



An Erasmus+ Project with 6 countries
2015 - 2018

Marriotts School
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1. The psychological trauma
2. Charged transferences
3. Safe place
4. Resilience / re-installing effectiveness

1. The psychological Trauma

What is a trauma

“Trauma is ... the result of an overwhelming amount of stress that exceeds one's ability to cope or integrate the emotions involved with that experience...”

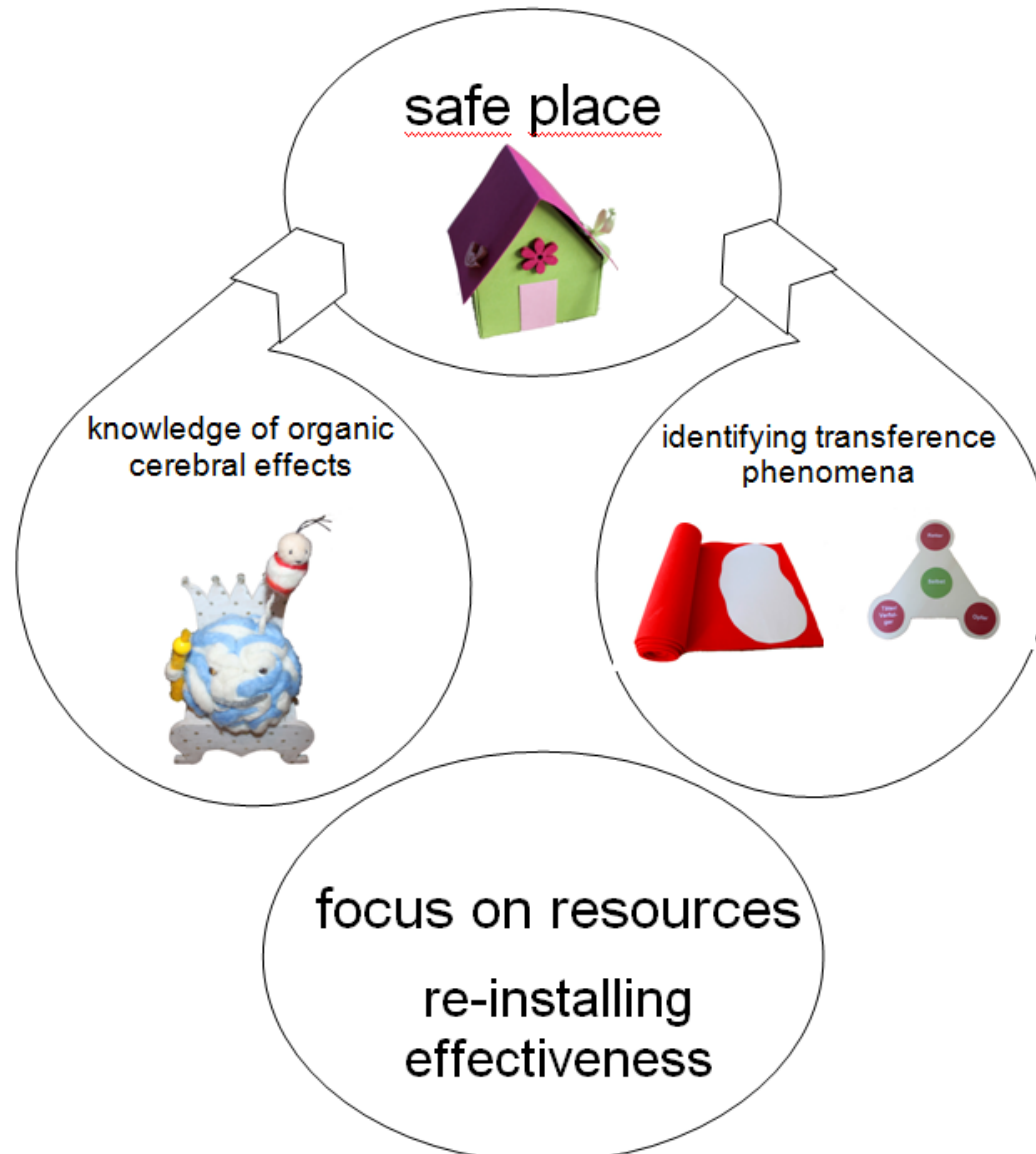
SAMHSA. US Gov Homepage

...and provokes a big feeling of helplessness and ineffectiveness.

Fischer/Riedesser

Today, thanks to functional brain imaging and neurobiological science, we know that most behaviours are regulated by rationality, except in experiences of profound threat. They lead to behaviours which cannot be voluntarily controlled. This is not caused by illness, rather it is a survival mechanism.

Trauma pedagogy



Knowledge of organic cerebral effects















The most recent research into neurobiological effects has influenced expert opinion that a child suffering from a post-traumatic stress disorder cannot easily be trained to develop new skills which can be used in threatening situations. In such situations the cerebral cortex which has been trained, is de-activated.

Therefore a safe place helps to reduce the sensitivity of the look-out man, of the antenna.



Trauma in history

“Post traumatic disorders” were known and described in recent centuries. That means that human beings knew about the vulnerability of the soul not only about that of the body. But it is interesting that it was a topic which was forgotten and tabooed when the threats were over.

It's possible that we want to forget it because we feel that psychological trauma can be contagious.

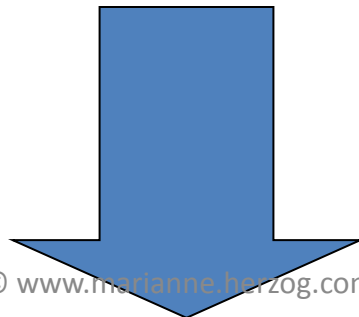






Commonness of traumatised students

We deal with students with these problems in all phases of education, because intelligence is not linked to trauma and vice versa. We should acknowledge that in a standard class of 25 students, one or even more individuals are affected by trauma. In inclusive school systems this number is even higher.



Children and young people who have very exceptional and disturbing behaviour could be suffering from psychological trauma...

...it is worth thinking of this possibility especially when the children and young people make us feeling **ineffective** and **helpless**.

Secure attachment

A secure attachment is the most important factor which insulates a human being from psychological trauma. When we have dealings with children and young people who show signs of a trauma disorder, there is often a history of insecure attachment (avoidant and ambivalent attachment or disorganised attachment classification). An otherwise secure attachment style could have given the child protection .

A secure attachment can only be developed with a person who gives appropriate and sensitive response. Sensitiveness means that the adult responds with a fast and appropriate response to the child's needs and actions.

Attempts to avoid a secure attachment in history



- Dictatorship tries to avoid a secure attachment; people need more security from the government and more easily accept the rigidity of totalitarianism
- The modern economy could be interested in customers without secure attachment; they consume more (???)

acute psychological trauma

- Poor memory
- Avoidance
- Alertness
- Difficulty to concentrate
- Flashbacks, unexpected

These are normal reactions to an insane situation and should fade after some time, but when the trauma gets chronic they can persist

Possible causes

As professionals working with children and young people, we are confronted with both current and recent psychological trauma. Many of them are clear:

- Illness and death in the family
- Accident
- Natural disaster
- Divorce, separation, loss
- War
- Loss of parental employment

There are other factors which can impact on a child's mental health, but these are often societal taboos:

- Neglect
- Bullying (School is involved)
- Sexual abuse
- Violence (especially in the children's family)

Traumatic experience caused by bullying, a frequent issue in educational organisations, is often directly linked to the school environment. Bullying should not be underestimated as a cause of trauma.

