

Crossing the Ice: Trauma Pedagogical Ways to Children

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und Kibuye in Rwanda**

What do I want to tell you in 20 minutes?

- The after: Confrontation with consequences of Traumatization – a lifelong topic?
- What is traumapedagogy?
- Very short introduction into Heil-pedagogical interventions, support & traumapedagogic methods & attitudes

Consequences of Traumatization as a biographical wound



With children: disturbance / retardation of development

In particular, the behavior of attachment might be dysfunctional

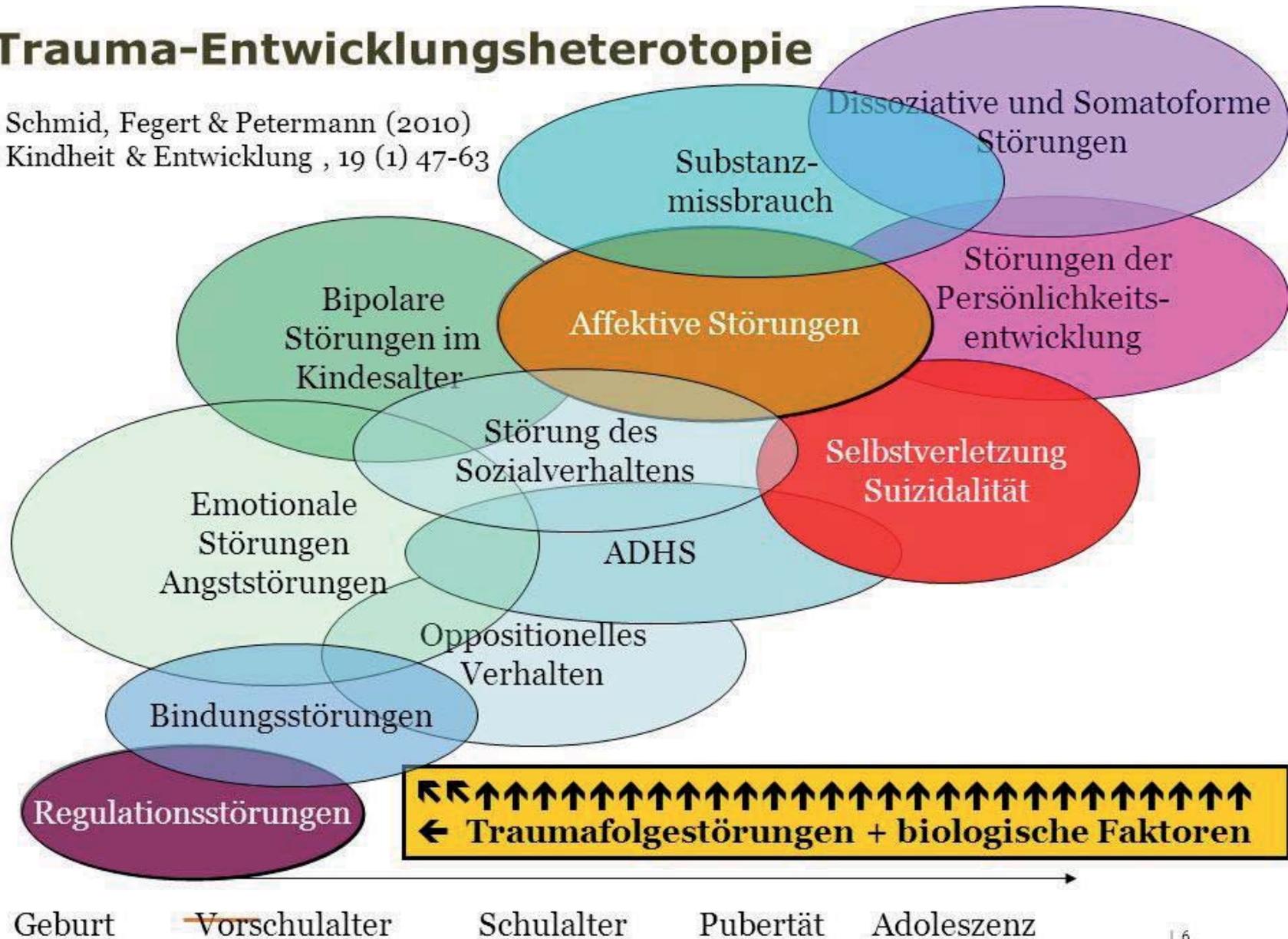
Strong Affects & Psychosomatic Symptoms

Change & Disturbance of the stress system, leaving traces

Emotions of shame or guilt

Trauma-Entwicklungsheterotopie

Schmid, Fegert & Petermann (2010)
Kindheit & Entwicklung, 19 (1) 47-63





Traumapedagogy can be explained as a concept or approach in which a framework is constructed to calm down wounded stress systems and enable the acquirement of stress competences in everyday life & environment. It's methods & attitudes might be useful to think how environmental or context conditions have to be in any kind of institution/interaction with children & juveniles & adults

- On the one hand, traumapedagogy is a rather old but fragmentary concept developed in child welfare institutions.
