



Bernd Ruf

FURTHER TRAINING

Emergency Pedagogy

Training Concept & Curriculum







**Dear colleagues,
dear readers,**

Emergencies are part of life. Children and adolescents are not exempt. They suffer accidents, have to undergo necessary medical interventions or cope with the loss of friends and loved ones through relocation, divorce or death. Many are victims of violence, sexual abuse, neglect and poverty. Others suffer war experiences, flight and displacement, or are struck by natural disasters. When the incomprehensible has happened, nothing is as it was before. The childlike life is in danger of falling apart.

What psychotraumatized children and adolescents most urgently need in such a situation are psychologically stable and competent adult helpers who are able to initiate first aid for the soul and thus avert possible trauma sequel disorders.

Since 2006 the *Freunde der Erziehungskunst Rudolf Steiners e. V.* have been carrying out international emergency pedagogical crisis interventions based on Waldorf education in war and disaster regions. In Germany, too, children are traumatized on a daily basis. Their trauma-related symptoms and behavioural reactions are often not noticed or incorrectly assessed. Emergency and trauma pedagogical competence within educational institutions could prevent many problematic biographies. The aim is always to use pedagogical intervention techniques to activate the children's self-healing powers in the early stages of trauma development and thus help them to process what they have experienced.

The worldwide crises and the accompanying increase in the number of emergency pedagogical interventions at home and abroad also increase the need for qualified emergency helpers. In addition to basic personal skills, Emergency Pedagogy also requires trauma knowledge and emergency pedagogical skills. By now, 23 countries worldwide have been trained and established pedagogical-therapeutic emergency teams through missions, training courses and seminars. The following concept was developed to meet the increasing need for further training.

The curriculum has a modular structure and is divided into 12 modules. After completing the basic module (Introduction to Psychotraumatology I), in which an initial basic knowledge of psychotraumatology and *Emergency Pedagogy* is to be taught, the subsequent modules do not have to be attended in ascending order, which increases the flexibility of the further training course.

Children and adolescents experience and deal with traumatising emergencies in an age-specific way. Module 2 (Psychotraumatology II) therefore provides an overview of the

„Psychotraumatology of Childhood and Adolescence“. Module 3 (Psychotraumatology III) deals with „Trauma and Spirituality“. Numerous studies prove that religious orientation after experiences of extreme stress helps to avoid trauma disorders.

In modules 4-7, emergency pedagogical concepts, methods, structures and offers are presented and developed. Module 4 (Emergency Pedagogy I) deals with „Emergency Pedagogy as part of Educational Science“, Modules 5 and 6 (Emergency Pedagogy II and III) present the „Emergency Pedagogic Phase Model“ and Module 7 (Emergency Pedagogy IV) deals with questions relating to „Emergency Pedagogy after Major Loss Situations“.

Modules 8-10 deal with specific questions on crisis interventions abroad. Module 8 (Missions abroad I) deals with „organisational issues and standard deployment rules for missions abroad“, while Module 9 (Missions abroad II) deals with „safety aspects“ including „safety training“ and Module 10 (Missions abroad III) discusses aspects of „medical emergency care“ and includes a „first aid course“.

Module 12 (Reflection/Supervision/Certification) concludes the training and is reserved for detailed reflection, supervision and evaluation. In addition to the theoretical parts, the advanced training also includes extensive practical parts: Training in emergency pedagogical intervention techniques, safety training, training in emergency medical care.

Depending on the previous education, the present modular advanced training is certified by the Free University of Education in Stuttgart and the Medical Section at the Goetheanum in Dornach/Switzerland. Cooperation negotiations are currently underway with other international certification partners in the university sector.

The existing modular training concept „Emergency Pedagogy“ has created another mosaic stone in the personnel development of Pedagogical Emergency helpers. It represents an important milestone in quality development and in the further development of an overall Emergency Pedagogy concept, because traumatised children and young people need competent emergency helpers.

Bernd Ruf

Managing director of the Freunde der Erziehungskunst Rudolf Steiners e.V. and headmaster of the Parzival Centre Karlsruhe

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Further training concept



1.1 Participation requirements

The training courses outlined here are aimed at university and technical college graduates with psychological, pedagogical and related qualifications (e.g. doctors without psychotherapeutic approbation, graduate psychologists, teachers, special education teachers, graduate social workers and social pedagogues, curative educators, school counselors, religion teachers, sociologists and people with completed vocational training (technical schools) in social, social administrative, educational or nursing professions (especially educators, nurses, therapists).

Work experience in related fields of practice for all occupational groups is desirable. The organizer reserves the right to make well-founded decisions in individual cases.

1.2 Curriculum

The curriculum consists of the following sections, comprising a number of teaching units (hereafter referred to as TU). A detailed description of the curriculum is given in Chapter 4 of this manual.

The *Freunde der Erziehungskunst Rudolf Steiners e.V. (Friends of Waldorf Education)* are not the operator of the further training, but the administrator of it. The events are organised by the various groups of the International Network for Emergency Pedagogy. The *Friends* are therefore not responsible for the regular implementation of the further training, they are only responsible for the content of the further training.

1.2.1 Theoretical basics (132 TU)

Introduction to the basics of psychotraumatology

Introduction to the basics and intervention techniques of Emergency Pedagogy

Introduction to the organisational structure of the preparation, implementation and follow-up of emergency pedagogical missions abroad

Introduction to the basics of psychohygiene, self-protection and self-care

1.2.2 Practical parts

The practical parts comprise:

Training in emergency pedagogical intervention techniques (96 TU)

Safety training (12 TU)

Training in emergency medical care (12 TU)

1.2.3 Reflection, Supervision, Evaluation (20 TU)

The training concept includes regular reflection and evaluation phases at the end of each module unit.

Supervision takes place in a group setting.

1.3 Modules and structure of the further training

The curriculum has a modular structure and is composed of twelve modules. Each module consists of twelve theoretical teaching units and four practical teaching units. It should be pointed out that it makes sense to take the modules sequentially, but this is not compulsory. After successful completion of each module, the participant will receive a certificate. If the participant has successfully completed all twelve modules, a complete certificate can be obtained.

Regular participation

The prerequisite for certification is regular participation in a course.

Written thesis

The prerequisite for certification is a written final thesis.

Presentation of the thesis to the plenum

The prerequisite for certification is a oral presentation of the thesis in front of the plenum.

Certificate delivery

The certificates are given to the participants via the regional groups, but are issued and signed by the *Friends of Waldorf Education*.

A copy of all signed certificates is available at the Karlsruhe office (they can also be made available as scans on USB sticks or via wetransfer.com). All participants are registered with names and addresses in an Excel spreadsheet (to be completed by the respective regional group). The Excel spreadsheet must be completely available in digital form, printed. Documents filled out by hand are not sufficient, as it is a disproportionate amount of work if the data have to be transferred manually into the system.