Causes for psychological trauma (summary)

acute trauma

- Illness and death in the family
- Accident
- Natural disaster
- Divorce, separation, loss
- War
- Loss of parental employment
- Neglect
- Bullying
- Sexual abuse
- Violence (especially in their own family)

persistent trauma

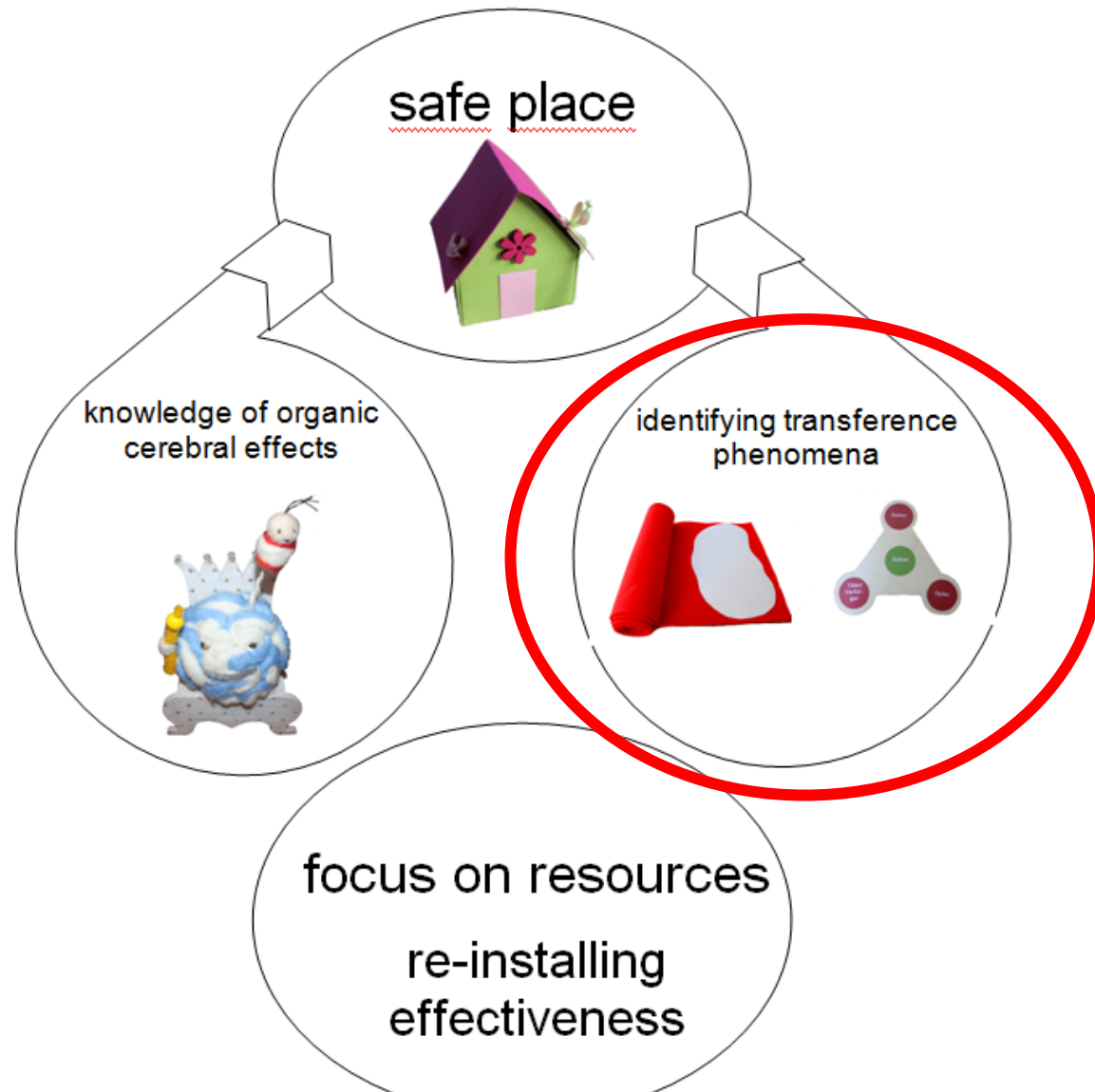
- **Neglect in early childhood**

- Illness and death in the family
- Accident
- Natural disaster
- Divorce, separation, loss
- War
- Loss of parental employment
- Neglect
- Bullying
- Sexual abuse
- Violence (especially in their own family)

2. Charged transferences



Identifying transference phenomena



A person with a chronified trauma disorder will be triggered and this leads to actions he cannot control. These actions can be understood as self-healing attempts of the soul hoping that this time the action leads to a happy end and the problem can be solved and abandoned. At the same time the action unconsciously leads to a failure; this fact provokes a retraumatisation which strengthens the trauma disorder.



It is like a red carpet which is the invitation for
us to step on it and to act up in the play of the
trauma

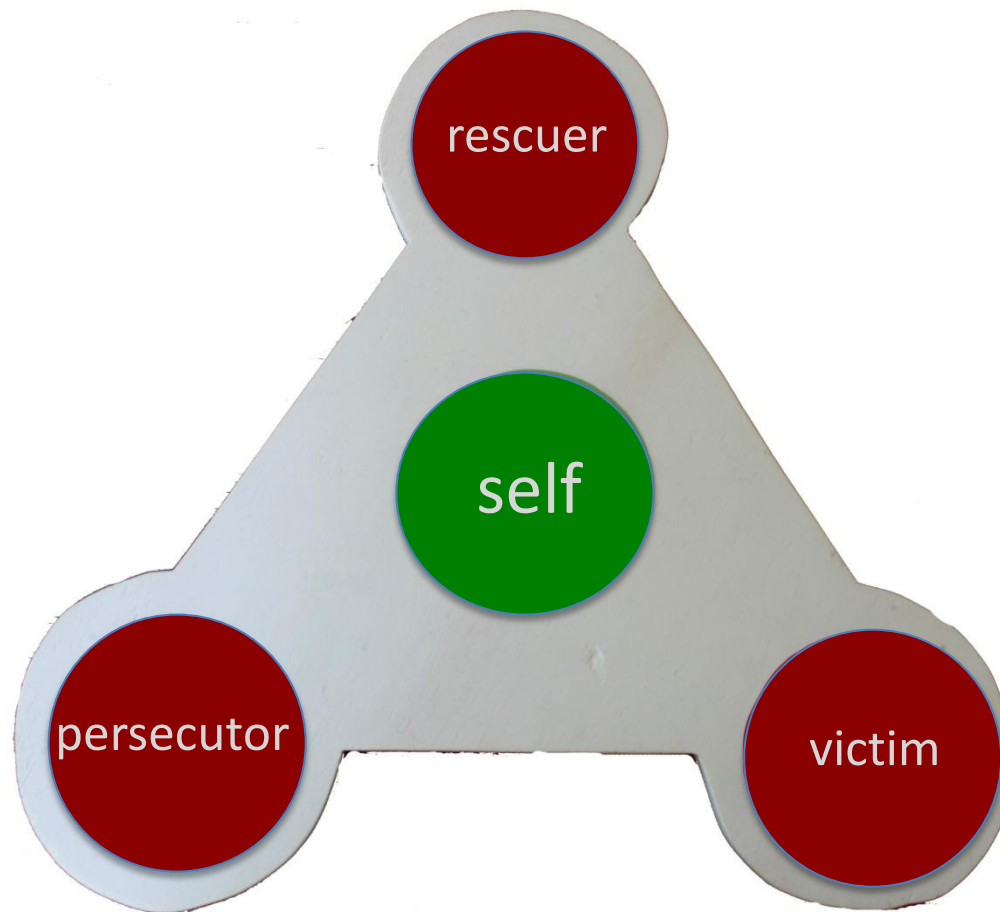


But if we don't step on this red carpet and stay in our "self", we make new outcomes possible. The trauma pedagogy can help to identify how to find a good way to escape from the "trauma play". A very simple and powerful method is the "concept of the good reason".



