

**When the world collapses:
当灾难来临**

Emergency educational interventions for psychologically traumatised children in crisis regions.

非常时刻的教育干预计划-献给心理受到创伤的灾区孩子

Outline of an approach to a pedagogical-therapeutic intervention in acute war and catastrophe contexts, based on Waldorf Education

基于华德福教育理念，通过教育进行治疗的干预方法-用在激烈的战争和严重的灾祸发生的环境下。

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以沃尔多教育法为基础的，适用于战争或灾害的受灾人群的一种教育治疗法

大纲

1. Summary 小结

Every year millions of children and young people experience traumatic experiences. They suffer ethnic oppression, war and torture. They are exploited as child soldiers or become refugees. Something like 50% of all refugees are children or youths. Others suffer imprisonment, kidnapping, forced labour or are sexually abused or they witness brutality on people near them. Others are victims of natural disasters. They all have traumatic experiences in common.

每年，数百万的孩子和年轻人经历着巨大的痛苦，他们遭受着种族压迫，战争和折磨。他们被征作士兵或成为难民。大约 50%的难民是孩子或青少年。其他人遭受关押，绑架，强迫劳动或性虐待或亲眼目睹周围的人们遭受痛苦。

Trauma that is not dealt with psychologically can lead to severe symptoms later and can disrupt the child's development in the long term. Psychic and physical illnesses can result from these experiences, as well as learning difficulties. These unredeemed traumatic childhood experiences can later lead to significant behavioural problems, especially in adolescence. Victims can become perpetrators.

心理上的创伤如没有经过心理的治疗能在后来导致严重的症状，从长远来看还能扰乱孩子的发展。这些经历能导致心灵和肉体的疾病和学习困难。这些未得救的痛苦的童年经历还能导致后来严重的行为问题，特别是青春期。受害者回变成犯罪者。

Emergency educational interventions try to support these children and young people to deal with their traumas through stabilising measures. By providing protection, safety and shelter and the opportunity to develop reliable relationships, through strengthening the child's self-confidence, self-control and self-reliance and by reducing the burdens through providing a healing and supportive atmosphere, the child's whole constitution can be strengthened and the self-healing processes stimulated. The aim is to integrate traumatic experiences into the individual's biography and thus counter the development of post-traumatic stress.

紧急教育干预设法帮助这些孩子和年轻人通过稳定措施来处理这些心灵创伤。通过提供保护，安全和庇护和发展可靠关系的机会，通过加强孩子的自信，自控和自恃，通过提供一个有利康复的支持性的气氛减轻负担，孩子们的整个心理素质能大大加强，自我康复过程能加快。该目标是将心灵创伤经历融入个人的生命从而抵制过去心灵创伤造成的压力的增长。

The holistic approach of Waldorf Education, based as it is on the principles of child development and with its global dimensions appears to be particularly suited as a basis for emergency educational intervention, especially when supplemented by specific artistic therapies. In structured phases of learning and play, in free creative play and in phases of creative cultural activity, the individual's inner resources of renewal that have been submerged through trauma can be re-activated and emancipated. A rhythmically structured daily routine, regular meals and periods of sleep, alternating phases of rest and activity can help the children and young people orientate themselves anew, find security and support. Thus they can develop new relationships that foster this sense of security. They can be helped to find and develop new trust in others and self-confidence, new interest for the world and age appropriate self-motivation and responsibility for themselves.

沃尔多教育的整体分析法是基于孩子发展的原则，它的整体维数显示特别适合作为紧急教育干预的基础，特别是当它能辅助于专门的艺术疗法。在有组织的学习和玩耍过程中，在自由的创造游戏中和创造的文化活动中，个人被心灵创伤淹没的的重生的内在才力将被重新激发和释放出来。一个有节奏有组织的日常工作，有规律的饮食和睡眠，休息和活动交替能帮助孩子们和年轻人重新找到方向，安全和支持。因此他们能建立新的关系和培养安全感。他们能找到和建立对他人的信任和自信，对世界新的兴趣和适龄的自我激励和自我负责。

The *Friends of the Art of Education* are creating emergency educational and crisis intervention teams who will work with psychologically traumatised children and young people in crisis regions. Human resources are being developed, a crisis intervention centre set up and equipped with the necessary logical resources. The first emergency interventions took place in 2006 and 2007 in Lebanon in cooperation with UNESCO.

