

# Modultitel

# Emergency-Pedagogical Early Intervention

December 11-15, 2023

Maui, Hawaii

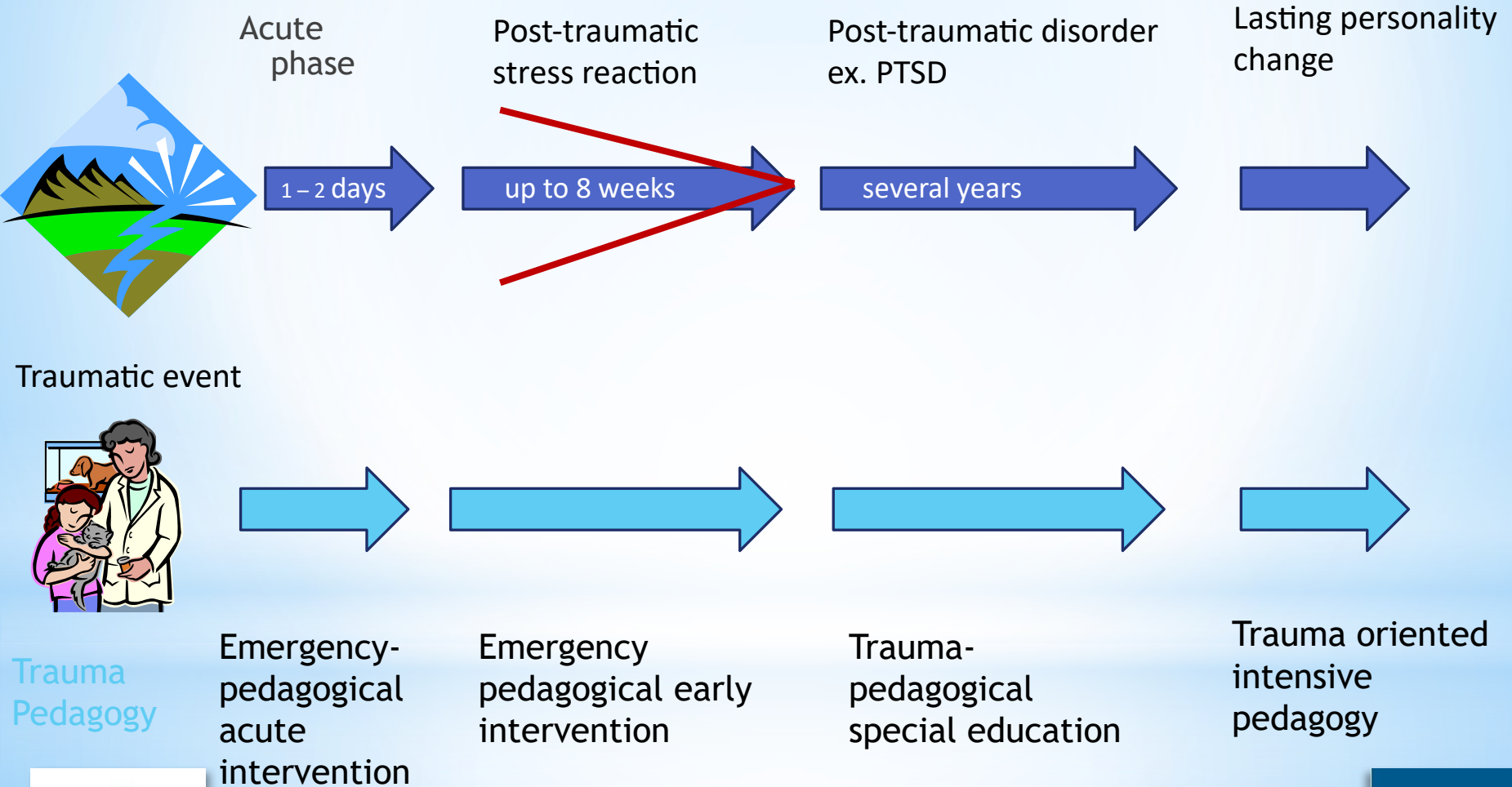
Bernd Ruf



NOTFALL  
pädagogik

OHNE GRENZEN  
AKADEMIE

# Psychotrauma and pedagogic intervention



# The state of an acute shock

## 1. Physiological-functional transformations in state of acute stress

- Increased blood circulation in the brain

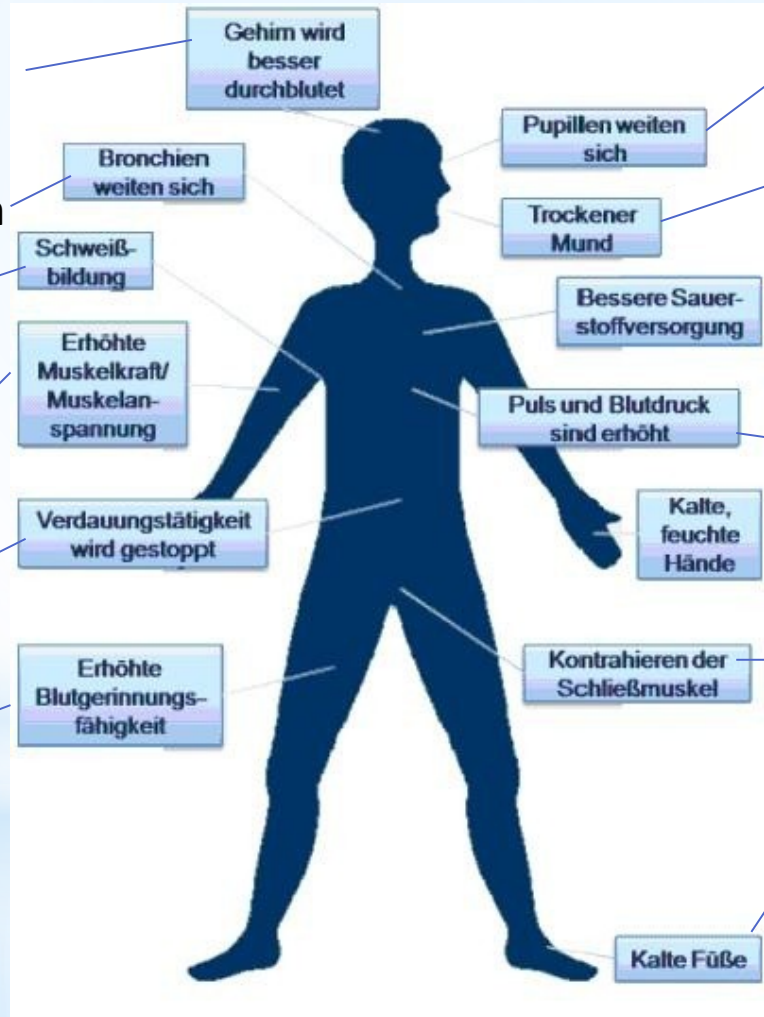
- Bronchial tubes widen

- Perspiration

- Increased muscle strength/ tension

- Digestion is stopped

- Enhanced blood clotting



- Pupils widen

- Dry mouth

- Improved oxygen supply

- Increased pulse and blood pressure

- Cold, sweaty palms

- Contracted sphincter muscle

- Cold feet

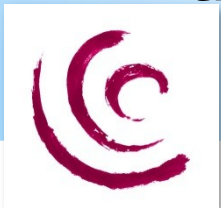


# 1. The helper in time of need

## 1.1 Stay calm

**1. Stay calm!**

- Traumatized children need adults that are internally stable!
- The calmness of the helper will be transmitted to the child!