Assuming positions of rescuer, victim, persecutor

Typically, we have strong feelings in our dealings with heavily traumatised children and young people. These feelings can be transferred. If we don't recognise them as transferences, we risk illness through prolonged exposure. Only if transferences are recognised can a stable relationship be developed. Very often transferences are mixed up with the feeling of the professional himself. They can be linked to their own biography; we feel attracted to a special position, that of a rescuer, a victim or a persecutor.



With transferences we risk assuming the position of the rescuer, the persecutor or the victim. Only reflective practitioners can help others while retaining their own morale.

It is important to come back to the position of “myself”. There I have connection to my skills and knowledge and can build a sustainable relationship with students.

Transferential dynamics are powerful traps. As professionals interacting with impacted students it's important to identify these dynamics to stay in a state of good mental health and to be able to build a sustainable relationship with those students.



The concept of the good reason

For the interaction with traumatised students the “concept of the good reason” is very helpful. We admit that the student has a good reason for his behaviour even if this behaviour is difficult and/or unacceptable for us as teachers or social workers:

“You might have a **good reason that you...”**

(Alice Ebel)

*You might have a
good reason that
you...*

The letter G like „gift“

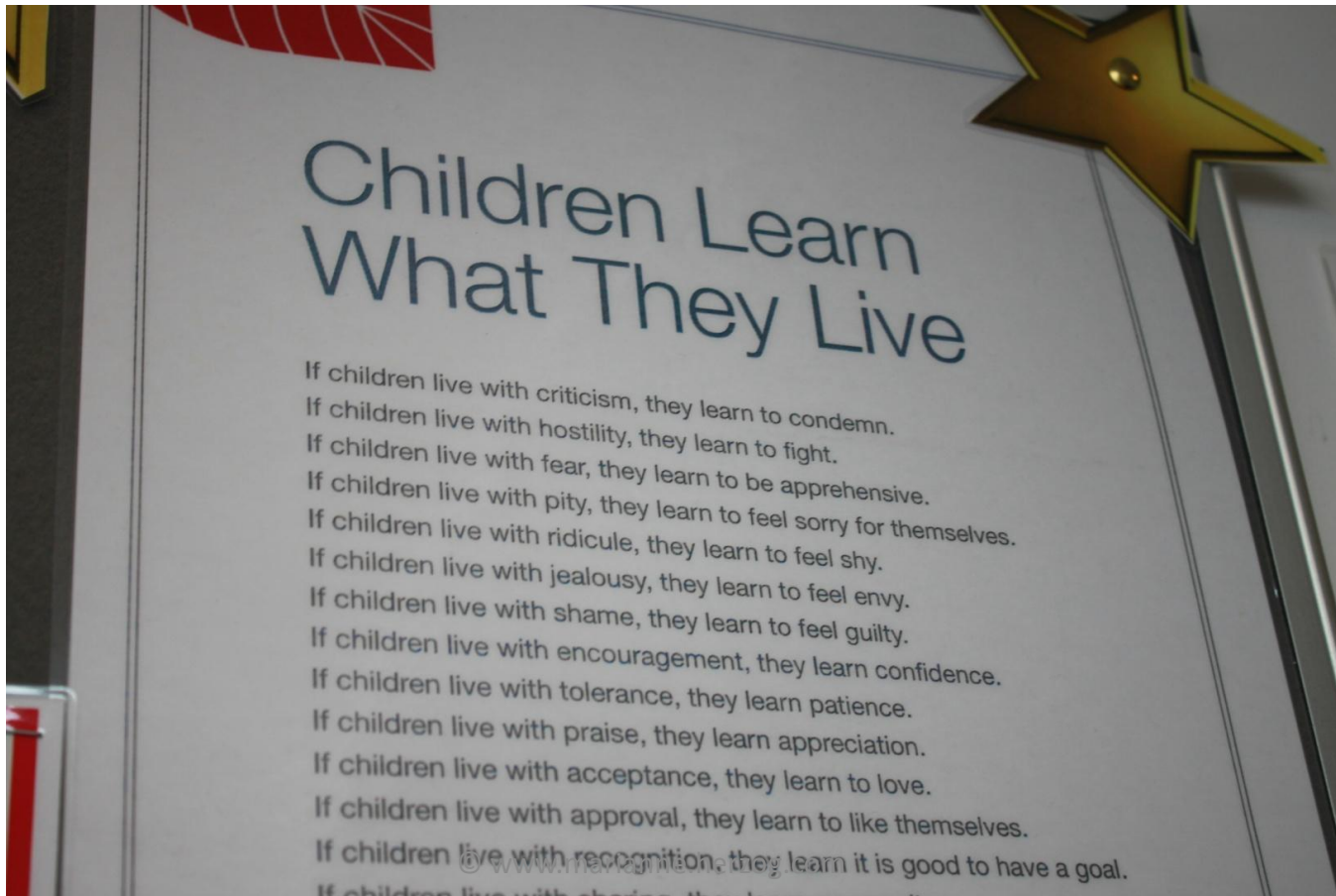


concordant tansferences

Re-enacting the ineffectiveness



concordant transferences exist the
other way round too:
„If children live with encouragement,
they learn confidence“



example













Summary

Traumatized children confront us as teachers, therapists or social workers with their trauma – whether we like it or not !

Children with psychological trauma re-enact their stories in their daily life, including school. They transfer their experience of traumatic attachment.

Please identify your own examples
when you were driven out from
„myself“ to the position of

- a victim
- a rescuer
- a persecutor

3. A „safe place“

Only „A safe place“ makes it possible that the very efficient survival strategies will be given up and alternative behaviours can be installed.“

Marc Schmid 2012



Let's focus on the safe place



The safe place at different schools in the project



An Erasmus+ Project with 6 countries
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Ipsia Carlo Cattaneo, Rom,

vocational studies for young migrants: the mobile phone links them to their teachers and provides them with a safe place



Marriotts School Stevenage

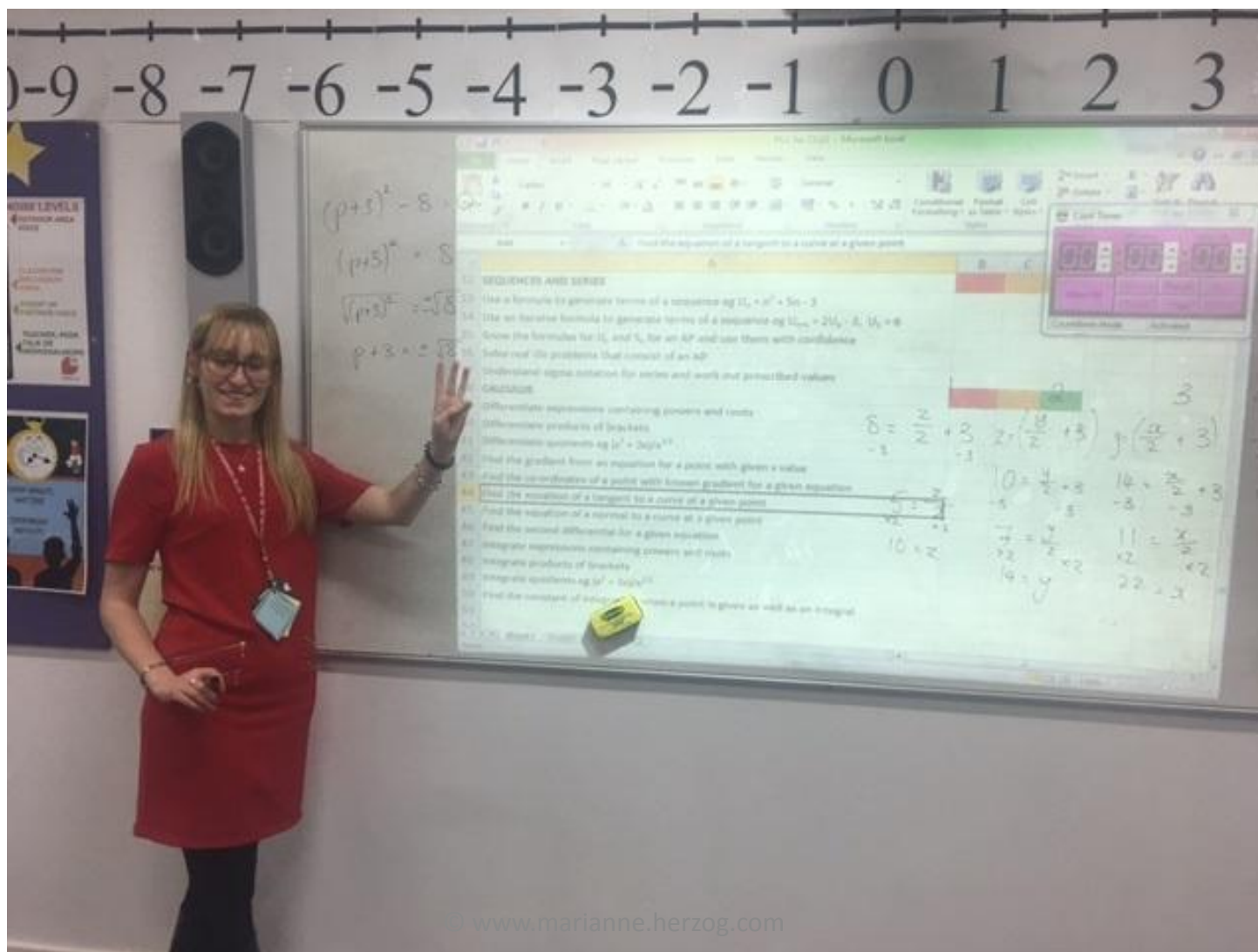
A great example how a building and additional methods can guarantee the safe place