For a certification of the Stuttgart University of Applied Sciences and the Medical Section of the Goetheanum, a university entrance qualification is required.

1.4 Course hours

1.4.1 Course hours

Each training course includes 12 weekends. Ideally, it starts on Fridays at 16.00 and ends on Sundays at 13.00. Deviations from these times are possible.

1.4.2 Overall structure of the weekends

The structural framework of the respective training modules is from Friday afternoon to Sunday noon. The times are suggested. Deviations are possible. The final module differs slightly in structure from the others, as the focus here is on evaluation, reflection and certification.

Exemplary presentation of the training weekends

Module 1–11				
Friday		Saturday		Sunday
		09.00–09.30	Beginning Circle	09.00–09.30 Beginning Circle
		09.30–11.00	Seminar 3	09.30–11.00 Seminar 6
		11.00–11.30	Break	11.00–11.30 Break
		11.30–12.30	Workshop I	11.30–12.30 Review/Reflection/Evaluation
		12.30–14.00	Lunch break	12.30–13.00 Final Circle
		14.00–15.00	Workshop II	13.00 End
		15.00–15.15	Break	
16.00	Start	15.15–16.45	Seminar 4	
16.00–16.30	Greeting/Preview/Beginning Circle	16.45–17.00	Break	
16.30–18.00	Seminar 1	17.00–18.00	Workshop III	
18.00–19.00	Supper break	18.00–19.00	Supper break	
19.00–21.30	Seminar 2	19.00–20.30	Seminar 5	
20.30–21.00	Final Circle	20.30–21.00	Final Circle	

Module 12: Certification				
Friday	Saturday		Sunday	
	09.00–09.30	Beginning Circle	09.00–09.30	Beginning Circle
	09.30–11.00	Presentation of the final theses 1	09.30–11.00	Presentation of the final theses 4
	11.00–11.30	Break	11.00–11.30	Break
	11.30–12.30	Workshop I: Eurythmy	11.30–12.30	Review/Reflection/Evaluation
	12.30–14.00	Lunch break	12.30–13.00	Final Circle
	14.00–15.00	Workshop II: Eurythmy	13.00	End
	15.00–15.15	Break		
16.00	Start	15.15–16.45	Presentation of the final theses 2	
16.00–16.30	Greeting/Preview/Beginning Circle	16.45–17.00	Break	
16.30–18.00	Group Supervision 1	17.00–18.00	Workshop III: Eurythmy	
18.00–19.00	Supper break	18.00–19.00	Supper break	
19.00–21.30	Group Supervision 2	19.00–20.30	Presentation of the final theses 3	
20.30–21.00	Final Circle	20.30–21.00	Final Circle	

1.5 Course administration

Each course is supervised by one or more trainers.

1.6 Instructors

The team of lecturers consists of doctors, psychologists, therapists, pedagogues and educators with practical experience in Emergency and Trauma Pedagogy. The lecturers for the theoretical as well as for the practical part are provided by experienced employees of the *Friends of Waldorf Education*.

The workshops can also be offered by qualified personnel on site by prior arrangement.

1.7 Seminar venues

Subsequent training is offered at different locations. The modules of the respective further trainings can be offered in different phases. All participants can attend modules at different seminar locations.

1.8 Cooperation and certification partners

The cooperation and certification partners include:

Medical Section at the Goetheanum/ Dornach, Switzerland

University of Education/ Stuttgart, Germany



Supporting Organisation



Organiser & executing body

The organizer and supporter of the training is the association *Freunde der Erziehungskunst Rudolf Steiners e.V.*, Emergency Pedagogy. The responsible institution is in Karlsruhe.

The Friends of Waldorf Education

The *Freunde der Erziehungskunst Rudolf Steiners (Friends of Waldorf Education)* have been supporting Waldorf schools, kindergartens, curative education institutions and social projects worldwide since 1976. So far more than 830 Waldorf educational institutions worldwide have been supported. The school campaign WOW-Day gives children and young people school time all over the world.

In addition, each year around 1,800 young people perform their voluntary service at home and abroad through the *Friends*. For almost a quarter of a century they have been strengthening the worldwide Waldorf and curative education movement and making valuable experiences themselves. Nearly 800 young people from Germany volunteer in one of the worldwide partner organisations. Around 1,000 volunteers are active in Germany. Approximately 200 of these programme participants come from abroad to contribute to intercultural exchange through the so-called incoming volunteer service.

In the field of Emergency Pedagogy, the *Friends* have been working with people affected by crisis situations since 2006 and provide sustainable help through the network „Emergency Pedagogy without Borders“. Psychotraumatized children and adolescents are supported in numerous missions all over the world after wars and natural disasters. In addition, the *Friends of Waldorf Education* have for years been providing training for interested people in South America, India, Kenya, South Africa, Spain, North America and other countries. In lectures and workshops, these local emergency teams are trained in emergency and trauma pedagogy methods. The aim is to enable the helpers on site to become active themselves and to be able to react quickly to catastrophes.

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Module Overview

Conception of the further training in emergency & trauma pedagogy
Overall timetable



Module 1	Psychotraumatology I
	Introduction to Psychotraumatology
Module 2	Psychotraumatology II
	Psychotraumatology of Childhood and Adolescence
Module 3	Psychotraumatology III
	Trauma and Spirituality
Module 4	Emergency Pedagogy I
	Emergency Pedagogy as part of education science
Module 5	Emergency Pedagogy II
	Emergency Pedagogical Phase Model I: Emergency pedagogical acute intervention
Module 6	Emergency Pedagogy III
	Emergency Pedagogical Phase Model II: Emergency pedagogical early intervention, trauma-oriented special pedagogy, trauma-oriented intensive pedagogy
Module 7	Emergency Pedagogy IV
	Emergency Pedagogy according to major loss situations
Module 8	Missions abroad I
	Crisis interventions worldwide: Organization
Module 9	Missions abroad II
	Safety aspects/safety training
Module 10	Missions abroad III
	Emergency medical care
Module 11	Psychohygiene
	Dealing with stress
Module 12	Reflection/Supervision/Certification