# 1. The helper in time of need

## 1.2. Methods of self-stabilization

### Techniques of centering

- Earthing-techniques
- The gesture “E” of eurhythmy

### Techniques of alienation

- Separation technique
- “5-4-3-2-1 technique”
- Interrupting the thoughts
- Counting backwards

### Techniques of externalisation

- Name it!

### Techniques of relaxation

- Breathing techniques
- Pressing 10 fingers technique
- Rapid relaxation techniques

### Techniques of meditation

- Positive imagination
- Meditation



## 2. Psychological primary care of the victims

### 2.1. Prior to the intervention

1. The place of the accident
  - protect it
  - gain an overview
  - look for help
2. Medical first aid has priority
3. Distinguish affected people
  - injured victims
  - victims that are not injured
  - witnesses
  - bystanders



## 2. Psychological primary care

### 2.2. At the beginning of the intervention

1. Personal introduction
2. Do not leave the affected people alone
3. Shield the affected people
4. Ensure warmth
5. Provide water/tea (only if the victim is not physically injured!)
6. If possible call/bring an attachment person



## 2. Psychological primary care

### 2.3. stabilization

#### Stabilization

- Convey security
- Show competence
- Slow down actions around the affected person
- Normalise the situation
- Encouraging self-activity
- Strengthen self-control and self-efficacy
- Activate personal resources

#### Pacification

- Build physical contact
- Slow the breathing
- Allow crying
- Encourage the relaxation of the muscles
- Encourage attentiveness
- Imagine a safe place
- Distract the victim
- Undertake techniques to gain perspective

#### Communication

- Active listening
- Para-verbal communication
  - talk age-appropriately
  - talk slowly and clearly
  - mind the word-choice
  - repeat
- Non-verbal communication
  - avoid hectic gestures
  - keep eye-contact

#### Re-orientation

- Explain and inform about the situation
- Structure the situation (structure against the chaos)
- Do not lie
- Do not spread hopelessness
- Re-orientation in the current situation



## 2. Psychological primary care

### 2.4. Psycho-education

#### Aim

- **Avoid pathologising and negative self-description**
- „Symptoms are normal reactions to abnormal experiences“

#### Methodology

- **Education**
  - possible symptoms and reaction in the near future
- **Reframing**
  - re-appraisal
- **Advice**
  - express the experiences
  - encourage artistic activities
  - design daily life actively
  - encourage movement, sports and physical activities
  - encourage relaxation
  - establish a daily routine
  - encourage healthy nourishment
- **Offers to receive further help**
  - help desks, information centres, self-help groups, psycho-therapy
- **Information sheet**
  - summary of the most important points
- **Business card**
  - leave your contact details



# Emergency-pedagogical crisis intervention for psychologically traumatised children and juveniles

## Threefolding of the human being

### Head

Nervous-sensory-system  
Thinking  
Guarding

Round, hard  
Silence  
Cold  
Reception

## Symptoms of stress reaction

Headache  
Nervousness  
Overexcitation  
Lack of concentration  
Flashback/amnesia

### Torso

Rhythmical system  
Feeling  
Dreaming

Centre  
Balancing

Asthma  
Rhythmical disorders  
Insensibility, inner void  
Fear, panic  
Nightmares  
Aggression, anger/depression  
Feeling of guilt

## Stomach/Extremities

Metabolic-extremity  
System  
To will/to act  
Sleeping

Radial, soft  
Movement  
Warmth  
Release

Digestive disorders,  
eating disorders  
Reluctance to move  
Avoidance behaviour  
Paralysis, freezing/  
hyperactivity  
Insomnia