5-4-3-2-1-method to get the attention of students



Zespół Szkół Elektronicznych i Ogólnokształcących, Przemyśl



They put a special focus on integrating new students



Scoala Gimnaziala Sura Mica, Romania








Excellent cooperation among all players (church, school, health system, municipality , NGO)



The safe place in the children's book ,Lily, Ben and Omid'





Lily, Ben und Omid treffen sich
vor der Schule. Sie haben keine Lust
zum Unterricht zu gehen.

Da schlägt Lily vor: «Kommt,
wir wandern aus!»



So machen sich die drei auf den Weg in Richtung Abenteuer und kommen schon bald in einen tiefen dunklen Wald.

Überall lauern Monster, unförmige Gestalten, böse Zwerge, hässliche Riesen, die schreien, heulen und brüllen. Die Baumstämme tragen Fratzen, die Blätter rascheln, die Äste wollen sie packen.

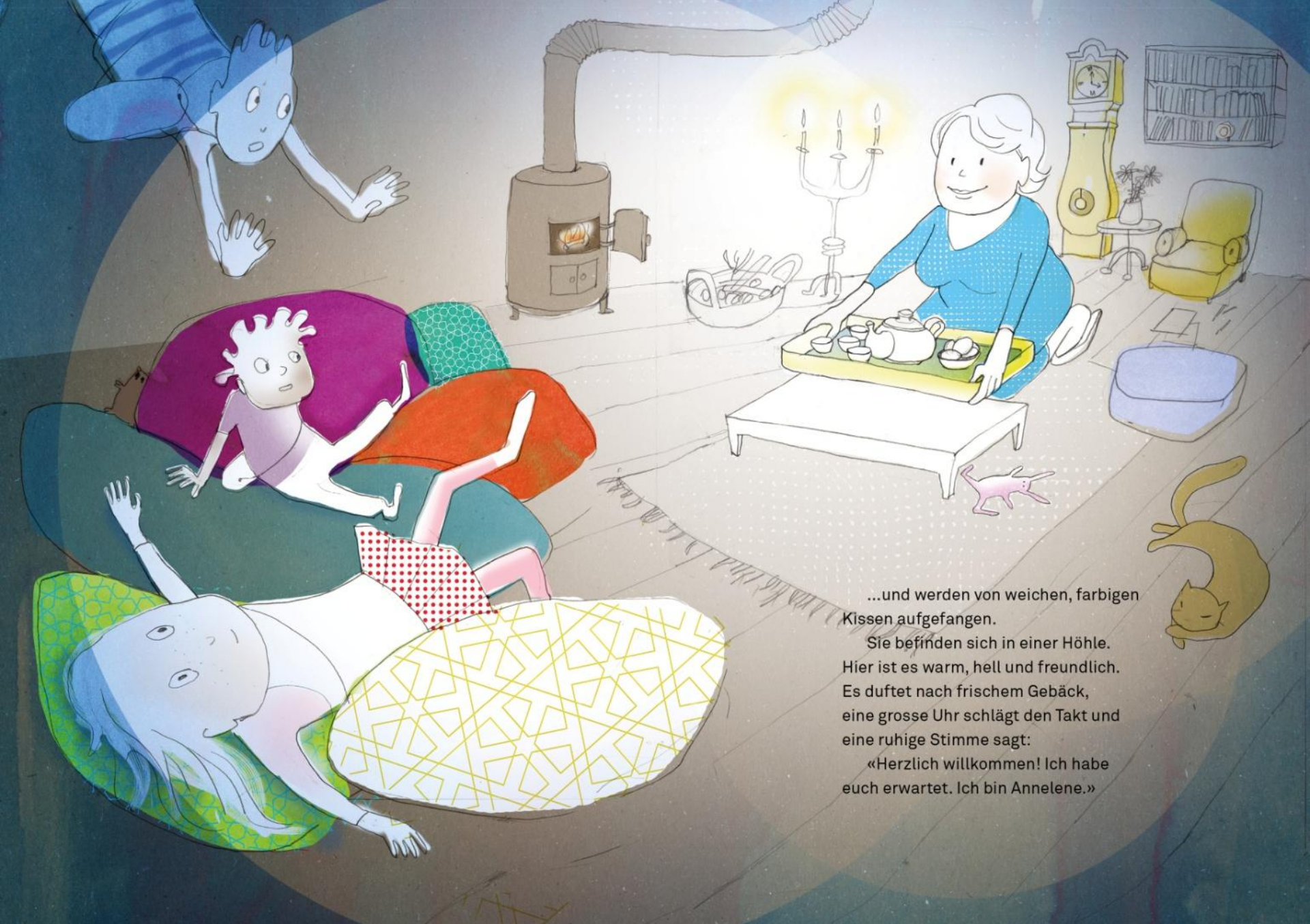


Da öffnet sich unter ihren
Füssen ein Loch...





...und sie fallen tiefer
und immer tiefer...



...und werden von weichen, farbigen
Kissen aufgefangen.

Sie befinden sich in einer Höhle.
Hier ist es warm, hell und freundlich.
Es duftet nach frischem Gebäck,
eine grosse Uhr schlägt den Takt und
eine ruhige Stimme sagt:

«Herzlich willkommen! Ich habe
euch erwartet. Ich bin Annelene.»



«Warum gefällt es mir bei dir, Annelene, so gut?» fragt Ben. Lily staunt ebenfalls: «Warum bin ich denn hier nicht schon ausgerastet?» und Omid wundert sich: «Warum konnte ich denn hier endlich einmal still sitzen und zuhören?»

«Ah, das ist ganz einfach, weil hier ein sicherer Ort ist. Hier fühlen sich eure Echsen sicher. Sie können sich einrollen, schlafen und die Vernunft regieren lassen. So fühlt auch ihr euch sicher.»

Omid hörte die letzten Worte nicht mehr. Er war – seit langem zum ersten Mal wieder – in einen tiefen Schlaf gefallen.



