

IEPSP



Institute for Experimental Phonetics
and Speech Pathology

LAAC



Life activities
advancement center



The International Society for Pre- and Perinatal
Psychology and Medicine



Birth Psychology
Association for Prenatal and Perinatal
Psychology and Health

cosmoanelixis

Prenatal & Life Sciences
Life Changing Education!
Prenatal & Life Sciences



SERBIAN GOVERNMENT
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGICAL DEVELOPMENT

PROCEEDINGS

1st International Congress on Psychological Trauma: Prenatal, Perinatal & Postnatal Aspects (PTPPA 2015)

Editors

Grigori Brekhman
Mirjana Sovilj
Dejan Raković

Belgrade, Crowne Plaza
15-16 May, 2015

Patrons:

Ministry of Education, Science and Technological Development – Republic of Serbia
Association for Prenatal and Perinatal Psychology and Health – USA
Cosmoanelixis, Prenatal & Life Sciences - Greece
DRF Fund for Promoting Holistic Research and Ecology of Consciousness

Organizers:

Life activities advancement center - Serbia
The Institute for Experimental Phonetics and Speech Pathology - Serbia
The International Society of Pre- and Perinatal Psychology and Medicine - Germany

Organization:

Organizing Committee, IEPSP, LAAC Secretariat, Gospodar Jovanova 35, 11000
Belgrade, Serbia. Tel./Fax: (+381 11 3208 544, +381 11 2624 168)
e-mail: iefpg@iefpg.org.rs web: <http://www.iefpg.org.rs>

Publisher:

Life activities advancement center
The Institute for Experimental Phonetics and Speech Pathology

Electronic version on publication

Editors: Grigori Brekhman, Mirjana Sovilj, Dejan Raković

Circulation: 500

ISBN: 978-86-89431-05-6

SOCIO-EMOTIONAL LEARNING THROUGH FAUSTLOS IN GERMANY

GOETZ EGLOFF,¹ DRAGANA DJORDJEVIC,² MANFRED CIERPKA³

¹Practice for Psychoanalysis, affil, University of Heidelberg, Germany
goetz.egloff@alumni.uni-heidelberg.de

²Children's Clinic, University Clinical Center, Niš, Serbia
dragana.djordjevic@alumni.uni-heidelberg.de

³Dept. Psychosomatic Cooperation Research and Family Therapy, University of Heidelberg, Germany
manfred.cierpka@med.uni-heidelberg.de

Abstract. FAUSTLOS is a violence prevention program that aims at socio-emotional skills and competencies as early as in Kindergarten children four to six years of age (FAUSTLOS meaning Without Fists; an adaptation of SECOND STEP). Self-regulation of negative emotions, impulse control, and empathy are the goals to be achieved through 28 lessons conducted by well-trained Kindergarten staff. The program has been developed at the University of Heidelberg and has continually been modified for elementary school and middle school. A rigorous evaluation of the Kindergarten curriculum between 2001 and 2004 proved the program to be effective, followed by further evaluation of the program in secondary education from 2005 to 2007. Since it has been well-accepted by state ministries and practitioners, FAUSTLOS has been implemented at many institutions of first and secondary education in Germany. Especially self-regulation has been proven to be difficult in traumatized and insecurely attached children. FAUSTLOS offers a wide variety of techniques and strategies for pre-schoolers in order to learn how to cope with inner impulses. Also, the program is conducted by constant relational persons in a closed group cycle of one year. This gives children a secure realm of learning and transfer. No-one is excluded from the group; stigmatization is avoided. Instead, children learn from one another how to apply FAUSTLOS in everyday surroundings. Parents are involved, too. By way of continuous parental meetings, parents are grown accustomed to a healthier way of dealing with one another. Ideally, a new culture of intra- and interpersonal conflict solutions is developed with the parents. Accompanying courses and additional literature are offered, too. The overall response ranging from well-received to enthusiastic due to its very special relational approach prove the program to be convincing as to early childhood learning and, with that, to the prevention of bullying and violence in general.