# III) Guidelines for Emergency-pedagogical crisis interventions



NOTFALL  
pädagogik

OHNE GRENZEN  
AKADEMIE

## II) Guidelines for Emergency-pedagogical crisis interventions

### 1. Allow feelings, experience them and come to terms with them



## II) Guidelines for Emergency-pedagogical crisis interventions

### 2. Express experiences, feelings and thoughts

#### 2.1 Verbalise experiences



## II) Guidelines for Emergency-pedagogical crisis interventions

### 2. Express experiences, feelings and thoughts

#### 2.2 Life timeline



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.1 Free drawing



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.2 Painting in watercolours



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.3 Drawing shapes



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.4 Singing



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.5 Make music



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.6 Dance



## II) Guidelines for Emergency-pedagogical crisis interventions

### 3. Look for creative forms of expression

#### 3.7 Modelling, kneading, plasticising



## II) Guidelines for Emergency-pedagogical crisis interventions

### 4. Include the senses

#### 4.1 Sense of touch



## II) Guidelines for Emergency-pedagogical crisis interventions

### 4. Include the senses

#### 4.2 Sense of vitality



## II) Guidelines for Emergency-pedagogical crisis interventions

### 4. Include the senses

#### 4.3 Sense of movement



## II) Guidelines for Emergency-pedagogical crisis interventions

### 4. Include the senses

#### 4.4 Sense of balance



## II) Guidelines for Emergency-pedagogical crisis interventions

### 5. Explore the body

#### 5.1 Body geography



## II) Guidelines for Emergency-pedagogical crisis interventions

### 5. Explore the body

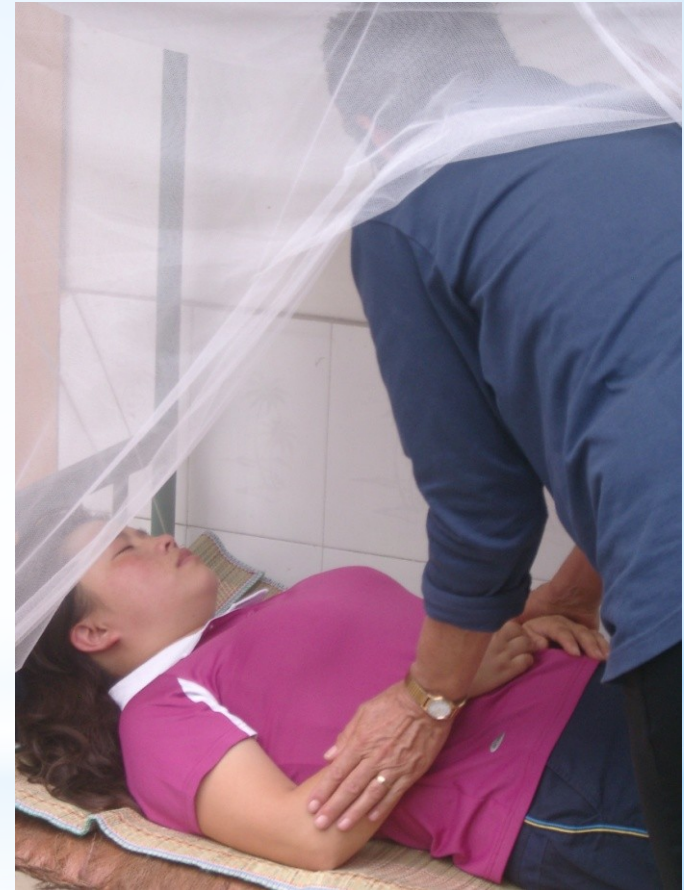