教育艺术之友(机构名) 正创建紧急教育和危机干预团队，他们将和心灵受到创伤的孩子和年轻人一起工作在灾区。人力资源正在发展中，危机干预中心正在成立并配备有必要的后勤资源。第一个紧急干预与联合国教科文组织一起合作，发生在 2006 年和 2007 年的黎巴嫩。

In order to facilitate effective emergency educational interventions a structure of partners in 80 countries is planned in cooperation with other international crisis management agencies and international NGOs.

为了加强紧急干预的有效性，正计划与其它国际危机管理机构和国际非政府机构合作。成立一个由 80 个国家组成的合作伙伴组织。

2. Psychological trauma of children and young people in crisis regions

灾区孩子和年轻人受到的心灵创伤

2.1 Trauma caused by war or natural catastrophe

战争和自然灾害造成的心灵创伤

Every year millions of children are the victims of war and its consequences (German Red Cross, 2003) or suffer in catastrophes and earthquakes, floods, storms or fires. As well as suffering physical injuries, they all suffer from psychological trauma. (Hilweg/ Ullmann, 1997).

每年，数百万的孩子成为战争和战争后果的受害者或遭受灾难和地震，洪水，火灾。除了遭受肉体的伤害，他们还要遭受心灵的创伤。

In clinical psychology trauma or psychological trauma is characterised as a psychological injury caused by external forces. This concept refers to the psychological consequences of external events, rather than the life threatening events themselves. Such events can include directly experiencing war, natural catastrophes, having to flee one's home, accidents, sexual abuse, bullying and witnessing such events. The severity of the original event is not what is decisive but the intensity of the subjective experience. (Fischer/ Riedesser, 1998).

医学上，心灵创伤精神创伤是以精神受到外来力量导致的伤害为特征的。这个概念是指外部事件而不是威胁生命的事件造成的精神后果，如经历战争，自然灾害，逃离家园，事故，性侵犯，恐吓和目睹这些事件。这些原始事件的严重性不在于它的决定性而是主观经验的强烈程度。

In many cases the traumatic experience is accompanied by a sense of helplessness and a shattering of one's understanding of self and the world. If no process of dealing with the trauma occurs within a short time after the events, then this can have long-term negative consequences leading to an acute sense of burden, post-traumatic destabilisation, loss of the ability to adapt and the development of severe neurotic conditions. (Streeck-Fischer, 2006).

在很多事件中，精神创伤经历是伴随着无助感，和对自己对世界理解的破灭。如果事件发生后，在短时间内没有进行一个处理过程，那么，这将导致长期的负面后果，并导致严重的负重感，创伤后性的不稳定，丧失适应能力，和严重神经质状况的发展。

The early intervention of competent pedagogical-therapeutic measures following traumatic experiences can help reduce the possible long-term negative biographical consequences.

早期的教育治疗措施干预能降低可能的长期的人生后果。

2.2 Possible consequences of psychological trauma.

心灵创伤可能导致的后果

2.2.1 Stages of psychological trauma

心灵创伤的阶段

The stages of psychological trauma can be described using a three phase model:

心灵创伤的三阶段：

(Hausmann, 2005, S. 62f):

1. The traumatic situation 创伤状况
2. The traumatic experience 创伤经历
3. The traumatic reaction 创伤反应

2.2.1.1 The traumatic event 创伤事件

The traumatic event is determined by various factors, including the intensity, duration, cause, guilt, the relationship between the victim and perpetrator, the nature of the trauma and the nature of the effects.

创伤性事件是取决于多种因素，包括强度，时间，原因，内疚，之间的关系，受害者和肇事者，性质的创伤和性质的影响。

2.2.1.2 The traumatic experience 创伤经验

Whether a burdening experience leads to a psychological trauma depends on the actual sensibility of the victim and his or her personal disposition. The factors of protection and risk can influence the degree of trauma. As well as this, the perception of the threat and the behaviour of the individual during the traumatic event play an significant role.