Keywords: *Early Childhood, Socio-Emotional Learning, Empathy, Impulse Control, Coping*

INTRODUCTION

Children with aggressive and violent behavior inflict injuries on others, either physically, psychically, or both. They may express threats, or destroy objects. Aggressive and violent behavior, as social scientists like Hurrelmann (Hurrelmann, 1992) or Heitmeyer (Heitmeyer, 1994; Moeller-Leimkuehler & Bogerts, 2013) have shown, is mainly to be understood as a “social disease”, generated by intrapsychic, interpersonal and societal conflicts. It shows in contexts such as family, kindergarten, and school. Yet, the location of conflicts is not necessarily identical with the location of expressed aggression or violence. Conflicts at home may be enacted in school or kindergarten, and experiences of victimization and conflict may be brought back home, leading to aggressive behavior, e.g. in siblings or in parent interaction. At any rate, aggressive behavior is mostly used as a personal “solution” of interpersonal conflicts, and is expressive of escalating situations that seem to leave no other option of communication (Ratzke et al., 1997). As to a multi-factorial concept of the generating of aggressive and violent behavior, it is mostly important to intervene early in the socialization process of children. Not only is the personal organization of emotions subjected to early childhood (Grossmann, 2003), but interactional processes of recognition, of boundaries, of intersubjective experiencing allow the creation of subjectivity (Flechner, 2005).

Therefore, especially family, and institutional surroundings of early childhood such as kindergarten and pre-school play a significant role in promoting personal individuation that allows for a communicative mode of non-violent dealings. Any culture of non-violence has to grow out of mutual empathy and respect. Along certain guidelines that can be derived from a developmental psychology rationale, useful interventions can help in the process.

While aggressive impulses in their most neutral form of expansion and initiative are not to be eliminated but instead directed toward pro-social application, potentially destructive aggression has to be re-directed before it is realized. Initiative, exploration, and expansion belong to the individual process of growing up and thus are to be supported in a pro-social way, whereas destructive aggression has to undergo a subtle transformation into behavioral modes that are socially acceptable.

WHAT CHILDREN DON'T KNOW ABOUT

Early childhood is the most sensitive period of behavioral learning. Pro-social behavior can be learned to some extent. It is often impaired both in clinically conspicuous and in "normal" children. A culture of pro-social dealings with one another is by no means common in many families, nor does it come out of the blue. This is why, quite often (Cierpka, 2002):

- Children don't know about appropriate behavior in certain situations since they don't have an inner working model of alternative conflict solution
- They do know about appropriate behavior but haven't been supported enough in doing so
- They show emotional reactions like anger, fear or anxiety that keep them from developing appropriate behavior
- They are not able to assess aggressive behavior appropriately
- They may have physiologically based developmental deviation or retardation stemming from genetic or parental influence

ASPECTS OF VIOLENCE

Quite often, aggressive children have a dysfunctional family background (Cierpka, 1999). In these families, parents are not capable of taking enough care of their children, either physically or psychically. Sometimes there are lacks of attachment in the mother-infant-relation existing from birth on, or there are disorders of early attachment that have developed in baby's first year of age (Grossmann et al., 1989). Different sorts of psycho-pathology in parents can affect the infant's emotional development; the parent-infant-relation encompasses a multitude of interactional processes which are prone to dys-functional behavior. Intuitive parental competencies fundamentally influence the infant's emotional development and may be vulnerable (Papoušek & Cierpka, 2012). Even social status and the overall status of societal development may compromise these competencies (Djordjevic & Egloff, 2011). Dysfunctional and non-coherent educational practices in some families can puzzle and disturb children and direct their development toward dys-functional modes of behavior. The loss of societal structures may disturb families in developing consistent educational modes (Egloff, 2012).

Moreover, aggressive children have often been victims of violence themselves (Levold et al., 1993; Cierpka & Cierpka, 1997). These children have learned to react in violent ways.

Additionally, TV programs of violent contents mediate violence as a means of conflict solution. As has been recognized early, children consuming many of these programs tend to use violence in dealings with their peers more often than those who do not (Bandura, 1973).

Last but not least, educational institutions – school probably more than kindergarten – can be viewed as a place of structural violence in which children are put under requirements of discipline, accomplishment, and selection. Even while school offers chances of development to children, it infallibly has them experience boundaries (Valtin, 1995). Under these circumstances and along their personal biographic experiencing, some children may react violently.

FAUSTLOS

Socio-emotional learning aims at skills and competencies to be learned within an interactional framework. At the heart of FAUSTLOS, which is an adaptation of SECOND STEP (Beland, 1988), there are three issues to be transferred to children: getting to know empathy and the training to be empathic, learning to be capable of controlling one's impulses, and dealing with emotions of anger and rage. These issues are playfully dealt with in the Kindergarten curriculum by way of 28 continuous lessons. Each lesson contains a story that is told by the educator and is illustrated by an accompanying picture. Each lesson is structured the same way: at first, the topic of the lesson is outlined by playfully fantasizing what the lesson will bring. Moreover, hand puppets (a toy dog and a toy snail) open up getting in contact with each other, further illustrating the issue of the lesson to come. This is followed by the actual lesson in which the story is told, shown in the picture, and discussed with the group. Role-playing, or alternative exercises at the end of the lesson will make sure the transfer to everyday life of the children is initiated. Additionally, the educator is advised to return to the contents of the lesson during the following week. Ideally, one lesson per week is conducted.