#### 5.2 Physical contact



## II) Guidelines for Emergency-pedagogical crisis interventions

### 5. Explore the body

#### 5.3 Massages



## II) Guidelines for Emergency-pedagogical crisis interventions

### 6. Cultivate rhythms - Create rituals

#### 6.1 Invigorate the vital forces



## II) Guidelines for Emergency-pedagogical crisis interventions

### 6. Cultivate rhythms - Create rituals

#### 6.2 Give and take



## II) Guidelines for Emergency-pedagogical crisis interventions

### 6. Cultivate rhythms - Create rituals

#### 6.3 Restructure the day



## II) Guidelines for Emergency-pedagogical crisis interventions

### 7. Stimulate movement

#### 7.1 Walks



## 7. Stimulate movement

### 7.2 Fingerplay



## II) Guidelines for Emergency-pedagogical crisis interventions

### 7. Stimulate movement

#### 7.3 Rope skipping



## II) Guidelines for Emergency-pedagogical crisis interventions

### 7. Stimulate movement

#### 7.4 Sports



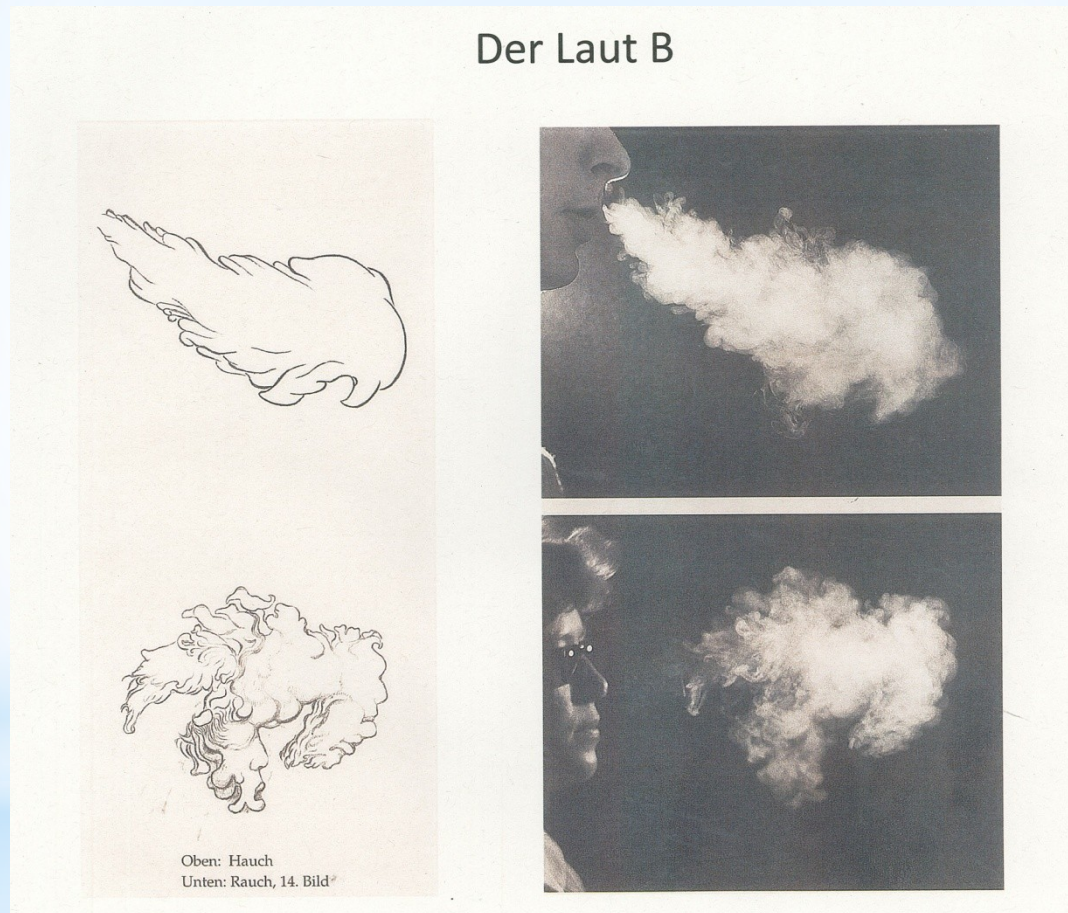
### 7. Stimulate movement

#### 7.5 Eurythmy



## 8. Cultivate language

### 8.1 Language provides release



## 8. Cultivate language

### 8.2 Language heals



## II) Guidelines for Emergency-pedagogical crisis interventions

### 8. Cultivate language

#### 8.3 Stories heal



## II) Guidelines for Emergency-pedagogical crisis interventions

### 9. Stimulate memory and concentration faculties

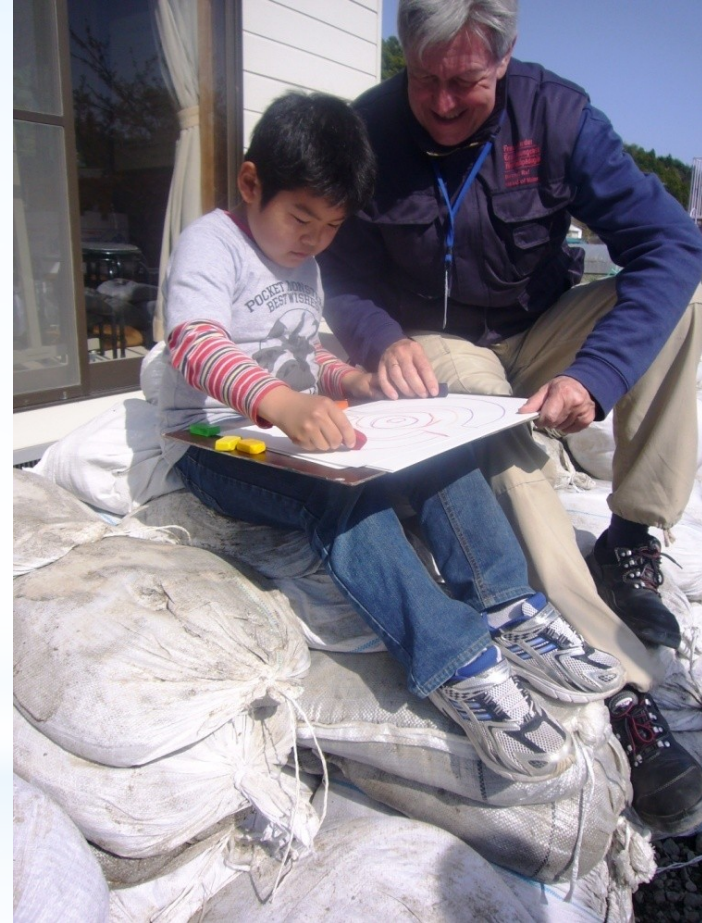
#### 9.1 String games



## II) Guidelines for Emergency-pedagogical crisis interventions

### 9. Stimulate memory and concentration faculties

#### 9.2 Draw shapes



## II) Guidelines for Emergency-pedagogical crisis interventions

### 9. Stimulate memory and concentration faculties

#### 9.3 Therapeutical handwork



## II) Guidelines for Emergency-pedagogical crisis interventions

### 9. Stimulate memory and concentration faculties

#### 9.4 Handycrafts



## II) Guidelines for Emergency-pedagogical crisis interventions

### 10. Encourage play

#### 10.1 Free play



## II) Guidelines for Emergency-pedagogical crisis interventions

### 10. Encourage play

#### 10.2 Movement games



