenile delinquency" (23), the contingent of SEI is made up of children and adolescents from the age of 8 (in open type SEI) or 11 (in closed type SEI) up to the age of 18 who are in need of special conditions of education, training and require a special pedagogical approach. Juveniles are sent to open type SEI on the basis of a decision of the regional commissions on juvenile affairs and the protection of their rights, the conclusion of the psychological, medical and pedagogical commission and with the consent of their parents or other legal representatives. The causes for sending juveniles are stable illegal behavior, refusal to attend general educational organizations, difficulties in communicating with parents. The cause for sending to a closed-type SEI is a decision of a judge or a court sentence as a result of a law violation by a minor.

According to statistical data of the Ministry, 67 SEI located in 48 subjects of the Russian Federation worked in 2017 with a number of 5357 people, of them 914 girls (17%). Of the total number of SEI 48 operated as closed type institutions, 19 - as open type ones. The age of inmates in open type SEI was from 8 to 14 - 30.94%, older than the age of 14 - 69.06%; in closed type SEI from 11 to 14 - 40.37%, older than 14 - 59.63%. **Table 1** gives the data on the causes of sending teenagers to closed type SEI in 2015-2017.

In most cases, the illegal behavior is the result of a difficult life situation which inmates find themselves in, a distorted or interrupted process of their socialization. For instance, the information on the pupils of SEI for 2017 show that before sending to the institution, 15% of the children were brought up in a broken family, 7.6% of the pupils were orphans and children left without parental care, 3% of the pupils have parents who were deprived of parental rights, 0.8% have one or both parents who are in prison. 11.3% of teenagers took psychoactive substances before being sent to SEI, 12% were prone to vagrancy.

A special and quite significant category of pupils of SEI are minors with disabilities, who have mild mental disorders (diagnosis code F-70), mental retardation, and mixed specific psychological (mental) disorders (diagnosis code F-83).

The objectives of SEI activity, in accordance with the Charter and other regulatory acts that regulate the activity, are the provision of general, vocational and supplementary education; the development of the students' personality in the framework of a special pedagogical approach; protection of the students' rights and legitimate interests; provision of special conditions to keep them, personal safety of minors and their maximum protection from negative influence; psychological, pedagogical, medical and social welfare and rehabilitation; implementation of measures to form law-abiding behavior of minors and a number of other measures.

In accordance with this mission, a rehabilitation process is organized at SEI, in which such components as the environment (rehabilitation environment), psychocorrectional, educational, educational and sociotherapeutic work interrelate.

To ensure their implementation in the best way, a space is assigned in the structure of SEI, which incorporates the place and content of the activities of all the services of the institution:

- control service;
- service to provide the educational process (level of general education);
- service to provide the training and production process (secondary vocational education);
- service to provide the educational process;
- service of medical, psychological and social support;
- service of organization and control;
- administrative service.

As the expert assessment of the activity of SEI showed, the conditionally divided areas of the comprehensive rehabilitation process at SEI are:

- pedagogical rehabilitation - restoration of the educational status of a pupil in accordance with the age norm and taking account of the psychosocial development, including the use of inclusive techniques;
- medical rehabilitation and physical development - restoration of the physical health status of pupils, treatment, prevention, development of healthy lifestyle skills, also through taking up various sports;
- psychological rehabilitation - restoration of the psychological status of pupils, the formation of identity, positive self-esteem, the creation of favorable conditions for positive personal development;
- “special rehabilitation” - correction of deviations in mental and psychological development, the formation of adaptive models of behavior;
- social and psychological rehabilitation - restoration of the social status of pupils, comprehensive work with their families, legal education and upbringing, restoration of broken social ties with society, development of the ability to resist factors of crime repetition, mastering socially-approved forms of behavior;
- vocational labor rehabilitation - vocational guidance, the formation of the vocational labor status of pupils, etc.