- On the other hand new studies show a rather high prevalence of severe psychopathology challenges in welfare institutions dealing with children and juveniles and a high number of traumatized children (Trauma Typ II) which fail in residential care (Schmidt 2007).
- Therefore, there is a new idea to use the knowledge pertaining to trauma and the development of psychopathology in daily work and the encouragement of traumatized children with specific pedagogic interventions. Traumapedagogic interventions and concepts currently spread out/are utilized furthermore in kindergarten, day-care institutions, schools or creative group programs for children. They do not replace therapy.
- Basic traumapedagogical attitudes and methods may be useful for other professions related to the network of a person faced with traumatization. They might be an intercultural invitation to cross-over, to construct attitudes or even an index which would meet the needs in an institution or even in community.

Healing processes have to be started

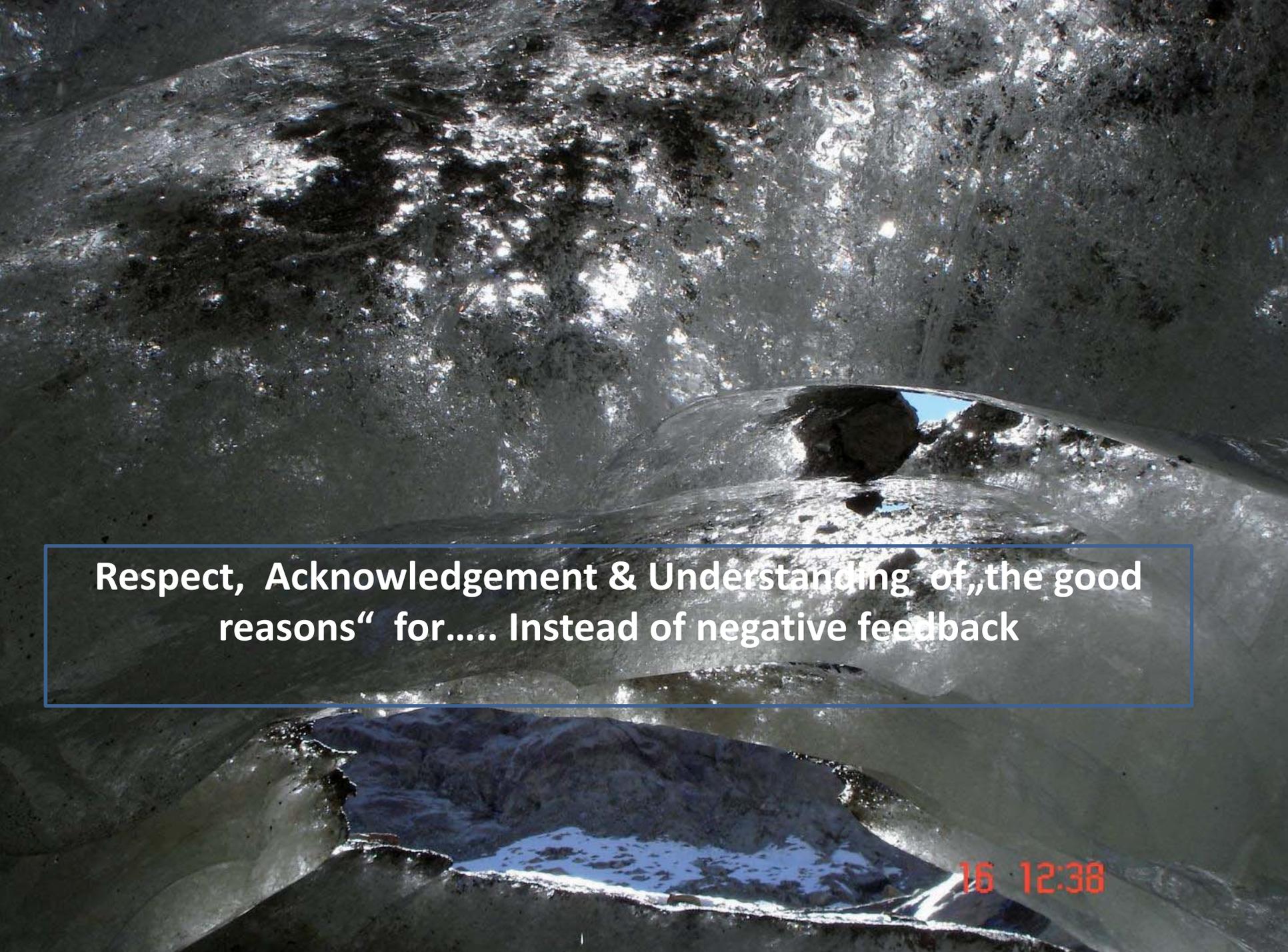
- to feel safe in relations – safe attachment
- to feel secure in the world – adopt structures of security
- to feel secure in the inner-self – To regain self security & self confidence