Curriculum

4

4.1 Theoretical basics

Overview of theoretical modules and learning goals

Modules	Themes	Learning goals	Hours
Module 1 Psychotraumatology I Introduction to Psychotraumatology	1.1 Trauma and image of mankind 1.1.1 The image of man in the 20th/21st century 1.1.2 The Anthropology of Waldorf Education <ul style="list-style-type: none"> • Bio-psycho-social-spiritual unit • developmental psychology • threefold concept • sensory teaching 1.2 History of Psychotraumatology <ul style="list-style-type: none"> • History of the trauma concept 1.2.1 Traumadefinitionen/Traumacharakterisation <ul style="list-style-type: none"> • Various trauma definitions • Psychotrauma as a psychic wound • Trauma as a freeze state • Trauma as a relationship disorder • Trauma as a near-death experience 1.2.2 Trauma types /trauma classification <ul style="list-style-type: none"> • Primary, secondary, tertiary traumatization • acute traumas, chronic traumas • ICD-10; DSM-IV • Monotraumata, multitraumata, sequential traumata, developmental traumata, relationship traumata, cumulative traumata, war traumata, flight traumata, mobbing/bullying • Type 1 traumas, Type 2 traumas • Natural disasters, man-made disasters • Big traumata, small traumata • Classification according to event 1.2.3 Trauma: Event Experience Process <ul style="list-style-type: none"> • Traumatic event • Traumatic experience • Process of trauma processing (event related, individual and environmental factors) • Protection and risk factors • Acute and chronic consequences of psychological traumatisatation 1.2.4 Physiology of traumatisatation: neurobiological, neuroendocrine and genetic aspects <ul style="list-style-type: none"> • Stress processing • Trauma-related neurobiological, hormonal and genetic changes 	<ul style="list-style-type: none"> • Get to know images of man as a basis for pedagogical - psychol. therapy concepts • Get to know basic concepts • Learning to distinguish between trauma types • Learning to distinguish between monotraumas and complex traumatizations • Being able to diagnose different types of trauma • Develop understanding for bio-psycho-social-spiritual processes during traumatisatation • Get to know trauma consequences • Identify risk and protection factors in the course of traumatic experience • Recognize and learn to distinguish phases of the trauma process • Integration of personal experience 	12 TU

Modules	Themes	Learning goals	Hours
	<ul style="list-style-type: none"> • Fragmented memory, trauma memory • Physical memory 1.2.5 Basic terms of psychotraumatology <ul style="list-style-type: none"> • Combat, escape and solidification behaviour (freeze) • Trauma symptoms (overexcitation, re-experience, avoidance, psychosomatic symptoms) • Intrusions, Flashback • triggers • dissociation 1.2.6 Transgenerational traumatization 1.2.7 Spezielle Themen der Psychotraumatologie <ul style="list-style-type: none"> • Violence (war, threat, persecution, torture, expulsion, flight, domestic violence, abuse) • Existential threat (ethnic, religious, political, sexual) • misappropriation • Self-harming behaviour, suicidal tendencies • personality changes 1.2.8 Trauma progression/phase model <ul style="list-style-type: none"> • acute traumatisation • Posttraumatic stress response • trauma disorders • Persistent personality change after extreme stress 1.2.9 Trauma therapy <ul style="list-style-type: none"> • Trauma therapeutic procedures • Phases of trauma therapy (stabilization, confrontation, reassessment/integration) • therapy procedures • Phases of Trauma Therapy <p>Reflection/Evaluation</p>		

Modules	Themes	Learning goals	Hours
Module 2 Psychotraumatology II Psychotraumatology of Childhood and Adolescence	<p>2.1 Trauma and development</p> <p>2.1.1 2.1.1 Developmental Psychology</p> <ul style="list-style-type: none"> • Rudolf Steiner • Jean Piaget <p>2.1.2 Specific development tasks</p> <p>2.1.3 Consequences of traumatising in specific developmental phases of childhood and adolescence</p> <p>2.2 Prenatal Traumatization</p> <p>2.3 Traumatization in the first seven years of life (infant, toddler and preschool age)</p> <p>2.3.1 Trauma and bond development</p> <ul style="list-style-type: none"> • Binding types • Bond development • Trauma-related binding disorders • Pedagogical interventions (acute intervention, post-ripening processes) <p>2.3.2 Trauma and sensory development</p> <ul style="list-style-type: none"> • sensory development • sensory disorder • Pedagogical interventions (acute intervention, post-ripening processes) <p>2.4 Traumatization in the second seven years of life (school age)</p> <p>2.4.1 Trauma and rhythm development</p> <ul style="list-style-type: none"> • Environmental rhythms and inner rhythms (day, week, month, year) • rhythm maintenance • Trauma-related rhythm disturbances • Pedagogical interventions (acute intervention, post-ripening processes) <p>2.4.2 Trauma and sleep</p> <ul style="list-style-type: none"> • Sleep research • Sleep disorders and consequences • Pedagogical interventions (acute intervention, post-ripening processes) <p>2.4.3 Trauma and heart rate variability</p> <ul style="list-style-type: none"> • Variability between rigidity and chaos • Sympathetic and parasympathetic branch of the autonomic nervous system • heart coherence • Heart rate variability in curriculum vitae/ child development • Trauma and heart rate variability 	<ul style="list-style-type: none"> • Getting to know the basics of developmental psychology • Identify specific damage to traumatic experience in developmental phases • Learning to recognise the prevention of specific developmental tasks through trauma • Getting to know the first emergency and trauma pedagogical intervention measures for post-maturation 	12 TU

Modules	Themes	Learning goals	Hours
	<p>2.5 Traumatization in the third seven years of life (adolescence)</p> <p>2.5.1 Developmental psychology of adolescence</p> <ul style="list-style-type: none"> • Development of puberty and adolescence • I-finding/you-finding/goal-finding as specific development tasks • Traumas in adolescence <p>2.5.2 Trauma and Identity</p> <ul style="list-style-type: none"> • Forms of identity (physical-personal, temporal-biographical, psycho-social, ego-identity) • Trauma-related identity disorder • Pedagogical interventions (acute intervention, post-ripening processes) <p>Reflection/Evaluation</p>		
<p>Module 3 Psychotraumatology III Trauma and Spirituality</p>	<p>3.1 Trauma as a wound</p> <ul style="list-style-type: none"> • Wound as a border violation • The inside flows out • The outside intrudes <p>3.2 Trauma as a borderline experience</p> <p>3.3 Trauma as near-death experience/threshold experience</p> <ul style="list-style-type: none"> • near-death research • Phenomena of the near-death experience • Trauma as a partial near-death experience <p>3.4 Encounter with the „shadow“ (C.G. Jung)</p> <ul style="list-style-type: none"> • The Phenomenon of the Shadow/Double Passer • Encountering the shadow as a trauma experience <p>3.5 Paradoxical feelings of guilt and shame</p> <ul style="list-style-type: none"> • feelings of guilt and shame with real guilt • Paradoxical feelings of guilt and shame after trauma experience <p>3.6 Trauma and Karma</p> <ul style="list-style-type: none"> • Prenatal/preexistence - terrestrial biography - night death/post existence • Karma term (eastern, western) <p>3.7 Perpetrator projects: the pathogen theory of trauma</p> <ul style="list-style-type: none"> • Wound infection: penetration of pathogens into the organism • Perpetrator projects: Foreign bodies inside the human being 	<ul style="list-style-type: none"> • Get to know spiritual aspects of trauma • Learning to recognize trauma as a borderline experience • Learning to recognize the significance of religious conviction and spirituality for trauma management • Recognizing the importance of forgiveness for trauma management and for posttraumatic maturation processes • Reflection on individual and institutional consequences 	<p>12 TU</p>