The mechanism in building and implementing rehabilitation of teenagers' deviant and delinquent behavior, the restoration of its status in the activity of SEI is its environment, primarily rehabilitation and educational one, which is “a system of influences and conditions of the personality formation according to a given pattern, as well as opportunities for its development contained in the social and spatial-objective environment” [25]. Thus, the activity of SEI in the rehabilitation process of pupils is realized in the aspect of the local educational environment as a functional and spatial association of subjects of education, between who close diverse group interrelations are established. The constituents of this environment are the subjects of the educational process, as well as the social, spatial-subject and technological (or psycho-didactic) components of the educational environment.

The process of rehabilitation is carried out by all staff members of SEI as subjects of the educational process (teaching staff, medical and socio-psychological services, control services, administrative and business personnel). The staff of the SEI comprises teachers, educators, masters of production training, educational psychologists, social pedagogues, defectologists, speech therapists, psychotherapists and psychiatrists who, in the framework of their official duties, carry out remedial and rehabilitation activities with pupils. Such staff structure helps to determine and implement an optimal individual rehabilitation program for a pupil, taking into account his psycho-physiological capabilities, the structure of the defect (if any), the specific features of the external environment (family relations) and a number of other factors. In addition, it is necessary to point to the problem of staffing such institutions, especially with defectologists, professional masters, psychiatrists and psychotherapists; sufficient and regular professional development of specialists, their mastering new methods and technologies of work.

A spatial component of the educational environment in SEI has a special specificity. On the one hand, institutions, especially closed type ones, operate under conditions of a high security institution. In this situation, teenagers are partly in a position of some degree of being deprived of social communication, information, emotions. On the other hand, their compulsory isolation from the negative influence of the environment, most often the nearest social environment, together with comprehensive rehabilitation has a beneficial effect on their giving up bad habits, the formation of positive social attitudes (instead of asocial and even criminal), motives and skills, the state of psycho-emotional sphere, socially-approved experience in various fields of activity. The deprivation is compensated through the organization of the functional and aesthetic space of the institution, equipped with modern information and communication and technical training facilities, industrial technological equipment for vocational education, modern social, household and therapeutic infrastructure (gym, workout platform, library and media library, psychological relaxation rooms and etc.).

The adaptation of educational programs to the level of training and psycho-physiological characteristics of pupils, including those who have limited abilities, the variability of types of educational and labor activities; the use of various methods and technologies in the educational process allows pupils of SEI, even with serious problems in training, to become its full-fledged participants. Special importance in the institution is given to

vocational orientation, training and education of pupils, as a means and condition for further favorable adaptation in society after finishing SEI.

The social component of the educational environment of SEI is also extremely important. In SEI social support is provided to each subject of the educational process, their psychological security, protection of legal rights and interests, constructive relationship style is built, conditions are created for meeting the socio-cultural needs of pupils, work is being done to restore family relationships and etc.

The systemic link between all the components of the educational system of SEI, including their rehabilitation orientation, makes it possible to efficiently use all the resources of this environment and to form a system of positive social skills and values for SEI graduates, to ensure a favorable outlook for mental and physical health, the psychological climate in the family or independent living.

Thus, the educational, correctional and rehabilitation activities of a SEI are complex in nature and imply the design and implementation of a structurally functional integrated model for the rehabilitation of teenagers at SEI, reflecting the unity of purpose, result, logic and dynamics of the process being studied in the aggregate of structural elements (purpose-oriented, process and activity, performance-evaluation) and functions (prognostic, regulatory, organizational, motivational, diagnostic), that can help to predict the outcome [26].

Let us consider a number of examples of the effectiveness of rehabilitation measures in the activity of various services of SEI.

So, based on the practice of social and psychological services of SEI, the priority areas of psychological and pedagogical support and rehabilitation of pupils are:

- adaptation of children due to the renewal of the contingent by more than 40% during a year;
- preventive work with pupils who are in the "zone of special attention" (prone to violation of discipline and offenses, unauthorized leaving from the institution, smoking, having suicidal inclinations);
- psychological and pedagogical support of students with disabilities;
- the formation of the value and meaning sphere of students as the basis of law-abiding behavior.