LESSONS OF THE KINDERGARTEN CURRICULUM

The 28 continuous lessons follow a consecutive order that will become more complex the further the topics develop. At first, fundamental emotions are dealt with, and the focus is on empathy. After that, coping strategies for dealing with negative emotions in interaction are focused at.

I. Empathy:

1. What is FAUSTLOS?
2. Emotions (joy, grief, anger)
3. Emotions (surprise, fear, disgust)
4. Same or Other
5. Emotions Change
6. If... Then...
7. Not Now – Maybe Later
8. Mishaps
9. What is Just?
10. I am Feeling...
11. Active Listening
12. I Care

II. Impulse Control:

1. Calming Down
2. What is the Problem?
3. What can I do?
4. Choosing
5. Will it Work?
6. Sharing
7. Taking Turns
8. Negotiating
9. Listening
10. Interrupting Politely

III. Dealing with Anger and Rage:

1. Am I Angry?
2. Calming Yourself Down
3. Dealing with Violations
4. Dealing with Name-Callings
5. Dealing with Getting Something Taken Away
6. Dealing with Not Getting What You Want

Parental involvement is part of the curriculum, too. By way of continuous parental meetings, parents are grown accustomed to dealing with one another in rather empathic and non-violent terms. Ideally, a new culture of intra- and interpersonal conflict solutions is developed with the parents. Specific accompanying courses and additional literature are offered, too (Cierpka, 2005).

Since especially self-regulation has been proven to be difficult in traumatized and insecurely attached children, by way of a wide variety of techniques and strategies children learn how to cope with inner impulses, by that broadening the range of possible reactions in stressful and conflict situations. Within a secure realm of learning and transfer, children learn from one another how to apply empathy, impulse control, and coping with anger and rage in everyday surroundings. No-one is excluded from the group, and stigmatization is avoided. Especially, a change of perspective through stories viewed from different personal viewpoints is supported; something which has regularly been experienced revelatory (Egloff & Cierpka, 2002). In traumatized children not only changing of perspectives is difficult, but essentially persisting stress disorders can compromise their biographies severely (Schindler, 2006).

EVALUATION

The FAUSTLOS Kindergarten curriculum has been developed and evaluated between 2001 and 2004 at the University of Heidelberg, Germany; a process evaluation (Cierpka, Egloff, Schick & Ott, 2001) was followed by a pre/post randomized control trial (RCT) study which proved the program to be effective especially as to a decrease of verbal aggression in children (Cierpka & Schick, 2006). Identifying emotions turned out to be easier for children who took part in the program than for those who did not; the same for pro-social dealings with conflicts. Generally, FAUSTLOS has been proven to have a specific anxiety-reducing effect supporting the transfer of competencies to everyday life (Schick & Cierpka, 2003b) which is highly important since effects on the level of personal emotion entail even more appropriate interpersonal, social

behavior (Cierpka, 2005). Further evaluation of the program has been conducted in elementary education, as has in secondary education from 2005 to 2007 (Schick & Ott, 2002; Schick & Cierpka, 2003a; 2004; 2010; 2013).

Since it has been well-accepted by state ministries and practitioners, FAUSTLOS has been implemented at many institutions of first and secondary education in Germany. The overall response ranging from well-received to enthusiastic due to its very special relational approach prove the program to be convincing as to early childhood learning and, with that, to the prevention of bullying and violence in general.

German-based Heidelberger Praeventionszentrum (HPZ) is the distributing agent for German-speaking countries and has also competence for research and further development of FAUSTLOS. For further information, one may contact the HPZ (www.h-p-z.de) or the authors.