“Heil” - pedagogical interventions and support
-in particular for children, juveniles and their
families

use traumapedagogical methods as....

Traumapedagogical methods as

- respect and understanding of the “good reasons” to act like.....
- the construction of a safe place (in institutions & heil-pedagogical interventional settings, e.g. heilpedagogic play therapy/encouragement: taking care for relief, safety and stabilization)
- the skilled professional/worker as “safe haven”: attachment oriented approaches
- psychoeducation (information on trauma & it’s affects)
- empowerment & recovery
- special support & assistance in stress- and affect regulation matters, practicing mentalisation and experiences of regulation
- training of social competences or resilience.
- Physical contact & body sensitivity



Respect, Acknowledgement & Understanding of „the good reasons“ for..... Instead of negative feedback

16 12:38



**The construction of a safe place (in the outer world)
(in institutions & heil-pedagogical interventional settings taking care for relief, safety and stabilization)
Implementation of participation
Safe Acting-Rooms for Professionals**

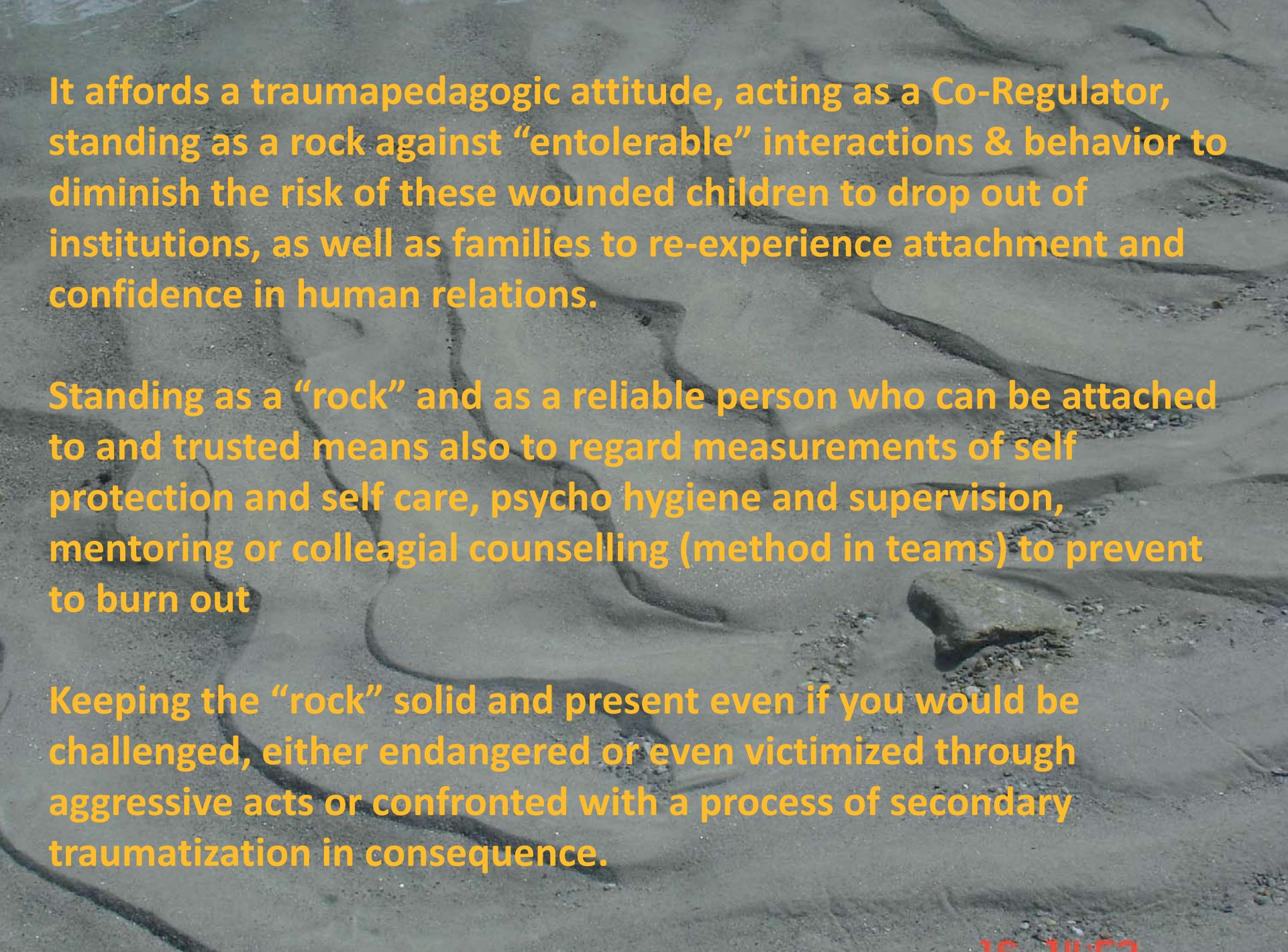


Special support & assistance in stress- and affect regulation matters, practising mentalisation and experiences of regulation

“Crossing the ice” is a metaphor for pedagogical work according to attachment – to find a connecting link to establish new social relations and leaving behind social difficulties.

It stands as a reminder to an attachment sensitive interpretation of symptoms and interaction.