是否负担的经验，导致了心理创伤，须视乎实际的敏感性，受害人和他或她的个人处置。的因素，保护和风险，可以影响程度的创伤。以及此，知觉的威胁和行为的个人，在创伤事件中发挥重大作用。

2.2.1.3 The traumatic reaction 外伤性反应

The traumatic process leads to various traumatic consequences that can be divided into short und long term effects. (Hausmann, 2005, 2006):

外伤性的过程中导致的各种外伤性的后果，可分为短期和长期的影响。（郝睿强，2005年，2006年）

a. short term consequence 短期的后果

Among the short term consequences are “ direct emergency reactions, acute psychics

其中短期的后果是“直接的紧急反应，急性精神症状和第一次尝试去克服的问题”（郝睿强，2005年，63岁）ymptoms and the first attempts to overcome the problem” (Hausmann, 2005, 63).

b. Long term consequences 长期后果

Among typical long term responses to trauma are „chronic symptoms and disturbances, the emergence of permanent deficits but also delayed symptoms as well as half conscious or unconscious repetitions of the traumatic situation.“ (Hausmann, 2006, S. 45).

其中典型的长期创伤的反应是“慢性症状和干扰，出现了永久性的赤字，但也延迟的症状，以及半昏迷或昏迷重复创伤的情况。（郝睿强，2006年，第45条）

c. Further indirect consequences 更深层次的间接后果

Psychological trauma affects the subject and those in the subject's social and psychological environment. It is possible that existing or later burdens become worse and may be passed on the next generation.

心理创伤影响的课题，那些在主体的社会和心理环境。它可能是现有的或更新的负担更加恶化，并可能予以通过到下一代。

d. Re-Traumatisation 重新创伤

Comparable events, police interrogation, court cases, diagnostic interviews and the like can lead to repeated traumatisation. Even "injuries to parts of the body previously hurt can lead to defensive memories and can destabilise hard won compensatory behaviour and can open up old wounds. (ibid: 46).

可比的事件，警方讯问，法院案件，诊断和面试一样，可以导致反复的创伤。甚至是“以前受伤的身体部分，可导致防御性的回忆和破坏来之不易的补偿行为以及打开旧的创伤。

2.2.2 Symptoms 症状

Children show systems of traumatic events they cannot deal with in age-relevant ways. These symptoms depend on the emotional, mental and social maturity of the child. (Levine/ Kline, 2005):

系统显示儿童的创伤事件，他们不能处理年龄有关的方法。这些症状依赖于情绪，心理和社会成熟的儿童。（文/克莱因，2005年）

2.2.2.1 Babies and young children 婴儿和年幼儿童

- fears
- avoidance strategies
- oversensitivity
- withdrawal
- closing up
- impulsive behaviour
- retarded development
- physical pain (e.g. stomach ache)
- changed habits and behavioural patterns
- regression into earlier developmental phases
- sleep problems
- eating disorders
- communication difficulties

- 恐惧
- 避免策略
- 过度敏感
- 撤回
- 封闭
- 冲动行为
- 延迟发展
- 身体疼痛（例如胃疼痛）
- 改变生活习惯和行为模式
- 回归到先前的发展阶段
- 睡眠问题
- 饮食失调
- 沟通困难

2.2.2.2 **Preschool children** 学龄儿童

- strong emotional outbursts
- upset
- feat
- anger
- aggression
- exaggerated protest
- phobias
- sleep problems
- nightmares
- regression
- bedwetting, thumb sucking, defecating, using baby talk
- low communication skills
- digestive problems (diarrhoea, constipation)
- stomach ache
- head aches
- fever (without other symptoms)
- shallow breathing
- tiredness and lethargy as a consequence of too little oxygen
- eating disorders

- 强烈的情绪爆发
- 沮丧
- 害怕
- 愤怒
- 侵略
- 夸大抗议
- 恐惧症
- 睡眠问题
- 噩梦
- 回归
- 尿床, 拇指吸吮, 排便, 使用婴儿对话
- 沟通技巧差
- 消化问题 (腹泻, 便秘)
- 胃部疼痛
- 头部疼痛
- 发烧 (无其他症状)
- 浅呼吸
- 疲劳和嗜睡, 作为一个后果, 太少的氧气
- 饮食失调

2.2.2.3 **School children** 2.2.2.4 上学的儿童

- loss of ability to concentrate
- loss of motivation
- inability to complete tasks
- inability to process information easily
- difficulty to enter into new tasks
- low frustration threshold
- chronic hypersensitivity
- nervousness, easily shocked, uncertainty in the eyes, easily distracted, can't sit still, exaggerated wakefulness