Ben setzt sich die rosa Brille gleich auf,
Lily nimmt die Klingel und Omid legt sich die
Schlafmütze über die Schulter.

Sie schauen sich nochmals gut in der Höhle
um, damit sie sich alles einprägen können.
Sie schliessen die Augen, schnuppen nochmals
den Duft, geniessen die Wärme und hören dem
beruhigenden Ticktack der Uhr zu.

Dann winken sie Annelene zu und einen
Augenblick später...



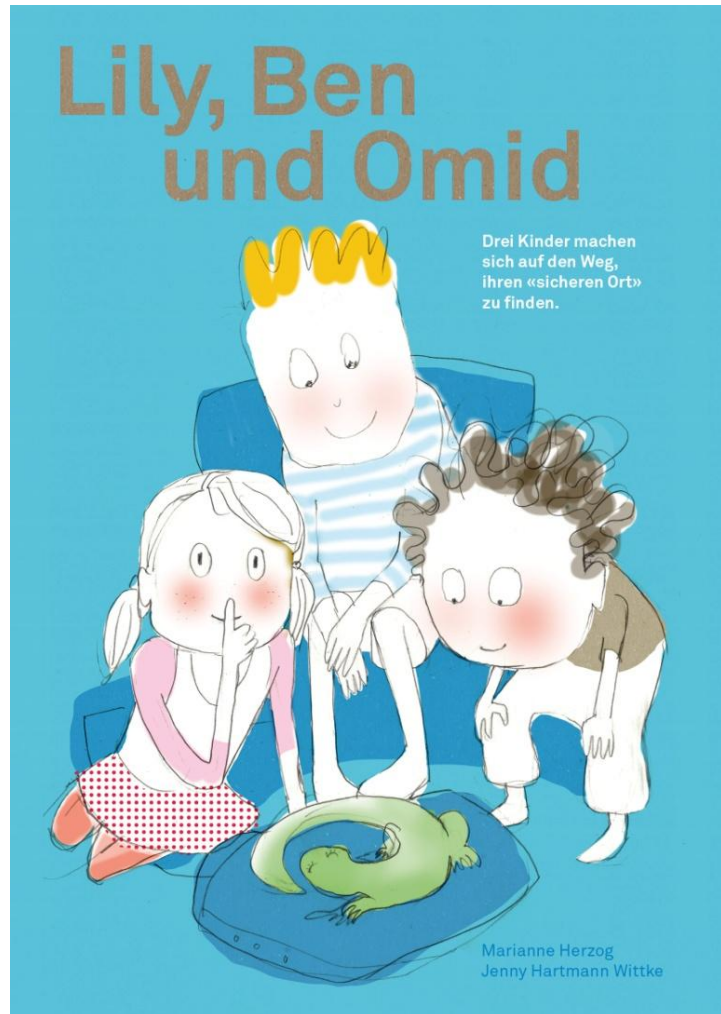


...sind sie wieder zurück im Wald.

Dieser sieht jetzt ganz anders aus. Die Blätter strahlen in frischem Hellgrün, die Sonne flimmert durch die Äste, die Vögel pfeifen und es riecht nach Frühling.

Nur einmal glaubt Lily, dass hinter einem Baum ein Monster hervorschaut. Sie nimmt schnell die Klingel in die Hand und drückt sie. Da ist das Monster auch schon wieder verschwunden.

psycho-education

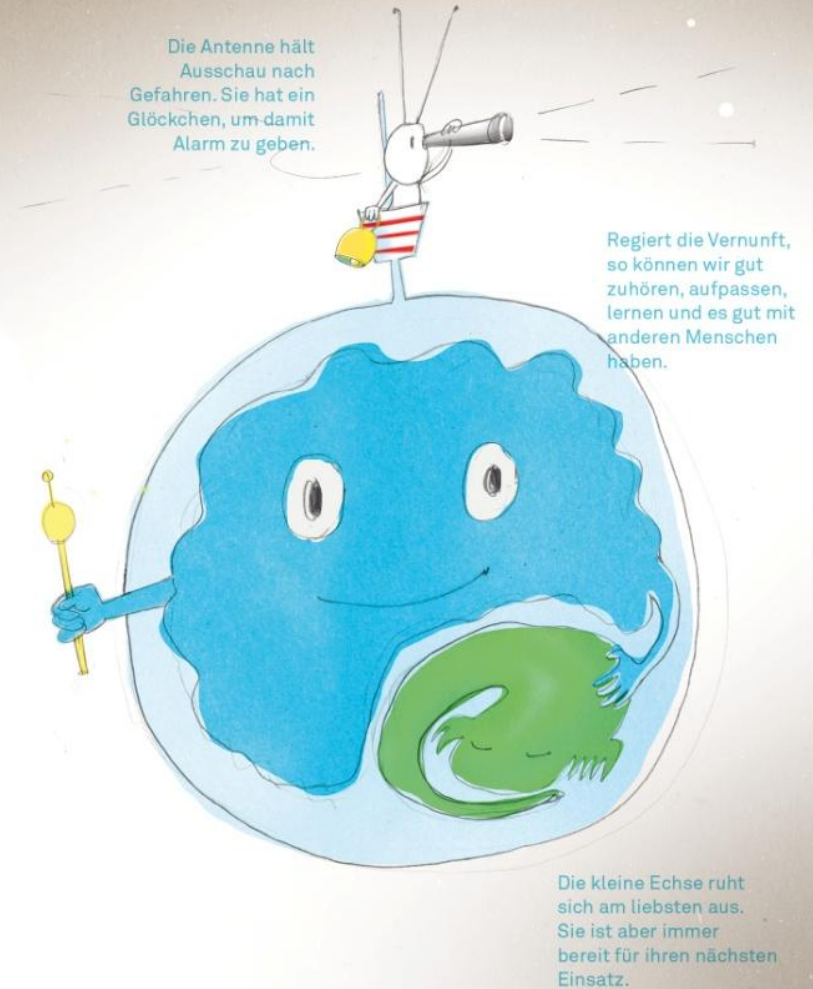


«Kennt ihr die Geschichte von der kleinen Echse, der Antenne, dem Glöckchen und der Vernunft?» fragt Annelene vorsichtig. Die Kinder schütteln den Kopf. «Höchste Zeit, dass jemand euch davon erzählt», Annelene setzt sich gemütlich hin:

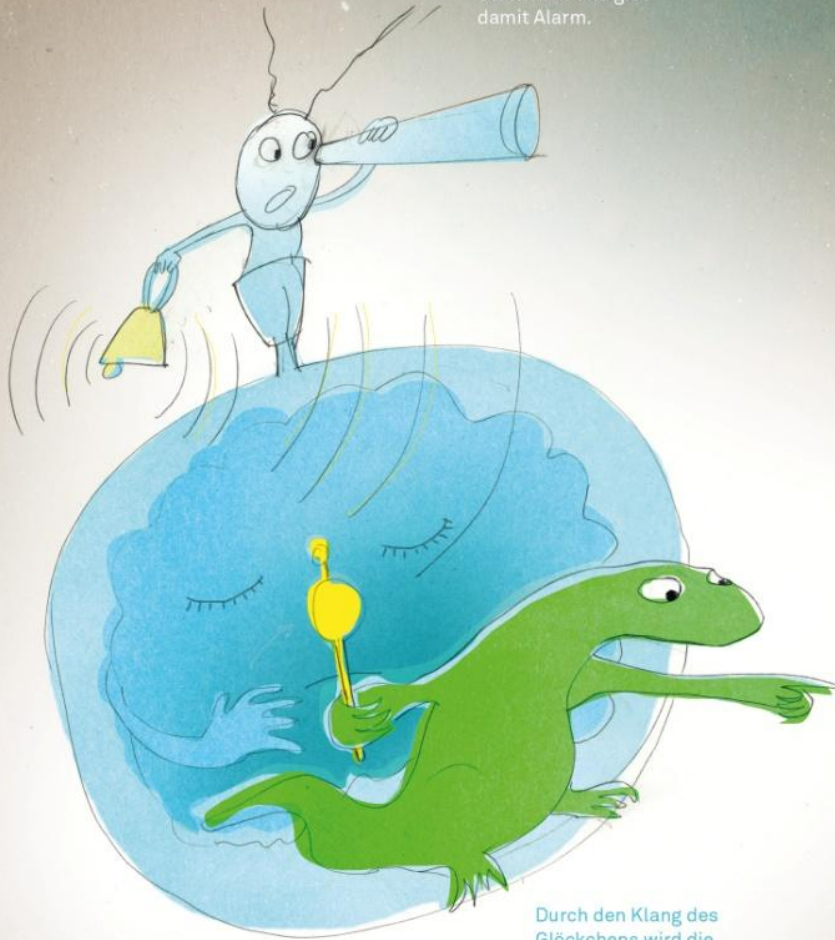
«Normalerweise regiert bei uns Menschen die Vernunft. Sie hat das Zepter in der Hand und erteilt die Befehle.