Modules	Themes	Learning goals	Hours
	<p>3.8 Spiritual dimensions of the safe place</p> <ul style="list-style-type: none"> • The outer safe place • The body as a safe place • The inner-mental safe place • The socially safe place • The mentally safe place • The Spiritually Safe Place • The spiritual environment as a safe place <p>3.9 The Importance of Forgiveness and Reconciliation in Trauma Management</p> <ul style="list-style-type: none"> • Forgiveness as overcoming oneself • Forgive and find meaning • Forgiveness as overcoming powerlessness • Forgiveness as an act of liberation <p>3.10 Post-traumatic growth</p> <ul style="list-style-type: none"> • Posttraumatic maturation processes • Dimensions of posttraumatic growth <p>3.11 From the Red Cross to the Rosicrucian Cross</p> <ul style="list-style-type: none"> • Henri Dunant & the Red Cross • Christian Rosenkreutz & the Rosicrucian Cross • The Dimension of Spirituality: From Trauma to Psychotrauma <p>Reflection/Evaluation</p>		
<p>Module 4 Emergency Pedagogy I Emergency Pedagogy as part of education science</p>	<p>4.1 Terminology</p> <p>4.2 Overall emergency pedagogical concept</p> <p>4.3 Emergency Pedagogy for children and adolescents</p> <ul style="list-style-type: none"> • Education for emergencies • First aid at the school (school ambulance service) • Fire safety education • Prevention of sexual violence • Education for catastrophe competence <p>4.4 Emergency Pedagogy for adults</p> <ul style="list-style-type: none"> • Disaster competence • Promotion of self-help competence • Promotion of emergency pedagogical competence in education <p>Reflection/Evaluation</p>	<ul style="list-style-type: none"> • Recognizing Emergency Pedagogy as part of educational science • To reflect the concept of Emergency Pedagogy beyond concrete acute interventions • Acquiring knowledge about aspects of an overall emergency pedagogical concept • Getting to know aspects of a competence-oriented Emergency Pedagogy of children, adolescents and adults 	12 TU



Modules	Themes	Learning goals	Hours
Modul 5 Emergency Pedagogy II Emergency Pedagogical Phase Model I	5.1 Conceptual aspects 5.1.1 Pedagogy of unraveling 5.1.2 Emergency and trauma-centred basic attitude („good reason pedagogy“) <ul style="list-style-type: none"> • Meaningfulness and usefulness of destructive behaviour as an acquired survival strategy • „Understanding without agreeing“ • Appreciation of trauma-related obstinacy • Transparency, assessability, participation, individualization 5.1.3 Resource orientation 5.1.4 Pedagogy of the safe place 5.1.5 Methods 5.1.6 Structures 5.1.7 Pedagogical offers 5.1.8 Emergency and trauma pedagogical concept 5.2 Phase model of emergency and trauma-based intervention 5.3 Emergency pedagogical acute intervention 5.3.1 History of crisis intervention teams 5.3.2 The emergency situation <ul style="list-style-type: none"> • War, civil war, crime, terrorism • Natural disasters, civilisational disasters • Medical emergencies, accidents, suicide 5.3.3 The victims <ul style="list-style-type: none"> • Physiological-functional changes • Psychological reactions • Behavioural reactions 5.3.4 The helpers <ul style="list-style-type: none"> • Traumatised children need stable adults • Methods of self-stabilization 5.3.5 The intervention <ul style="list-style-type: none"> • Before the intervention (overview, protection, emergency call) • Start of intervention (contact) • Methods of intervention (stabilization, distancing, externalization, relaxation, meditation, resource orientation) • Physical-somatic, psycho-social, cognitive-mental stabilization 	<ul style="list-style-type: none"> • Getting to know conceptual aspects of emergency and trauma pedagogy • Discussion of an emergency pedagogical and trauma-sensitive basic attitude of the helper • Getting to know the concept of the safe place • Getting to know emergency and trauma pedagogical methods, structures and offers • Getting to know the phase model of emergency and trauma pedagogical intervention • Knowledge of the guidelines for emergency pedagogical acute intervention (psychological first aid) • Getting to know stabilization techniques • Learn to know and use the contents of an emergency case and how to handle it • Getting to know psycho-educative measures 	12 TU

Modules	Themes	Learning goals	Hours
	5.3.6 The emergency case 5.3.7 Psychoeducation Goal: Avoidance of pathologization Methods (education/information, reframing, advice, assistance) Reflection/Evaluation		
Module 6 Emergency Pedagogy III Emergency Pedagogical Phase Model II	6.1 Emergency pedagogical early intervention 6.1.1 Trauma-specific relationship dynamics <ul style="list-style-type: none"> • Transmission/countertransmission dynamics • Emotion as a reaction to inner and outer stimulation • Emotions as triggers for action impulses • Regulation of emotions 6.1.2 Guidelines/Methods <ul style="list-style-type: none"> • Gefühle zulassen • Allow feelings • Express thoughts, feelings, experiences • Search for alternative, creative ways of expression (drawing, painting, singing, making music, dancing, kneading, modelling, sculpting) • Nurture the senses • Rhythm care, ritualization (rhythmic everyday life, rhythmic exercises, swings, seesaws) • Promote movement (eurythmy, sports, dance, gymnastics, walks, finger games, rope jumping) • Make the body experienceable (body geography, embrocations, massages, baths, body contact, touch) • Cultivating language (cultivated speaking, language cultivation, poems, rhymes) • Encourage to play (sandbox games, movement games, circle games, hand and finger puppet games, theatre games) • Stimulate experiences (adventure pedagogy, theatre pedagogy) • Train concentration and memory (Memory, Mikado, handicrafts, therapeutic handicrafts, thread play) • Story telling (healing images, fairy tales, legends, fables, legends, narratives, biographies) • Ensure a balanced diet • Ensure relaxation (breathing techniques, sufficient sleep) • Make self-efficacy tangible (craft projects) 	<ul style="list-style-type: none"> • Getting to know and practicing emergency pedagogical intervention methods for stabilisation in the early phase • Analysis and appropriate handling of dreamlike behaviour in the early phase • Learning to recognise trauma sequel disorders • Recognition of trauma-specific symptoms in everyday pedagogical life • Get to know and apply stabilization techniques • Recognize and avoid triggers and dissociations • Getting to know the concept of the educational institution as a safe place • Learning how to deal with massive, chronic traumatic reactions and trauma-related identity disorders • Getting to know the concept of posttraumatic growth 	12 TU