- aggression and self-inflicted aggression
- easily provoked
- compulsive talking
- withdrawal
- dissociation, isolation, closing off, extreme shyness
- lack of attention
- lack of attention, tiredness, daydreaming, depression
- fears and phobias
- collapsed posture
- tiredness, lethargy, “laziness”
- fears for others
- fear of dreams
- loss of concentration
- loss of memory
- learning difficulties
- compulsive playing of the traumatic situation
- changed behaviour (e.g. aggression, regression)
- sleep problems
- eating disorders
- bodily symptoms
- parents should not be burdened with their problems

- 损失集中的能力
- 损失动机
- 无法完成的任务
- 无法容易的处理信息
- 困难地进入新的任务
- 低门槛的挫折感
- 慢性过敏症
- 神经质，容易感到震惊，不定性的眼神，易分心，不能
- 直视，但夸大觉醒
- 侵略和自己造成的侵略
- 容易挑起
- 强迫症
- 撤回
- 离解，分离，关闭，极端害羞
- 缺乏重视
- 缺乏重视，疲倦，白日梦，抑郁症
- 恐惧和仇视心理
- 倒塌的姿态

2.2.2.4 young adults 年轻的成年人

- sudden changes in relationships
- loss of interest in relationships that were previously important
- withdrawal, isolation and separation
- fundamental changes in school achievement
- fundamental changes in attitudes
- fundamental changes in external appearance
- sudden behaviour changes

- lying
- life threatening repetition of the traumatic situation
- sudden changes of mood (fear, depression, suicide risk)
- drugs and alcohol problems
- sudden loss of interest in old hobbies
- easily provoked. Anger, revenge thoughts
- abnormal sexual activity
- frequent changes in sexual partner

- 突然变化的关系
- 利益损失的关系是显然重要的撤回，孤立和分离
- 学习成绩上发生根本性的变化
- 态度上发生根本性的变化
- 外观上发生根本性的变化
- 突如其来的行为变化
- 说谎
- 危及生命的重复创伤的情况
- 突然改变情绪（恐惧，抑郁，自杀的风险）
- 吸毒和酗酒问题
- 突然对原有的业余爱好失去兴趣
- 容易引发挑起，愤怒，报复的思考
- 异常的性活动
- 频繁的改变异性搭档

2.2.3 Neurobiological changes (神经生物学上的变化)

Recent studies have shown that long-term traumatisation can lead to permanent changes in brain development. (近期研究表明长期的心灵创伤会导致大脑发育的长期变化) Abnormal developments can occur in the hippocampus, limbic system and neo-cortex. (这种异常发育可能出现在海马体组织和大脑边缘体系统以及大脑皮层组织，) (Perry, in May/Remus, 2003). These studies show that the development of the neocortex and the limbic system can be destroyed through early traumatic experiences. (这些研究表明大脑皮层和大脑边缘体系统的发育会因为早期的创伤性经历而受到破坏) This can lead to long term changes in hormonal processes and abnormal brain activity in both brain hemispheres. (这种早年的创伤也会长期改变荷尔蒙激素的分泌和导致大脑两个半球的反常的神经行为) This leads to functional changes on cognition, emotions, social and other behaviour. (这也会导致认知力。情感，社交和其他行为的功能性影响) (ibid.). Long term effects can be caused by repetition of the trauma through repeated experiences or through re-imagined trauma through flash-backs.通过重复性的经历或者是不断重复的创伤性记忆片段的回放会产生长期的负面影响。 (Hüther, 2002, 2004). It is therefore crucial in preventing repetition trauma that this aspect is addressed. 因此阻止创伤的回忆这方面的讲解就至关重要

2.2.4 Disturbing images (干扰显象)

Trauma that are not treated can, though this does not have to happen, can lead to burdening psychopathologies that may lead to life-long illness. Severe traumatic experiences in early childhood often reveal their destructive

consequences in adolescence. Victims can become perpetrators if they relive their traumas. (Streeck-Fischer, 1999).