REFERENCES

- Bandura A (1973). *Aggression: A Social Learning Analysis*. Englewood Cliffs NJ: Prentice Hall.
- Beland K (1988). *Second Step: A Violence Prevention Curriculum*. Seattle: Committee for Children.
- Cierpka M, Cierpka A (1997). Die Identifikationen eines missbrauchten Kindes [Identifications of an Abused Child]. *Psychotherapeut* 42, 98-105.
- Cierpka M (1999). *Kinder mit aggressivem Verhalten. Ein Praxismanual fuer Schulen, Kindergaerten und Beratungsstellen [Aggressive Behavior in Children]*, Goettingen: Hogrefe.
- Cierpka M, Egloff G, Schick A, Ott I (2001). *Pilotprojekt Faustlos Kindergarten*. Heidelberg: University of Heidelberg.
- Cierpka M (2002). *Faustlos. Ein Curriculum zur Foerderung sozial-emotionaler Kompetenzen und zur Gewaltpraevention fuer den Kindergarten [Faustlos. A Curriculum for Pre-School Promoting Social-Emotional Competencies and Preventing Violence]* (Co-authored by Schick A, Ott I, Egloff G). Heidelberg: University of Heidelberg.
- Cierpka M (2005). *Faustlos – wie Kinder Konflikte gewaltfrei loesen lernen [Faustlos – how Children Learn to Solve Conflicts Non-Violently]*. Freiburg: Herder.
- Cierpka M, Schick A (2006). Die Evaluation des Faustlos-Curriculums fuer den Kindergarten [The Evaluation of the Faustlos Curriculum for Kindergarten]. *Prax Kinderpsychol Kinderpsychiatr* 55, 459-474.
- Djordjevic D, Egloff G (2011). Zur Bedeutung intuitiver Elternkompetenzen für die Entstehung von Bezogenheit [On the Pertinence of Intuitive Parental Competencies in Creating Human Relatedness]. In: Langendorf U, Kurth W, Reiss HJ, Egloff G (eds.). *Wurzeln und Barrieren von Bezogenheit [Roots and Barriers of Human Relatedness]*. Heidelberg: Mattes, 117-123.
- Egloff G, Cierpka M (2002). Faustlos – Curriculum zur Gewaltpraevention. *Conference Presentation/ Workshop at the Congress „Adoleszenz – Bindung – Destruktivitaet“ of the International Society for Adolescent Psychiatry (ISAP)*, Chair: A. Streeck-Fischer, Goettingen, June 14, 2002.
- Egloff G (2012). Die Irrationalitaet durchdringen. Zwischen der Operationalisierung psychodynamischer Diagnostik, Lacan und Jaspers - zum psychodynamischen Verstehen in der Postmoderne [Permeating Irrationality. On the Operationalization of Psychodynamic Diagnostics, Lacan, and Jaspers – Psychodynamic Reasoning in Postmodernity]. *Deutsches Aerzteblatt PP* (8) 11, 358-360.
- Flechner S (2005). On Aggressiveness and Violence in Adolescence. *Int J Psychoanal* (86) 5, 1391-1403.
- Grossmann KE, Fremmer-Bombik E, Friedl A, Grossmann K, Spangler G, Suess G (1989). Die Ontogenese emotionaler Integritaet und Kohaerenz [The Ontogenesis of Emotional Integrity and Coherence]. In: Roth E (ed.). *Denken und Fuehlen. Aspekte kognitiv-emotionaler Wechselwirkung [Thinking and Feeling. Aspects of Cognitive-Emotional Interaction]*. Berlin: Springer, 36-55.
- Grossmann KE (2003). Die Bedeutung der ersten Lebensjahre fuer die Organisation der Gefuehle [The Pertinence of First Childhood Years for the Organization of Emotions]. In: Doerr M, Goepfel R (eds.). *Bildung der Gefuehle. Innovation? Illusion? Intrusion? [Education of Emotions]*. Giessen: Psychosozial, 123-145.
- Heitmeyer W (1994). *Gewalt [Violence]*. Weinheim: Juventa.
- Hurrelmann K (1992). Aggression und Gewalt in der Schule – Ursachen, Erscheinungsformen und Gegenmassnahmen [Aggression and Violence at School – Origins, Phenomena, Interventions]. *Paedagogisches Forum* (5) 2, 65-74.