Modules	Themes	Learning goals	Hours
	<ul style="list-style-type: none"> • Enable forging the future (planning and implementation of projects) • Build-up and promote self-esteem (encouragement, sense of achievement, climbing exercises) • Promote a sense of community (team games, team work) • Cultivate religious and spiritual feelings • Promote joie de vivre <p>6.1.3 The concept of a “Child Friendly Space”</p> <p>6.2 Trauma-oriented special education</p> <p>6.2.1 Trauma sequel disorders</p> <p>6.2.2 Complex learning, social and trauma follow-up disorders</p> <p>6.2.3 Re-enactment of traumatic experience in the pedagogical relationship</p> <p>6.2.4 Educational institutions as safe places</p> <ul style="list-style-type: none"> • Physical level (architecture, colour design, aesthetics, interior design) • Time level (design of time sequences, rhythmization, ritualization) • Relationship level (relationship design within the institution as a role model, teamwork, cooperation, reliable relationship) • Biographical level (trauma correction, pedagogy of encouragement, self-esteem building) • Language and community level (curative language, curative community) <p>6.2.5 Pedagogical offers for trauma processing</p> <ul style="list-style-type: none"> • Teaching offers (cognitive subjects, artistic-musical subjects, technical-practical subjects; relationship theory, educational theory, biography, life science) • Social pedagogical offers (school social work, biography work, experience pedagogy, mother-child offers, clothing store, action „children’s table“) • Animal-assisted interventions (animal-assisted activities, animal-assisted pedagogy, animal-assisted promotion, animal-assisted therapy) • Individual crisis management 		

Modules	Themes	Learning goals	Hours
	<ul style="list-style-type: none"> Medical-psychological-therapeutic services (school doctor, school nurse, school psychologist, therapy services: Eurythmy therapy, speech design, art therapy, music therapy, colour light therapy, colour shadow therapy, listening room therapy, rhythmic embrocations, wraps and pads, oil dispersion baths, aromatherapy, singing bowl therapy) <p>6.3 Trauma-Oriented Intensive Pedagogy</p> <p>6.3.1 PTSD symptoms</p> <p>6.3.2 Dealing with massive traumatic reactions</p> <p>6.3.3 Ritual violence/ritual traumatization (child pornography, child soldiers, enslavement)</p> <p>6.3.4 Trauma-oriented identity disorders</p> <p>6.4 Post-traumatic growth</p> <p>Reflection/Evaluation</p>		
<p>Module 7</p> <p>Emergency Pedagogy IV</p> <p>Emergency Pedagogy after major losses</p>	<p>7.1 Accidents</p> <p>7.2 Fires</p> <p>7.3 Natural catastrophes</p> <p>7.4 Amocations</p> <p>7.5 Terrorist attacks</p> <p>Reflection/Evaluation</p>	<ul style="list-style-type: none"> Learning guidelines for Emergency Pedagogy according to major loss situations Learn about practical examples of emergency education after major damage events 	12 TU
<p>Module 8</p> <p>Missions abroad I</p> <p>Crisis interventions worldwide: Organization</p>	<p>8.1 The history of an idea</p> <p>8.2 Emergency Pedagogy in the world's crises regions</p> <p>8.2.1 Crisis interventions worldwide (Lebanon, China, Gaza, Kyrgyzstan, Indonesia, Haiti, Japan, Kenya, Iraq, Bosnia, Nepal, Greece, Slovenia, France, Belgium, Ecuador)</p> <p>8.2.2 Worldwide further training (Chile, Brazil, Argentina, Colombia, Peru, Ecuador, Kenya, South Africa, Japan, China, Indonesia, India, Gaza, Nepal, Bosnia, Iraq, Lebanon, USA, Switzerland, France, Belgium, Hungary, Greece, Slovenia, Japan, South Africa, Switzerland, Slovenia)</p>	<ul style="list-style-type: none"> Getting to know the concept of emergency pedagogical crisis operations Getting to know practical examples of emergency pedagogical crisis operations Getting to know personnel aspects of emergency pedagogical crisis interventions Knowledge of organisational aspects of emergency pedagogical crisis interventions 	12 TU

Modules	Themes	Learning goals	Hours
	<p>8.3 Types of mission</p> <p>8.3.1 Acute missions</p> <p>8.3.2 follow-up missions</p> <p>8.3.3 Permanent presence</p> <p>8.4 Conception</p> <p>8.4.1 Basic principles</p> <p>8.4.2 Emergency Pedagogy for children & adolescents</p> <p>8.4.3 Training of local specialists</p> <p>8.4.4 Parental counselling</p> <p>8.5 Personnel resources</p> <p>8.5.1 Selection of candidates</p> <p>8.5.2 Building a pool</p> <p>8.5.3 Further training</p> <p>8.5.4 Familiarization</p> <p>8.5.5 Exit scenario</p> <p>8.6 8.6 Organizational guidelines/mission rules</p> <p>8.6.1 Alarm phase</p> <p>8.6.2 Team building</p> <p>8.6.3 Preparatory phase</p> <p>8.6.4 Implementation phase</p> <p>8.6.5 Post-processing phase</p> <p>8.7 Uniforms, equipment, material</p> <p>8.7.1 Working clothes</p> <p>8.7.2 Safety equipment</p> <p>8.7.3 Equipment</p> <p>8.7.4 Material</p> <p>Reflection/Evaluation</p>	<ul style="list-style-type: none"> • Getting to know the standard deployment regulations • Acquire knowledge and skills in handling uniforms, safety equipment, equipment and working materials 	
<p>Modul 9</p> <p>Missions abroad II</p> <p>Safety aspects/safety training</p>	<p>9.1 Behavior in crisis regions</p> <p>9.1.1 Hotel/room selection</p> <p>9.1.2 Food and water</p> <p>9.1.3 Moving in danger zones</p> <p>9.1.4 Bribery/Corruption</p> <p>9.1.5 Behavior at Checkpoints</p> <p>9.1.6 Dealing with monitoring</p> <p>9.1.7 Landmines, explosive remnants of war, chemicals</p>	<ul style="list-style-type: none"> • To know, practice and learn to apply behavioural measures for risk reduction in crisis regions • Learn to know, practice and apply behavioural measures in specific crisis situations 	12 TU