Wir besitzen aber auch eine Art Antenne. Sie hat die Aufgabe, Gefahren zu erkennen. Was eine Gefahr ist, das weiss sie von früher her.

Und schliesslich verfügt unser Gehirn noch über eine kleine Echse. Sie hat die Aufgabe, uns zu retten, wenn wir in Gefahr sind.



Sobald die Antenne eine Gefahr erkennt, läutet sie das Glöckchen und gibt damit Alarm.



Durch den Klang des Glöckchens wird die kleine Echse aufgeweckt.

Läutet das Glöckchen, ist die kleine Echse blitzschnell bereit zum Regieren. Sie ist viel schneller als die Vernunft, das hilft beim Überleben. Die Echse kennt die Befehle «kämpfen», «flüchten» oder «erstarren». Je nach Gefahr wählt sie eine der drei Möglichkeiten.

Wenn die Gefahr vorbei ist, hört die Antenne auf, mit dem Glöckchen zu läuten. Die Echse rollt sich zusammen, schläft ein und überlässt das Regieren wieder der Vernunft. Die Vernunft ist weniger schnell, sie kann sich aber gut an Vergangenes erinnern, in Ruhe überlegen und findet Lösungen.

Es ist gut, dass wir Menschen die drei haben: Die Vernunft, die Antenne und die blitzschnelle Echse.



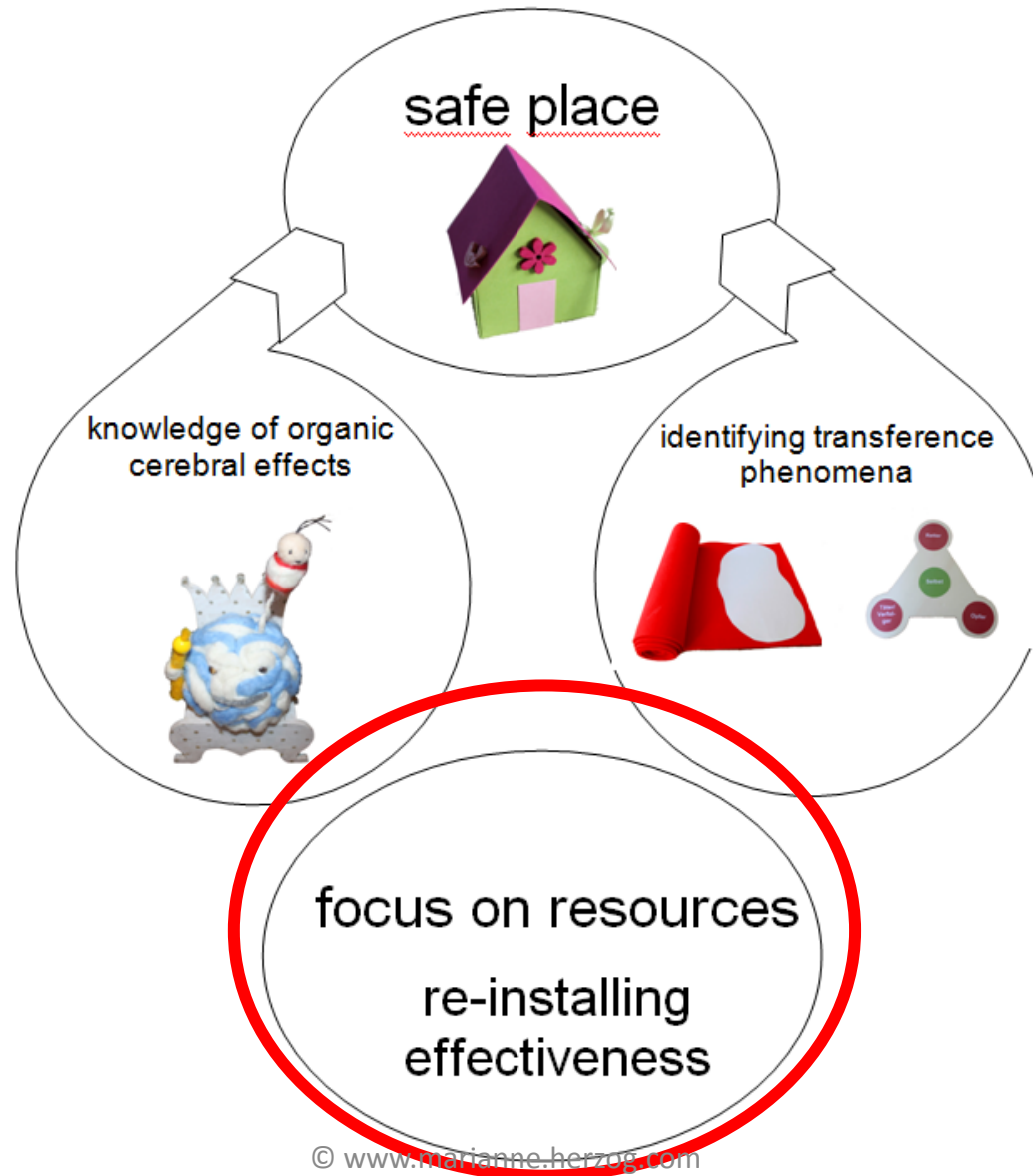
Die Echse befiehlt entweder zu kämpfen, zu flüchten oder zu erstarren.



How do you create your own safe place at work?



4. Resources and re-installing effectiveness



Activate resources





Congratulations!