Psychological and pedagogical support is carried out through:

- the implementation of comprehensive target programs for correction, prevention and rehabilitation;
- the creation of a data bank of techniques and their try-out for the purpose of forming the meaning future of teenagers in the aspect of a time perspective;
- the implementation of diagnostic and correctional work of intellectual, personal and emotional-volitional characteristics of pupils, which impede the normal course of the process of training and education;
- advisory, informational, educational work with students, teachers and specialists of SEI, parents with the aim of forming a psychological culture;
- advising the teaching staff on the psychological problems of training and education of pupils.

All information on work with pupils (diagnostic, advisory, individual, group, correctional and developmental work and psycho-prophylactic) is shown in the individual rehabilitation program for the development of the learner's personality, which is devised taking account of his age, individual characteristics, educational level, psychological and physical condition, recommendations of medical workers (psychiatrist, neurologist, narcologist), the presence and extent of criminal experience.

To determine the main indicators of pupils' adaptation (level of comfort, psychological climate in the group, level of self-esteem, anxiety, school motivation, etc.), monitoring is carried out annually at the beginning and end of the year. **Table 2** reflects the positive dynamics of the adaptation and, as a sequence, rehabilitation processes as a result of comprehensive measures to restore the above-mentioned statuses of minors at the FSBEI "Maikop SEI" (the Republic of Adygea, RF).

Table 2. Diagnostics results of pupils' adaptation

Indicator	Level	2015		2016		2017	
		Beginning of the year	End of the year	Beginning of the year	End of the year	Beginning of the year	End of the year
Adaptation	High	8%	19%	17%	35%	12%	26%
	Medium	42%	67%	39%	52%	34%	64%
	Low	50%	14%	44%	13%	54%	10%
Self-esteem	High	46%	39%	38%	32%	51%	33%
	Medium	23%	39%	19%	40%	21%	54%
	Low	31%	22%	43%	28%	28%	13%
Anxiety	High	52%	37%	55%	40%	49%	38%
	Medium	21%	42%	21%	38%	13%	51%
	Low	27%	21%	24%	22%	32%	11%
Aggressiveness	High	28%	19%	37%	26%	33%	26%
	Medium	31%	48%	31%	44%	36%	45%
	Low	41%	33%	32%	30%	31%	29%
Motivation of learning activity	High	5%	8%	12%	15%	7%	10%
	Medium	21%	39%	19%	43%	23%	32%
	Low	74%	53%	69%	42%	70%	58%

The scientific and methodological support (diagnostic tools, methodological recommendations, software, the development of new technologies by specialists, etc.) serves as the program-technological base for the integrated design and effective implementation of the rehabilitation process of SEI pupils.

As part of the scientific and methodological support of the activities of SEI, the Ministry of Education of Russia, the Fund for the Support of Children in Difficult Life Situations (RF) in cooperation in SEI systematically work on the development, testing, implementation and dissemination of new effective rehabilitation, health-saving, adaptive, corrective and developmental technologies and other techniques.

For example, in the framework of the project "At the Turn of the Way: A Technology of Positive Change in the Life Situation", FSBSEI "Orlovskoye SEI" (the Kirov region, Russia) in 2016-2017 the Center for Targeted Rehabilitation and Socialization of Pupils was established, the activity of which was aimed at individual support, restoration and development of their internal resources. Owing to the introduction of a pilot model of a unified automated information system for the analysis, monitoring, and program-methodical support of educational and rehabilitation processes, specialists compiled individual programs for 90 pupils of the SEI, conducted over 380 group and 1600 individual correctional and developmental classes for minors in the program "Psychology of Self-Cognition". In the framework of the project, more than 10 career guidance events were held, which contributed to the social and labor rehabilitation of pupils, creating conditions for self-realization in their professional activities, and creating a positive outlook for adolescents on their future. More than 85 families participated in training programs with the use of mediation practices aimed at normalizing parent-child relationships.