- Levold T, Wedekind E, Georgi H (1993). Gewalt in Familien. Systemdynamik und therapeutische Perspektiven [Violence in Families. System Dynamics and Therapeutic Perspectives]. *Familiendynamik* 3, 287-311.
- Moeller-Leimkuehler AM, Bogerts B (2013). Kollektive Gewalt. Neurobiologische, psychosoziale und gesellschaftliche Bedingungen [Collective Violence: Neurobiologic, Psychosocial, and Societal Factors]. *Nervenarzt* 84,1345-1358.
- Papoušek M, Cierpka M (2012). *Der klinische Blick: Grundlagen und Gefährdungen der intuitiven elterlichen Kompetenzen* [The Clinical View: Basics and Endangerings of Intuitive Parental Competencies]. Presentation at the 62. Lindauer Psychotherapiewochen Congress, April 19, 2012.
- Ratzke K, Sanders M, Diepold B, Krannich S, Cierpka M (1997). Ueber Aggression und Gewalt bei Kindern in unterschiedlichen Kontexten [On Aggression and Violence in Children in different Contexts]. *Prax Kinderpsychol Kinderpsychiatr* 46 (3), 153-168.
- Schick A, Ott I (2002). Gewaltpraevention an Schulen – Ansaetze und Ergebnisse [Violence Prevention at School – Approaches and Results]. *Prax Kinderpsychol Kinderpsychiatr* 51, 766-791.
- Schick A, Cierpka M (2003a). Faustlos: Aufbau und Evaluation eines Curriculums zur Foerderung sozialer und emotionaler Kompetenzen in der Grundschule. [Faustlos: Structure and Evaluation of a Curriculum for Social and Emotional Competencies in Elementary School]. In: Doerr M, Goepfel R (eds.). *Bildung der Gefuehle. Innovation? Illusion? Intrusion? [Education of Emotions]*. Giessen: Psychosozial, 146-162.
- Schick A, Cierpka M (2003b). Faustlos: Evaluation eines Curriculums zur Foerderung sozial-emotionaler Kompetenzen und zur Gewaltpraevention in der Grundschule. [Faustlos: Evaluation of a Curriculum for Social-Emotional Competencies and Preventing Violence for Elementary School]. *Kindheit und Entwicklung* 12, 100-110.
- Schick A, Cierpka M (2004). Faustlos: Ein Gewaltpraeventions-Curriculum für Grundschulen und Kindergaerten [Faustlos. A Curriculum for Elementary School and Kindergarten Preventing Violence]. In: Melzer W, Schwind HD (eds.). *Gewaltpraevention in der Schule [Violence Prevention at School]*, Baden-Baden: Nomos, 54-66.
- Schick A, Cierpka M (2010). Foerderung sozial-emotionaler Kompetenzen mit Faustlos: Konzeption und Evaluation der Faustlos-Curricula. [Promoting Social-Emotional Competencies through Faustlos: Concept and Evaluation of Faustlos-Curricula]. *Bildung und Erziehung* 63 (3), 277-292.
- Schick A, Cierpka M (2013). International evaluation studies of Second Step, a primary prevention programme: a review. *Emotional and Behavioural Difficulties* 18 (3), 241-247.
- Schindler S (2006). Entwicklung im Krieg. Empirische Daten zu Einflussen auf die Kindheitsentwicklung [Development and War. Empiric Data of Influences on Children's Development]. In: Janus L (ed.). *Geboren im Krieg. Kindheitserfahrungen im 2. Weltkrieg und ihre Auswirkungen [Born in War. Childhood Experiences in World War II and their Consequences]*. Giessen: Psychosozial, 104-122.
- Valtin R (1995). Was ist Gewalt? Definitionen von Kindern und Erwachsenen [What is Violence? Definitions from Children and Adults]. In: Valtin R, Portmann R (eds.). *Gewalt und Aggression. Herausforderungen fuer die Grundschule [Violence and Aggression. Challenges for Elementary School]*. Frankfurt: AK Grundschule, 22-25.

CIP - Каталогизacija y publikaciji - Narodna biblioteka Srbije, Beograd

159.922.7(082)(0.034.2)

615.851-053.2(082)(0.034.2)

618.2(082)(0.034.2)

INTERNATIONAL Congress on Psychic Trauma: Prenatal, Perinatal & Postnatal Aspects (1st ; 2015 ; Beograd)

Proceedings [Elektronski izvor] / 1st International Congress on Psychic Trauma: Prenatal, Perinatal & Postnatal Aspects (PTPPA 2015), Belgrade, 15-16 May, 2015 ; editor Grigori Brekhman, Mirjana Sovilj, Dejan Raković. - [Belgrade] : Life activities advancement center : The Institute for Experimental Phonetics and Speech Pathology, 2015 ([Beograd : Draslar partner]). - 1 elektronski optički disk (CD-ROM) : tekst ; 12 cm

Sistemska zahteva: Nisu navedeni. - Nasl. sa naslovnog ekrana. - Tiraž 500

ISBN 978-86-89431-05-6 (LAAC)

a) Razvojna psihologija - Zbornici b) Deca - Psihicki razvoj - Zbornici
COBISS.SR-ID 218228236

<-----