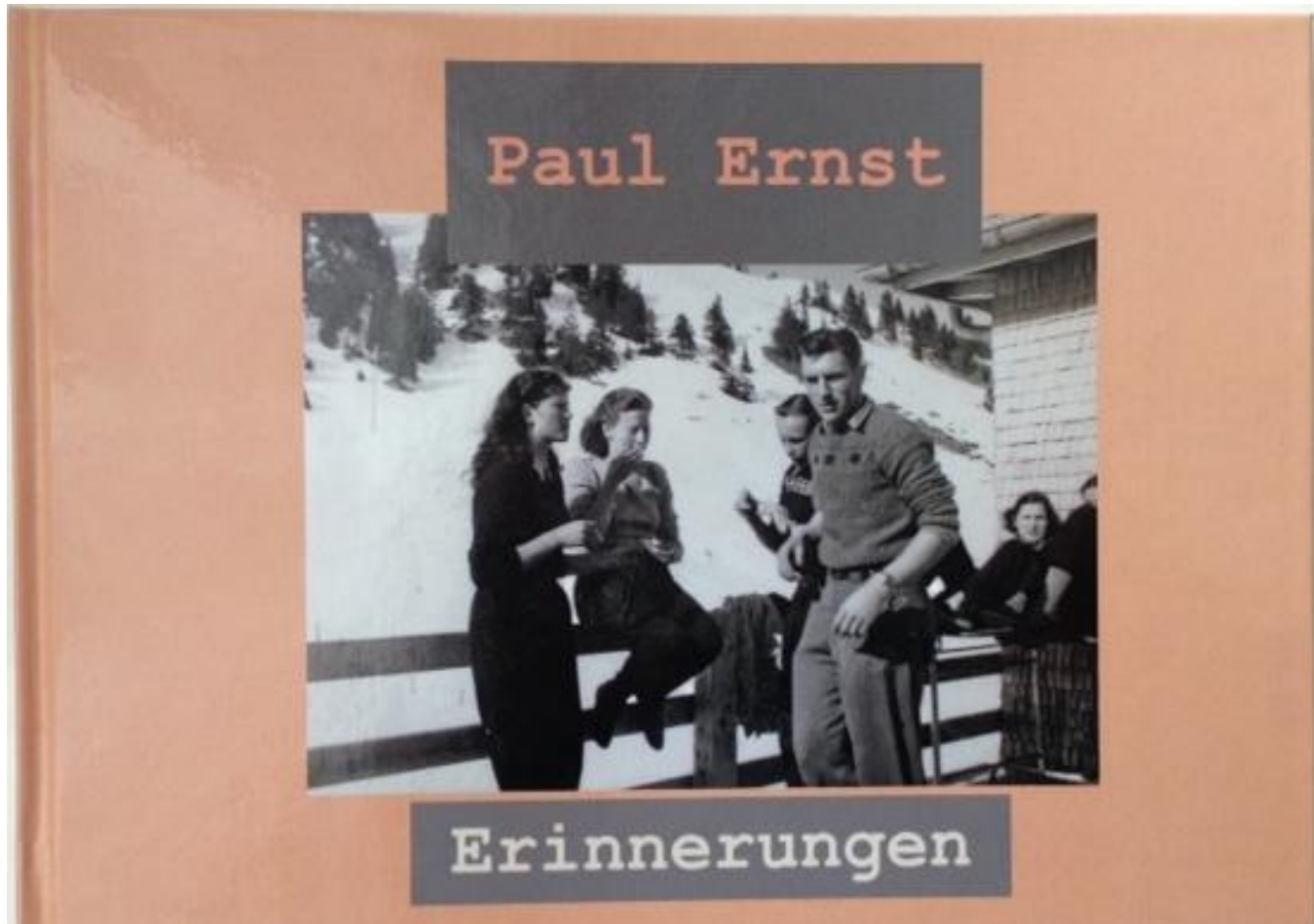
Name: _____ Form: _____

Well done for the excellent work you produced today in

Please take this slip to visit the Headteacher in her office, situated on the 1st floor.

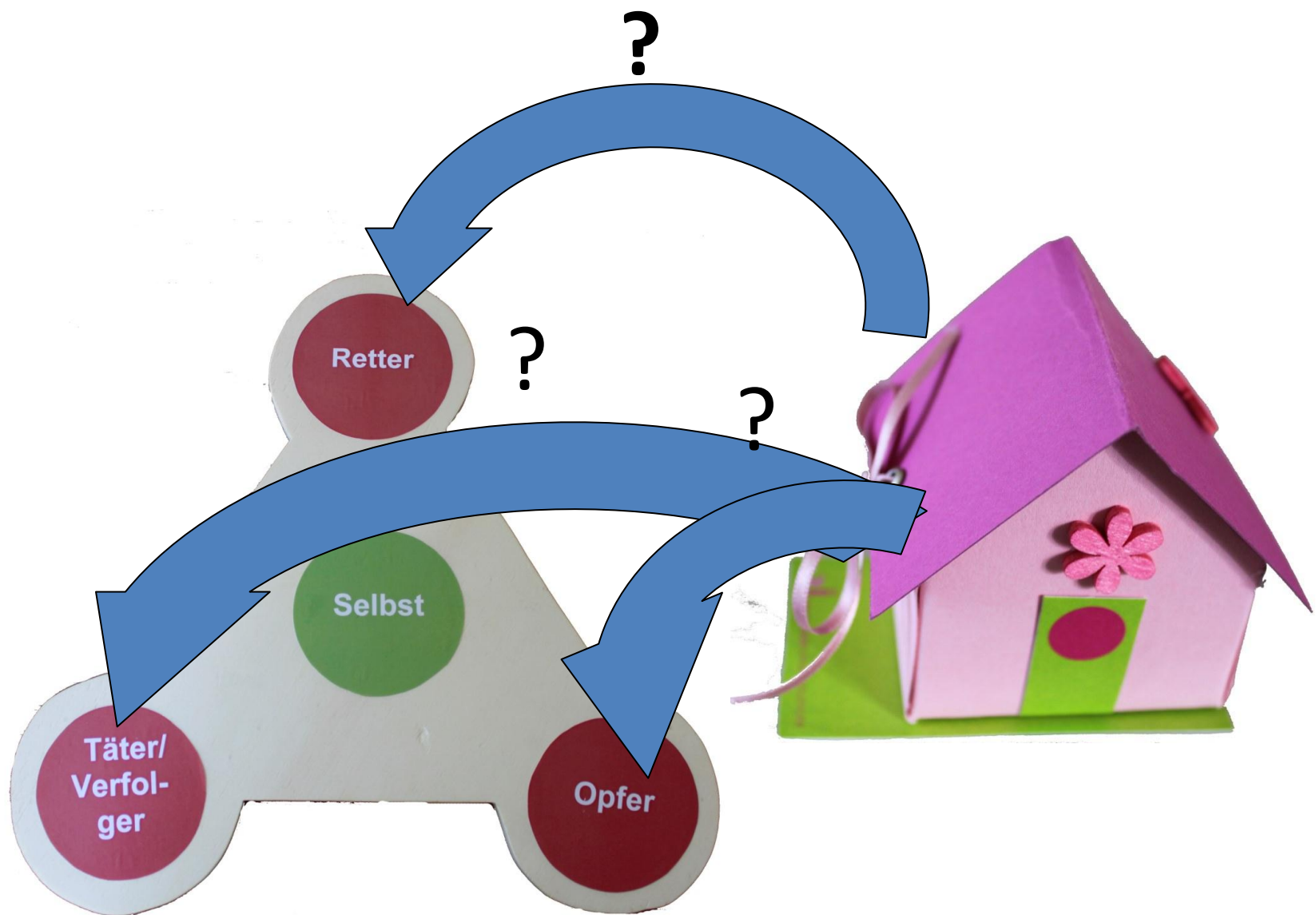
Keep up the good work. 'Aim high, Work hard, Be kind.'

