

## From isolation to social readaptation

For years, scholars in the social sciences addressing juvenile rehabilitation have advocated not only for a transformation in the educational institutions' system but also for reorienting this system towards the social readaptation of juveniles upon their release from these institutions.

Adaptation (derived from the Latin *adaptatio*) refers to the fitting and adjustment of organisms of a certain species to their environment, allowing them to utilize, occupy, and exploit its resources effectively.

In this context, readaptation can be conceptualized as the process of readjusting to an environment in which an individual has previously functioned but had to depart for reasons either under or beyond their control.

Adaptation and readaptation, concerning the human individual, are facilitated by the activities they undertake, whether intentional or unintentional, in interaction with the social environment.

The process of adaptation and readaptation accompanies individuals throughout their lives, integral to their participation in social life and the continual adjustments to their surroundings.

Furthermore, it is a fundamental condition of life. Regardless of whether a person faces danger or experiences strong emotions, the body is mobilized each time to confront stressful factors in different ways and with varying effects.

According to behaviorists, adaptation is programmable, reflecting a perspective that sees adaptation unilaterally as a human task imposed by the surrounding environment.

An individual's behavior leading to positive adaptation indicates the development of specific habits in response to particular situational stimuli.

In contrast, psychoanalysis seeks factors in the human psyche that determine homeostasis with the environment, enabling or disrupting human adaptation and readaptation to the environment.

Modern psychoanalysts emphasize the adaptive and readaptive properties of the “ego” as an internal energy ensuring human adaptation through well-developed functions of learning, memory, perception, and thinking. These functions help reduce difficulties by mitigating tensions between the individual’s sensual nature and social norms.

Humanistic psychologists recognize that the process of adaptation and readaptation must be accompanied by a process of self-realization, considered the most crucial human need (Rogers, 2000).

Any change in the environment initiates the process of adaptation or readaptation of the individual, influenced not only by positive but also negative human activities.

There are basic needs that must be fulfilled to ensure proper adaptation and self-development simultaneously (*physiological needs, security, affiliation, self-esteem, self-actualization*).

Isolation and loss of freedom, both as objective facts and subjective perceptions, can lead to the development of the learned helplessness syndrome.

An individual adapting to the conditions of isolation and loss of freedom can become accustomed to prevailing schematism and monotony, with many activities done for them and on their behalf.

Without control over their own destiny and a lack of ability (or desire) to make decisions, confidence in achieving goals or making changes diminishes.

Prolonged isolation and loss of freedom cause the imprisoned person to abdicate responsibility for decisions and activities, hindering their return to non-isolation and freedom.

The fear of returning to social reality is not exclusive to recidivists and incarcerated individuals but is also felt by those who have experienced social isolation or a sense of such isolation.

This is particularly pertinent for juveniles in various social rehabilitation facilities that have progressively transformed into correctional-type institutions over recent years.

It is high time to reverse this trend and initiate the process of creating conditions for the readaptation, reintegration, and reculturation of so-called “institutionalized youth,” thereby creating a new system of juvenile rehabilitation.

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