Modules	Themes	Learning goals	Hours
	<p>9.2 Behaviour in specific crisis situations</p> <p>9.2.1 Fires</p> <p>9.2.2 Earthquakes</p> <p>9.2.3 Behaviour during mass events/riots</p> <p>9.2.4 Dealing with monitoring</p> <p>9.2.5 Bombardments</p> <p>9.2.6 Bombs/explosions</p> <p>9.2.7 Kidnapping</p> <p>9.3 Safety training</p> <p>Reflection/Evaluation</p>		
<p>Module 10 Missions abroad III Emergency medical care</p>	<p>10.1 First aid course/training for emergency medical care</p> <p>10.2 Acquisition of a certificate</p> <p>Reflection/Evaluation</p>	<ul style="list-style-type: none"> ☛ Acquire knowledge and skills in emergency medical care 	12 TU
<p>Modul 11 Psychohygiene Dealing with stress</p>	<p>11.1 The concept of secondary traumatisation</p> <p>11.1.2 Stress levels</p> <ul style="list-style-type: none"> ☛ Individual stress (physical, psychological, mental) ☛ Conditions of the social environment <p>11.1.2 Individual stress conditions</p> <ul style="list-style-type: none"> ☛ Lack of experience of competence (feeling of incompetence, objective overstrain, overestimation of one's own capabilities) self-esteem ☛ loss of control, helplessness, fainting ☛ Interrupted action ☛ Empathy ☛ Confrontation with multiple sensory perceptions ☛ Confrontation with strong emotionality <p>11.1.3 Stressful social situations</p> <ul style="list-style-type: none"> ☛ Interaction with emergency victims (children, suicidal, dying, dead, relatives of victims, multiculturalism) ☛ Interaction with other aid organisations ☛ Complexity of the situation <p>11.1.4 Moderation variables</p> <ul style="list-style-type: none"> ☛ Biological variables (age, gender, constitution) 	<ul style="list-style-type: none"> ☛ Recognize transmission and countertransmission dynamics ☛ Learn about the concept of secondary traumatisation ☛ Be able to recognise stressful situations in your own professional life as well as reactions and consequences ☛ Get to know psychohygienic aspects and measures during missions ☛ Get to know and practice preventive measures as an anti-stress programme ☛ Introduction to a training path for emergency pedagogues 	12 TU

Modules	Themes	Learning goals	Hours
	<ul style="list-style-type: none"> • Sociographic variables (work experience, field competence, social resources) • Psychological variables (personality traits, control conviction and self-efficacy experience, coherence experience, coping strategies, past stresses, attribution, attitude to the job, humour, outcome of the assignment) • Organisational variables (equipment, training, organisational culture, working conditions, behaviour of colleagues and superiors) <p>11.2 Consequences and responses to stress</p> <p>11.2.1 Negative consequences</p> <ul style="list-style-type: none"> • Disturbance symptoms (physical, cognitive-mental, emotional, social, behavioural) • Short-term, medium-term, long-term consequences <p>11.2.2 Positive consequences</p> <p>11.3 Prevention</p> <p>11.3.1 Types of prevention</p> <ul style="list-style-type: none"> • Individual/institutional prevention • Primary, secondary and tertiary prevention <p>11.3.2 Basics of prevention</p> <ul style="list-style-type: none"> • Selection of persons and teams • Education, training and further education • Preparation, implementation, follow-up <p>11.4 Interventions in case of an emergency mission</p> <p>11.4.1 Individual intervention</p> <ul style="list-style-type: none"> • Mental preparation • Positive basic orientation • Intervention techniques for self-stabilization <p>11.4.2 Institutional intervention</p> <ul style="list-style-type: none"> • Structured, phased entry and exit from the application area • Rhythimized daily structuring ritualization • Sufficient rest and recreation time • Structured evening reviews • Buddy system <p>11.5 Aftercare</p> <p>11.5.1 Individual, informal, unorganized aftercare</p> <ul style="list-style-type: none"> • Conversations • Rituals • Distracting Activities • Analysis of incriminating thoughts 		

Modules	Themes	Learning goals	Hours
	<p>11.5.2 Institutional, organized aftercare</p> <ul style="list-style-type: none"> • Follow-up meeting for intervention teams (Intervision) • Supervision • Evaluation <p>11.6 Resilience promotion and resource orientation</p> <p>11.7 Concept of mindfulness</p> <p>11.8 Anti-stress program</p> <p>11.9 The training path of the emergency pedagogue: developing creative-vitalizing forces through inner training</p> <p>11.9.1 The concept of mindfulness</p> <p>11.9.2 Anthroposophical Stress Management Program: Mindfulness Exercises</p> <p>11.9.3 Self-development, self-education, self-cultivation, hygiogenesis</p> <p>11.9.4 Physical hygiene: health promotion</p> <p>11.9.5 Rhythm Care: Vitalization</p> <p>11.9.6 Art: Unlocking creative potential</p> <p>11.9.7 Meditation: Mobilizing Mental Resources</p> <p>Reflection/Evaluation</p>		
Module 12 Reflection/ Supervision/ Certification	<p>12.1 Reflection The training concept contains regular reflection units. They serve self-awareness, self-protection and quality assurance.</p> <p>12.2 Supervision The training concept includes supervision and intervention units, which are carried out in group settings.</p> <p>12.3 Evaluation The training concept contains regular evaluation units at the end of each module.</p> <p>12.4 Certification</p> <p>12.4.1 Preparation of a written thesis paper</p> <p>12.5 Presentation of the theses The paper will be presented in the plenum</p> <p>Seminarconclusion and certification</p>		28 TU

4.2 Practical parts

Modules	Themes	Learning goals	Hours
1. Experiential education I			4 TU
2. Eurythmy I			4 TU
3. Storytelling			4 TU
4. Art Therapy I	Painting/Drawing		4 TU
5. Interventions for infants	Kneading/felting/therapeutic puppetry		4 TU
6. 6. Animal-assisted interventions			4 TU
7. Body related interventions	Embrocations/Baths/Aromatherapy/ Sound Bowl Therapy		4 TU
8. Therapeutic handcraft			4 TU
9. Experiential education II			4 TU
10. Art Therapy II	Music therapie		4 TU
11. Art Therapy III	Sculptural design		4 TU
12. Eurythmy II			4 TU
12 Modules			48 TU

4.3 Summary of teaching units

Theoretical parts	
Sum: 12 Modules „theoretical basics“	132 TU
Sum: „Evaluation, Supervision & Certification“	28 TU
TOTAL teaching units theoretical parts	160 TU
Practical parts	
Sum: 12 Modules „practical parts“	48 TU
Summe: „Practical parts in opening and closing circles“	48 TU
TOTAL teaching units Practice	96 TU
Sum: Theoretical parts	160 TU
Sum: Practical parts	96 TU
TOTAL	256 TU

4.4 Seminar structure (schedule)

The time structure for the training weekends is exemplary, see chapter 1.4. As a rule, the time schedule shown (Friday afternoon to Sunday afternoon) is valid for all modules with slight deviations, with the exception of the final module. All seminar days begin with an opening circle and end with a closing circle after reflection. The seminar and workshop topics vary depending on the module.