## II) Guidelines for Emergency-pedagogical crisis interventions

### 10. Encourage play

#### 10.3 Circle games



## II) Guidelines for Emergency-pedagogical crisis interventions

### 10. Encourage play

#### 10.4 Round- and folk dances



## II) Guidelines for Emergency-pedagogical crisis interventions

### 10. Encourage play

#### 10.5 Group games



## 11. Inspire experiences

### 11.1 Rope skipping



## II) Guidelines for Emergency-pedagogical crisis interventions

### 11. Inspire experiences

#### 11.2 Circus education



## II) Guidelines for Emergency-pedagogical crisis interventions

### 11. Inspire experiences

#### 11.3 Strengthen confidence in oneself and others



## II) Guidelines for Emergency-pedagogical crisis interventions

### 11. Inspire experiences

#### 11.4 Encourage



## II) Guidelines for Emergency-pedagogical crisis interventions

### 11. Inspire experiences

#### 11.5 Facilitate experiences of success



## II) Guidelines for Emergency-pedagogical crisis interventions

### 12. Experience self-effectiveness

#### 12.1 Forge plans - Design future



## II) Guidelines for Emergency-pedagogical crisis interventions

### 12. Experience self-effectiveness

#### 12.2 Practice crafty practical activities



## II) Guidelines for Emergency-pedagogical crisis interventions

### 12. Experience self-effectiveness

#### 12.3 Implement and carry out projects



## 12. Experience self-effectiveness

### 12.4 House building



## II) Guidelines for Emergency-pedagogical crisis interventions

### 13. Establish and strengthen social competences



## II) Guidelines for Emergency-pedagogical crisis interventions

### 14. Provide a balanced diet



## 15. Provide Relaxation



## 16. Cultivate spiritual - religious feelings



## II) Guidelines for Emergency-pedagogical crisis interventions

### 17. Joy heals



# Emergency therapeutic intervention

for psychologically traumatized children and juveniles

## Threefolding of the human being

### Head

Nervous-sensory-system  