未经治愈的创伤可能是非必然会导致精神病理学的负担，这种负担显示出毁灭性后果，受害者如果再经历创伤，可能会成为作恶者。

Following traumatic experiences the following images can occur:
经历创病者会发生下列现象

- Acute disturbance (ICD-10: F 43.0)
急躁，困扰
- Inability to adapt (ICD-10: F 43.2)
无法适应
- Post-traumatic stress disturbance (ICD-10: F-43.1)
创伤性后应激
- Long term personality change following extreme suffering (ICD-10: F-62.0)
创伤后长期人格改变

2.3 Possible emergency education acute interventions

可能的紧急干预性教育方法

2.3.1 Intervention phases

干预阶段

The interventions following traumatic events follow three phases:

以下三个阶段

- acute intervention
紧急性干预

(peri-traumatic intervention, first emergency help, usually locally)

(潜在创伤的干预，通常是当地就地提供的紧急救助)。

- Psychological stabilising
心理稳定

(Emergency psychological intervention within the first four weeks)

灾害发生后的最初四周内进行的紧急心理干预

- Therapy/Rehabilitation
治疗/康复

(Trauma treatment phase, integration phase)

创伤治愈阶段/综合阶段

The emergency educational intervention can occur as acute intervention locally. Usually this intervention occurs after four weeks (phase of psychological stabilisation). During this time it becomes clear whether the subject can deal with trauma themselves or whether they will develop a post traumatic stress disorder and needs therapy. Educational therapy can be used during the trauma therapy phase.

紧急善下的干预性教育可以当作本地的紧急干预，这种干预通常在心理稳定阶段后的四个礼拜，在这个时候，主要能否处理创伤本身，他们是否成功为创伤性抑郁错乱，是否需要治疗都改变得明确，教育性疗法可以有创伤理疗阶段使用。

Aims

Every educational trauma therapy aimed at helping children and young people traumatised through war or natural catastrophe has the task of minimising the suffering of those affected, strengthening their constitution and self-healing forces. The aim of emergency educational intervention is to help construct relationships that offer security, trust and self-trust, awaken new interest in the world and in age appropriate ways strengthen self-directed learning and responsibility for oneself. Through emergency educational measures later biographical consequences such as post traumatic stress disorder should be reduced or prevented.

每次教育性创伤疗法存在帮助受过战争创伤或自然灾害孩子或年轻人尽量少地受其负面影响，加强他们的心理素质和自我愈合能力。紧急教育干预疗法目的存予帮助建构一种安登报，信任的，自信的关系。唤起存在的新兴趣，在适当年龄段加强面向自我的学习，唤醒自我责任感，通过教育性干预疗法能尽可能减少或防止事后的抑郁症或事后的病理性后果

2.4 Make opportunities out of crisis

Increasingly the research into the consequences of psychological trauma it is being recognised that such crises can lead to positive personality changes for those affected once the trauma has been effectively addressed. (Landolt, 2004; Tedeschi/ Park/ Calhoun, 1998). The benefits include:

别造摆脱危机的机会越来越多的研究对于心理创伤的研究表明，如果这种创伤得到正确指导与有效治疗，这些危机中的当事者这种有效性体现在可以转为某些正面的积极的个性变化

- Deepened relationships 加深联系
- Broadening life perspectives 拓宽生活观
- Maturity 更成熟
- Deepening value of one's own life 加深个人生活价值观
- Spiritual and religious deepening 精神信仰观加深

The successful treatment and integration of traumatic experience in the biography of a child can be served by emergency educational intervention. 紧急教育治疗法能成功治疗孩子的创伤经历

3 Waldorf Education – The Human Being in Focus 以人为本

3.1 Rhythmical massage

The method of rhythmical massage developed by the doctors Ita Wegmann and Maria Hauschka is based on classical massage techniques supplemented by rhythmical swinging massage movements which activate the stream of bodily fluids and thus to release pathological blockages in the system. This form of rhythmical massage seeks to bring everything thing is frozen and rigid into movement again. This enables the individual to become physically and psychologically more active. It helps overcome sleeplessness, exhaustion and harmonises the whole constitution. It also increases bodily awareness and restores the sense of an individual's ownership of his or her body. (Härter, 2005; Fingado, 2002)

有节奏的按摩。 这种方法是出 ITA WEGMANN 和 MARIA HAUSCHKA 的医生们根据传统的按摩技巧佐以欢娱的按摩动作而发明。 在按摩中促进体液系统的流动而舒缓病理阻隔。 有节奏的按摩旨在使任何冷冻和僵硬的部分重新流通顺畅。 从而是个体从生理和心理上开始变得活跃起来。 它可治疗失眠， 疲乏而和谐生理体系。 它也可使身体产生自我觉醒， 使个体重塑对自我身体的宿主权。

3.2 Baths, compresses and poultices 沐浴， 布敷法， 泥敷法。

Using baths, poultices and compresses the breathing, warmth generation, digestion, metabolism and circulation the life processes are stimulated and tension is released. Processes, which have become rigid can be freed up. These support the self-healing process. These methods are supported through the use of etheric oils, essences and tinctures. (Fingado, 2003).