Module 1: Psychotraumatology I

Introduction to Psychotraumatology

Workshops: Experiential education

Module 2: Psychotraumatology II

Psychotraumatology of Childhood and Adolescence

Workshops: Eurythmy

Module 3: Psychotraumatology III

Trauma and Spirituality

Workshops: Storytelling

Module 4: Emergency Pedagogy I

Emergency Pedagogy as part of education science

Workshops: Art Therapy (Painting/Drawing)

Module 5: Emergency Pedagogy II

Emergency Pedagogical Phase Model I:
Emergency pedagogical acute interventions

Workshops: Interventions for infants

Module 6: Emergency Pedagogy III

Emergency Pedagogical Phase Model II:
Emergency pedagogical early intervention, trauma-oriented
special pedagogy, trauma-oriented intensive pedagogy

Workshops: Animal-assisted interventions

Module 7: Emergency Pedagogy IV

Emergency Pedagogy after major loss situations

Workshop I: Rhythmic embrocations

Workshop II: Baths

Workshop III: Aromatherapy/Sound Bowl Therapy

Module 8: Missions abroad I

Crisis interventions worldwide: Organization

Workshops: Therapeutic handcraft

Module 9: Missions abroad II

Safety aspects/safety training

Workshops: Experiential education

Module 10: Missions abroad III

Emergency medical care

Workshops: Art Therapy (Music)