Thinking  
Guarding

### Torso

Rhythmical system  
Feeling  
Dreaming

### Stomach/Extremity

Metabolic-extremity system  
To will/to act  
Sleeping

Round, hard  
Silence  
Cold  
Reception

Centre  
Balancing

Radial, soft  
Movement  
Warmth  
Release

## Symptoms of stress reaction

Headache  
Nervousness  
Overexcitation  
Lack of concentration  
Flash back/amnesia

Asthma  
Rhythmical disorders  
Insensibility, inner void  
Fear, panic  
Nightmares  
Aggression, anger/depression  
Feeling of guilt

Digestive disorders,  
eating disorders  
Reluctance to move  
Avoidance behaviour  
Paralysis, freezing/  
hyperactivity  
Insomnia

## Emergency therapeutic intervention

Concentration exercises  
View exercises

Joy heals  
Maintenance of rhythm  
Ritualisation  
Slowing down the breath  
Changing the dreams  
Painting, drawing, reciting,  
Singing

Massages, oil rubbing,  
Active games, eurythmy  
Walks, hiking  
Carrying out projects  
Therapeutic handcraft



# Traumapedagogical structur of a lesson



### 3. Großschadenslagen an Schulen

#### 3.3 Großschadensereignisse an Schulen

##### 3.3.3.4 Nachsorge:

##### c) Schule als sicherer Ort

###### Physische Ebene

- Außengelände
- Architektur
- Farbgestaltung
- Klassenzimmer
- Klare Regeln

**Klarheit, Transparenz,  
Ästhetik heilen**



**Schutz und Sicherheit gewähren  
heilt**



###### Zeitebene

- Unterricht
- Tag, Woche, Monat, Jahr

**Rhythmisierung,  
Ritualisierung heilen**



###### Beziehungsebene

- Lehrer-Schüler
- Klasse
- Lehrer-Schüler
- Kollegium

**Beziehung heilt**



###### Sprach- und Gemeinschaftsebene

- Klare liebevolle Ansprache
- Kurze einfache Sätze
- Deutliche Artikulation
- Vorsicht bei Kritik

**Sprache und  
Gemeinschaft heilen**



###### Biographische Ebene

- Erfahrungen korrigieren
- Neue Erfahrungen sammeln

**Korrektur traumatischer  
Erfahrungen heilt**



„Only the one, who joins up with many at the right moment can help.“  
From Goethes Fairy Tales