The professional pedagogic approach is reliable presence, sensitivity and emotional resonance, acting together, experiencing also joy, play & participation. Traumapedagogical attitude assists the professional to avoid over-reactions or even violent behavior which might lead to retraumatization



It affords a traumapedagogic attitude, acting as a Co-Regulator, standing as a rock against “entolerable” interactions & behavior to diminish the risk of these wounded children to drop out of institutions, as well as families to re-experience attachment and confidence in human relations.

Standing as a “rock” and as a reliable person who can be attached to and trusted means also to regard measurements of self protection and self care, psycho hygiene and supervision, mentoring or collegial counselling (method in teams) to prevent to burn out

Keeping the “rock” solid and present even if you would be challenged, either endangered or even victimized through aggressive acts or confronted with a process of secondary traumatization in consequence.

A photograph of a dense forest with a dirt path leading through tall trees with green foliage. The path is in the foreground, and the trees are in the background, creating a sense of depth and a natural setting.

It means the encouragement of traumatized children with specific pedagogic interventions, building up trust, empowerment and self-healing competences opening, discover resources, perspectives and new ways.

As well getting an optimistic approach and belief for recovery and healing visions or new narratives for a symptom free and re-connected & in social relations embedded living opportunity for the traumatized persons.

Thank you very much for your kind attention

Between Laughter and Play remain and grow
the souls.

Arabic