Module 11: Psychohygiene

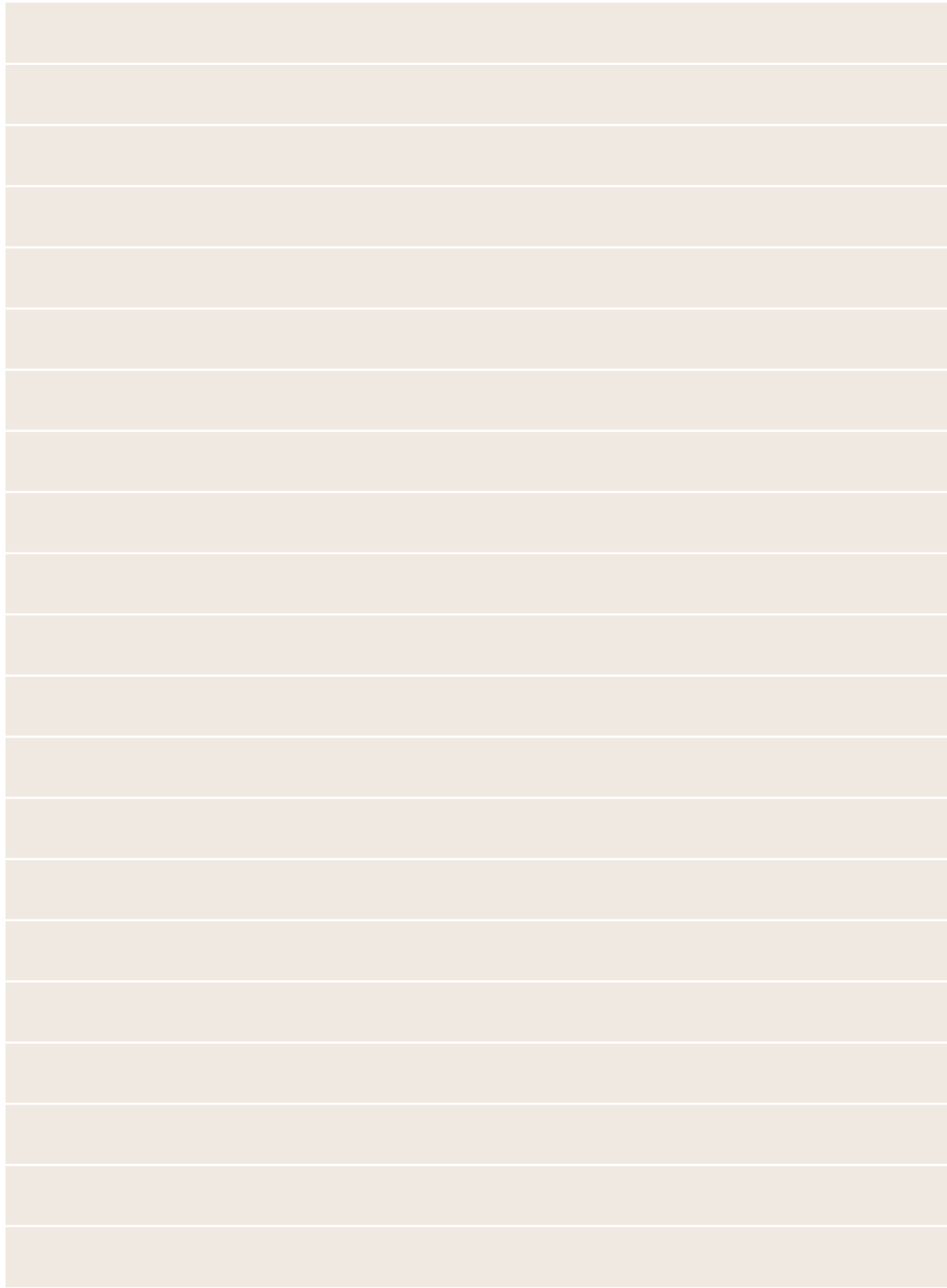
Dealing with stress

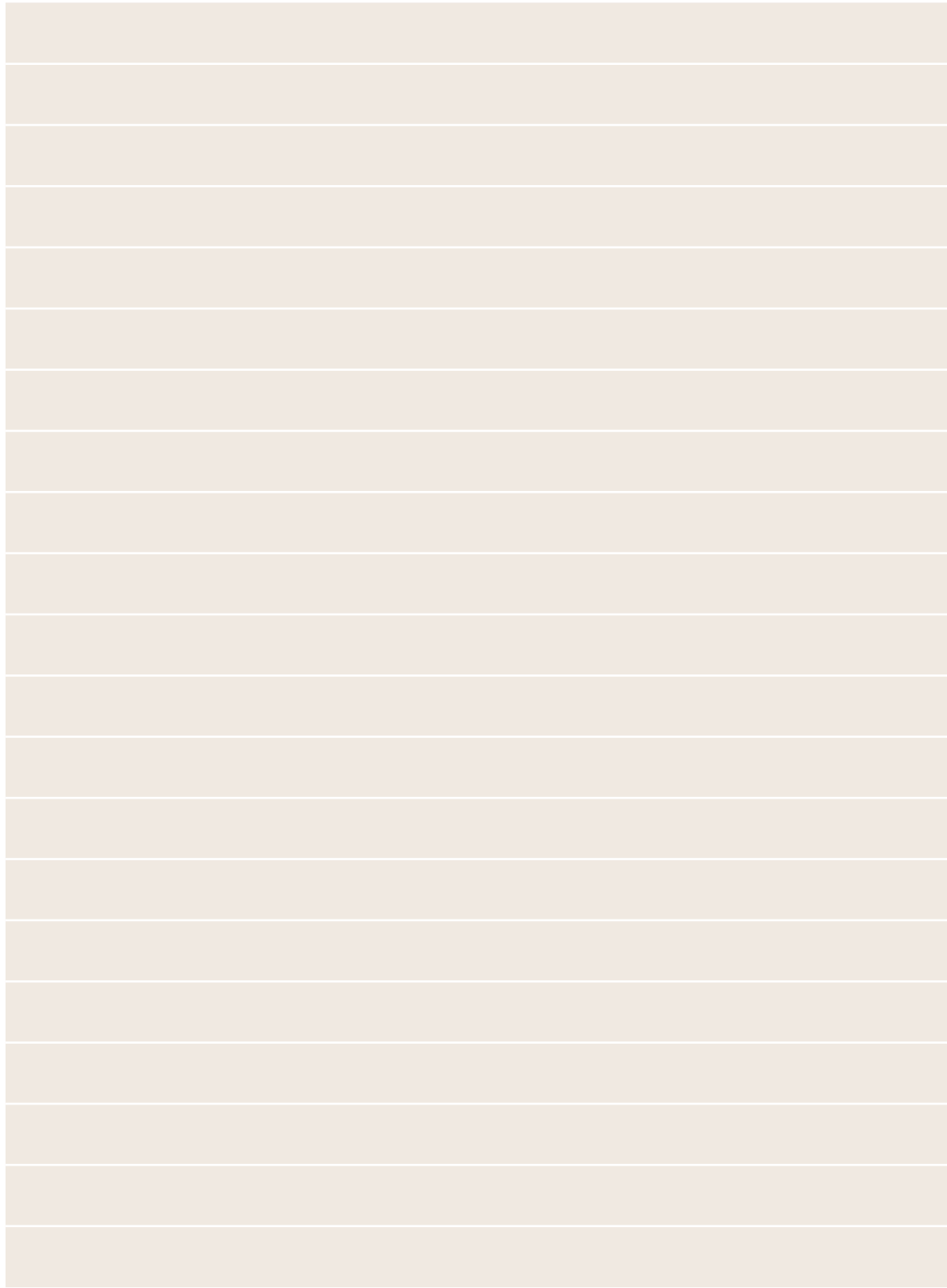
Workshops: Art Therapy (Sculptural design)

Module 12: Reflection/Supervision/Certification

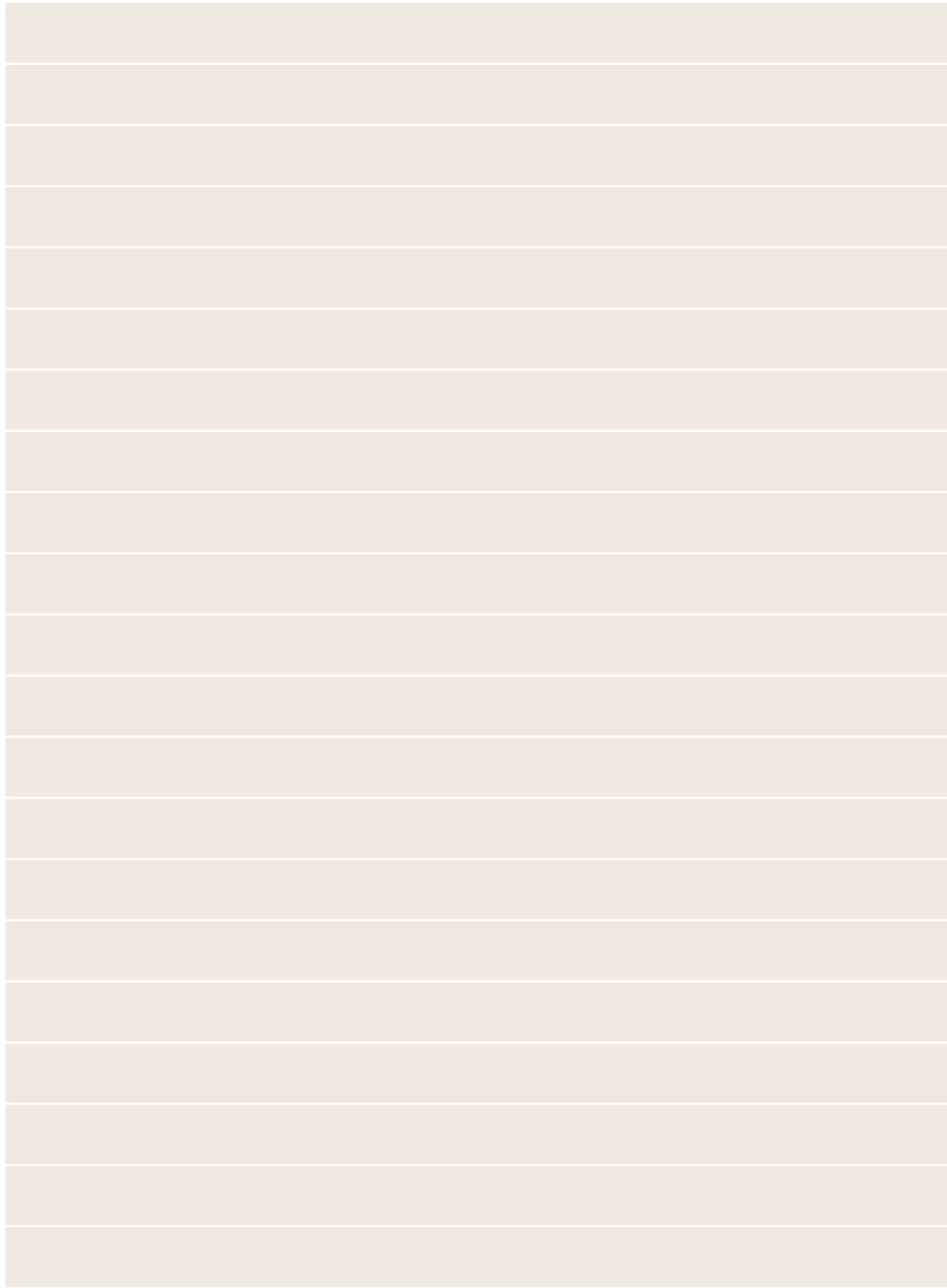
Workshops: Eurythmy

Supplementary: group supervision, presentation of final papers as well as review, reflection and evaluation





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IMPRESSUM

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