The technology of the integrated competence approach is being introduced in the framework of the project "Mirgorod: Individual Rehabilitation Workshop", developed by the FSBVEI "Reftinskoye SEI" (the Sverdlovsk region, Russia). An individual route of personal development was devised for each pupil, consisting of several blocks. As part of the project, in 2017, pupils (132 people) developed and implemented 41 social projects (individually or as a group) to realize social roles in vocational, educational, volunteer and other socially significant activities, including sports and creative activities. Following the results, pupils conducted a self-analysis of the project implementation (motives and degree of personal participation in the project were identified; strengths and weaknesses of the activity (own team, group) were identified; they gain self-cognition skills; the prospects to use the experience gained in future personal and professional activities were outlined). Role modeling techniques were used in the rehabilitation work. Minors were trained in new models of effective behavior in situations of interpersonal interaction (acquaintance, conflict, oral examination, etc.). The flexibility of behavior among teenagers was expanded due to the ability to take on the roles of different participants in communication. The acuteness of problem experiences associated with the situations played was reduced, so they could recognize and identify their own negative emotional states that occur during communication. Some events were held to teach minors the skills of successful interpersonal communication.

A significant component of the process of successful socialization as a result of the rehabilitation process of SEI pupils is the creation of prerequisites for their life order after leaving the institution, including solving issues of continuing education, employment, providing housing facilities, providing psychological, social and legal assistance.

Table 3. Dynamic indicators of positive post-school adaptation and re-socialization of SEI pupils in 2015-2017

Information on social activity of graduates of open type and closed type SEI in the post SEI period	The share of further social activity of SEI graduates		
	2015	2016	2017
Study at general educational institutions	14.3%	12.3%	14%
Study at general education institutions with part time and full time forms of education	2.9%	3.8%	2.4%
Study at educational institutions of secondary vocational education	15.6%	32.6%	31.1%
Study at educational institutions of higher vocational education	0.3%	0.2%	0.2%
Work	16.3%	14.4%	13.6%
Serve in the army	2.5%	2.7%	2.6%

For the post-school adaptation to be successful the social environment in which the pupil returns plays an important role. While a teenager is in the institution, the socio-psychological service works with the student's social environment at his place of permanent residence, and establishes contact with the teenager's close friends. They identify people who are significant for a teenager, their positive influence on the pupil is used. Work is also carried out to reorient the teenager's attitude to the asocial / criminal group, previously a reference group and the correction of criminal attitudes.

A few months before graduation a route for post SEI adaptation is created for each graduate [27]. This is a set of activities implemented on the basis of cooperation between various agencies and aimed at successful social adaptation of the graduate. The route implies three forms, depending on the level of readiness of the teenager for graduation. The route "support" is compiled for graduates with a favorable prognosis of social adaptation, it bears an advisory character and does not require special monitoring of execution. The route - "patronage" is developed in case of significant problems in one or several vital areas of the graduate (marital status, living conditions, etc.). This route is necessary for adolescents who have a significant degree of risk of repeated offenses, asocial behavior, implies the names of people responsible for all areas of life of the graduate. The route - "SOS" is intended for graduates with an unfavorable prognosis of social adaptation, who are not ready for graduation.

This route involves continuous monitoring of the graduate's life areas, the provision of operational assistance in crisis situations, the appointment of a person responsible and a supervisor for this job. The route can be implemented in the form of additional time spent at the institution to continue the rehabilitation process.

Monitoring graduates' adaptation process in the post SEI period is carried out during three years. An inquiry is made to the Departments on Juvenile Affairs and the Commission on Juvenile Affairs and Protection of Their Rights at the place of residence of graduates, on the basis of which an analysis is made of the risk of repeated offence and graduates' constructive self-realization in the social environment. In general, it is possible to note a significant proportion of positive post-school adaptation and re-socialization of SEI pupils in 2015-2017 with the preservation of dynamic indicators ([Table 3](#)).