NOTFALL  
pädagogik

OHNE GRENZEN  
AKADEMIE

## 6. Abschluss



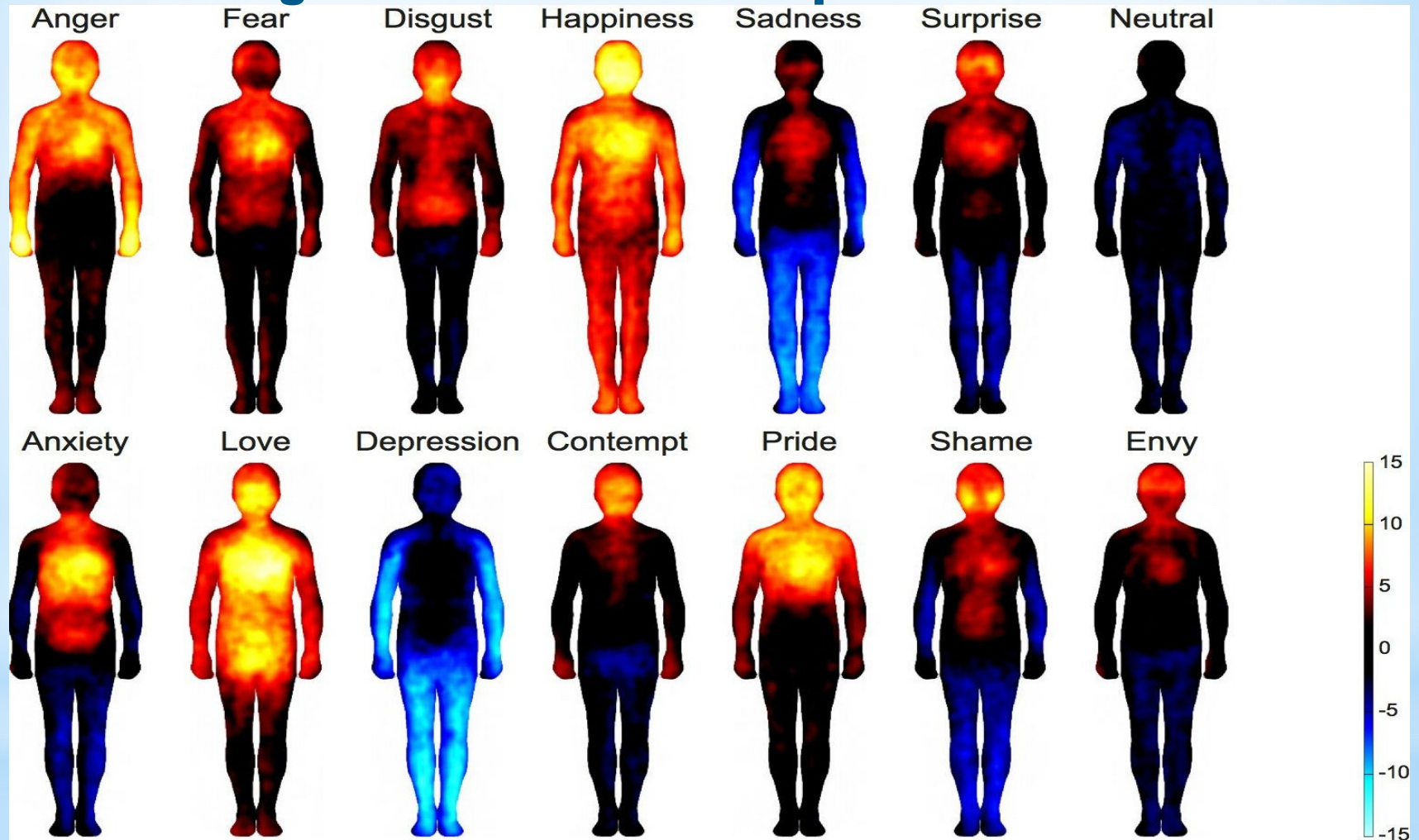
# Thank you very much for your attention!



NOTFALL  
pädagogik

OHNE GRENZEN  
AKADEMIE

# Wahrnehmung von Gefühlen im Körper





**Vielen Dank für  
Ihre  
Aufmerksamkeit!**