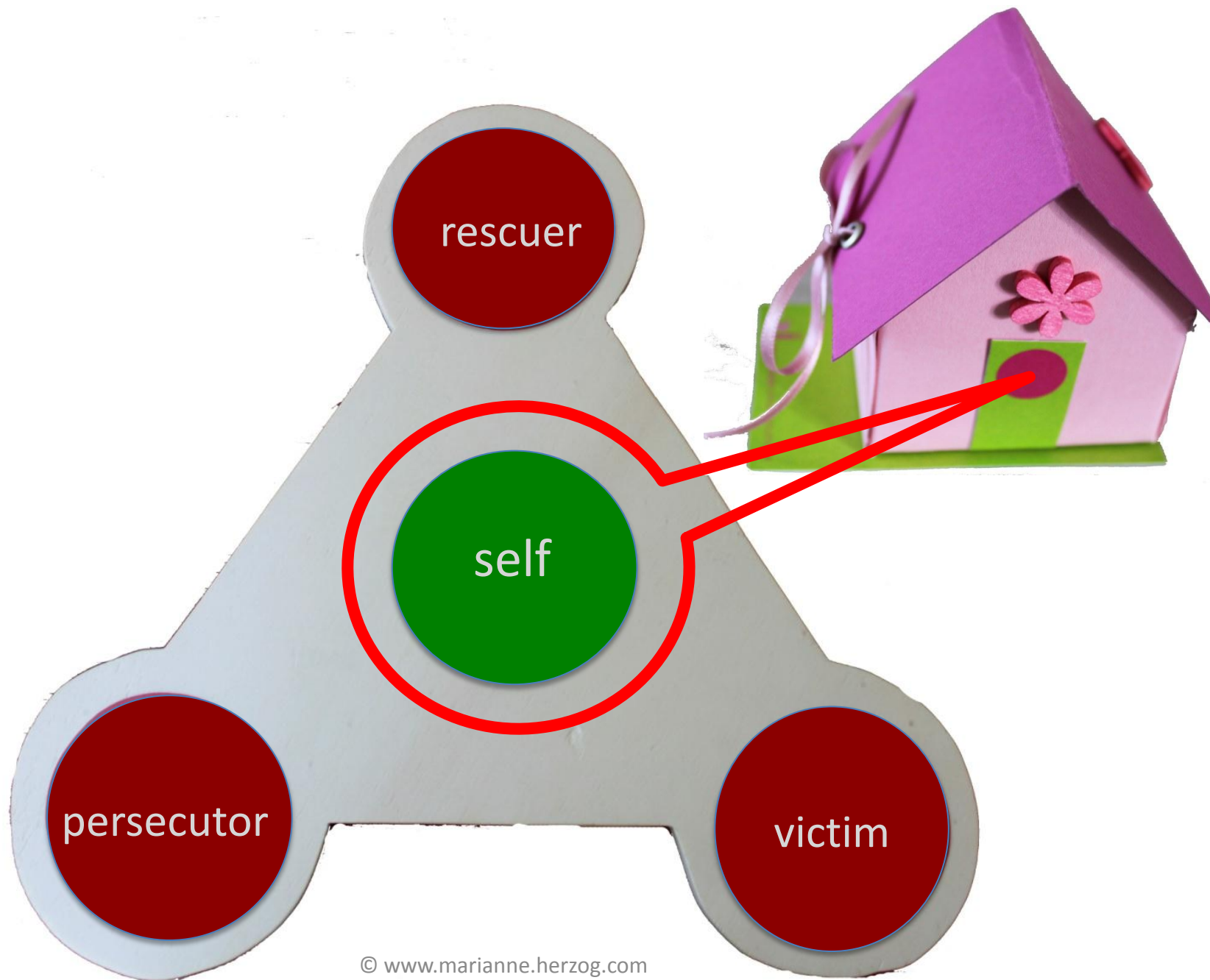
Time-witness-project to enhance relationship in families and between countries











Due to our own family-background
we feel attracted by one of those
external positions:

rescuer?

victim?

Persecutor?

Which one is your's?

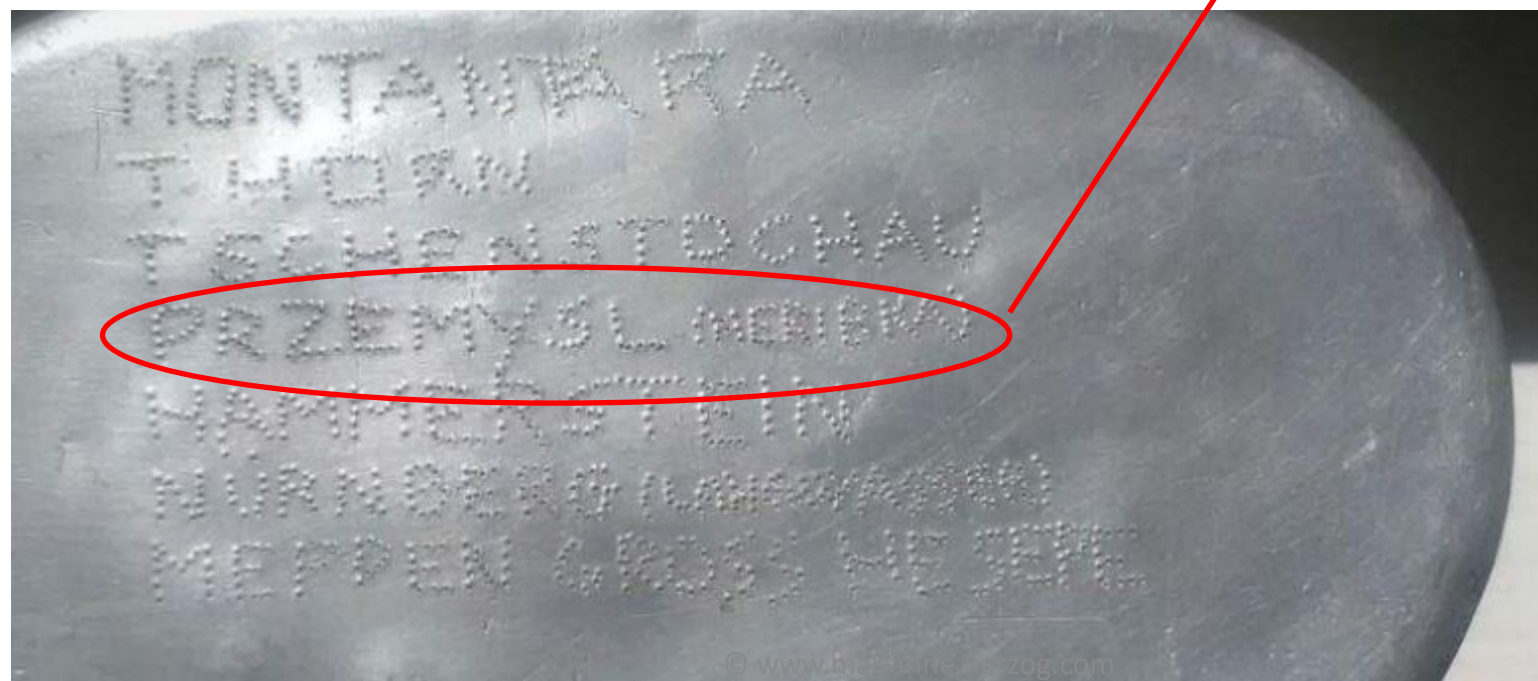
An incredible story; building up relationship







PRZEMYSŁ (NEHRIBKA)



MONUMENT IN NEHRYBKA

When I was a child, I used to visit a general area of the monument with my parents. Then I didn't realise how serious this place was, it was for me just a kind of spending free time. However, one of these tours stuck especially in my memory. We went then to Nehrybka. Heading towards the goal, I was wondering what for we are going to 'Polna' plant. It turned out that behind this factory, hidden in the thickets of shrubs, a beautiful, huge monument stood, it was put up to worship the prisoners of war and Italian soldiers killed there. I found out also that this factory wasn't always a workplace, at one time on this site there were the prisoners of war camp. After German Nazi aggression on The Soviet Union, they started to prepare military barracks in Nehrybka and in Pikulice for these camps.

**MOGIŁA ZBIOROWA
JEŃCÓW RADZIECKICH
I WŁOSKICH ZMARŁYCH
W LATACH 1941-1944.**

**ОБЩЕЕ ЗАХОРОНЕНИЕ
СОВЕТСКИХ И ИТАЛЬЯНСКИХ
ВОЕННОПЛЕННЫХ, ПОГИБШИХ
В 1941-1944 ГОДАХ.**

**FOSSA COMUNE DEI
PRIGIONIERI DI GUERRA
SOVIETICI E ITALIANI,
MORTI TRA IL 1941 E IL 1944.**



Living effectiveness









Thank you!