DISCUSSION

The results obtained in the course of research and expert evaluation of activities for the comprehensive rehabilitation of minors with deviant and delinquent behavior carried out at special educational institutions of open and closed types of the Russian educational system allow us to make a conclusion about the structure and technology of the traditional, established system of training, correction and rehabilitation of pupils of these institutions, identify problems in the field of their prevention and rehabilitation, identify areas and resources to improve the effectiveness of this work.

The leading role in the implementation of the rehabilitation process belongs to the well-organized, socially-oriented educational milieu of SEI, whose structural components (social, spatial-subject and technological (psycho-didactic), as well as subjects of the educational process) are filled with the rehabilitation content.

As practice shows, depending on the age, personal and social problems, the specifics of the social situation and the development environment, the individual characteristics of the rehabilitant - a pupil of a SEI, the procedure for conducting complex medical, remedial, socio-cultural, psychological, pedagogical, legal, professional and other rehabilitation measures is determined, as well as labor, household and sports therapy.

Despite rather a successful experience of the activity of a SEI as a social institution in the rehabilitation and re-socialization of minors who have committed crimes, there are a number of problems in the implementation of the rehabilitation process:

- an objective, constantly changing picture of the causes and nature of infant and juvenile delinquency (feminization, very young offenders, an increase in the number of juvenile offenders with disabilities, including with mental disabilities, etc.) requires new approaches to prevention and rehabilitation;

- it is required to develop and update the regulatory support of all the spheres of activity of SEI, as well as regulating educational and rehabilitation processes;
- there is a great demand of institutions for qualified personnel, especially in medical and socio-psychological services;
- measures are required to prevent professional and psychological burnout of employees under conditions of work with a socially complex contingent;
- the search, development and testing of effective rehabilitation, health-saving, adaptive, correctional and other technologies are very important;
- it is required to develop algorithms for the comprehensive influence on a pupil by all the subjects of the rehabilitation process with a view to its effectiveness and long-term results, including in the post-curricular period; as a result, the creation and implementation of a structural-functional integrated model for the rehabilitation of teenagers at SEI.

The study has showed that special educational institutions for children and teenagers with deviant and delinquent behavior have significant rehabilitation potential, which in some cases is underused. The conditions to increase the effectiveness of their work in this area are: the creation of a correctional and developing environment in the institution; staff development; development of social partnership of subjects of social and pedagogical rehabilitation; the creation of resource centers at SEI with the successful experience of scientific and methodological development and training of employees and some others.

CONCLUSION AND RECOMMENDATIONS

The analysis of the activity on rehabilitation and re-socialization of minors carried out by SEI for children and teenagers with deviant behavior allows us to evaluate the sufficient experience of these institutions of the Russian education system in the prevention of minors' repeated offenses, their successful integration into society, as well as significant resources for its further development and improvement. The field for the implementation of the rehabilitation process at SEI is the environment, primarily rehabilitation and educational one, whose all components are aimed at restoring the status (educational, psychological, physical, social, etc.) of the pupil. The systemic link between all the components of this environment makes it possible to efficiently use all its resources and to form a system of positive social skills and values among SEI graduates, to provide a favorable outlook for mental and physical health, the psychological climate in a family or its arrangement of independent living. Effective comprehensive rehabilitation work can find its own expression in the design and implementation of a structural-functional model for teenagers' rehabilitation at SEI, if human, scientific, methodological, informational, technological, regulatory and legal resources are provided.

The presented results can be used by teachers, psychologists and specialists of SEI, other educational institutions, specialists of agencies for the prevention of neglect, homelessness and juvenile delinquency while providing a system of rehabilitation work with children and teenagers with deviant behavior, including those who have committed a crime.

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