运用沐浴， 布敷法， 泥敷法 压迫呼吸， 产生热量， 则 消化系统、 新陈代谢和等生命循环系统被刺激而加速运动， 从而使得紧张情绪得到舒缓。 被阻碍的生理进程被释放。

这些有助于自我康复过程。 这些方法通过使用醚油， 精华素和酊剂而得以实现。

3.3 Plastic-therapeutic three dimensional artistic activities

塑料-治疗树 空间的艺术活动

In modelling, the patient confronts the material in order to free hidden cognitive, emotional and affective potential and translate these into outer form. It is not about making something decorative but rather about struggling with the material in order to free up new images and forces. These help the individual to come to terms with their situation, to overcome illness and find new courage to face life. The materials used include soap, stone, wood, clay, beeswax, plasticine and sand. The selection depends on the physical and psychological state of the patient and the amount of time available. (Golombek, 2000)

为了释放隐藏的认知能力， 情绪和有效的潜能， 病人面对材料并把这些转化为外部形式。 这不是做表面形式而是努力释放出新的形象和力量。 这些有助于个人忍受他们的处境， 克服疾病和找到新的勇气去面对生活。 使用的材料包括肥皂， 石头， 木头， 泥土， 蜂蜡， 黏土和沙子。 材料的挑选取决与病人的身体和精神状况和可用的时间。

3.4 Painting and drawing therapy 涂画疗法

Painting and drawing therapy lead to an intensive encounter with the self on the way to finding a new inner balance. Through the soul experience of the colours and forms functional processes within the organism can be influenced. Through the artistic process of painting processes of self-knowledge are engaged and patterns of behaviour, life habits and blockages are revealed that had remained hidden and are related to various illnesses. Through painting and drawing therapy, rigid structures can be released and thus trauma can be overcome. (Mees-Christeller/ Denzinger/ Altmaier/ Künstler/ Umfrid/ Frieling/ Auer, 2000)

涂画疗法能带领自己遭遇一次彻底的寻找新的平衡点的旅途。 灵魂通过经历色彩和形式， 机体内的运作过程能被影响。 通过艺术的涂画， 能进入自我醒觉的过程， 那些与各种各样疾病有关的行为模式， 生活习惯和自我封锁暴露了。 通过涂画疗法， 死板的结构被放开了从而创伤能被克服。

3.5 Music therapy

音乐疗法

Music opens the door to an inner world of experience. It appeals to the feelings rather than the intellect. The aim of music therapy is activate musical and rhythmical competence and thus to stimulate the life processes. These are strengthened and sustained through all rhythmical activity. Music therapy helps self-knowledge and fosters the process of taking hold of new perspectives on life. Music therapy is particularly effective in treating chronic conditions serious illnesses. It has found a recognised place within paediatric medicine, internal medicine, psychiatry, intensive medicine and childbirth and in natal wards. (Felber/, Reinhold/ Stückert, 2000)

音乐开启通往内心世界的大门。它唤起人的情感而不是智慧。音乐疗法的目的是激活音乐和节奏能力然后刺激生命进程。这些通过所有的节奏行为而加强和巩固。音乐疗法帮助自我醒觉和加快掌握新的生命愿景的过程。音乐疗法在治疗慢性严重疾病方面特别有效。它在儿科，内科，精神科，妇产科等领域奠定了公认的地位。

3.5.1 Therapeutic speech formation 治疗学语言的形成

Speech is the most important medium for human communication. It is a crucial means of conveying information. The whole personality expresses itself in a person's speech. Each person has his or her own voice with its unique melody and articulation. Speech expresses a person's thoughts and feeling through the voice.

说话是人类沟通最重要的方式。它是传达休息的关键途径。一个人的个性在他的说话中表达无遗。每个人都有他独特的语音语调。语言通过嗓音表达了一个人的思想和情感

Therapeutic speech formation can help free the breath and thus can be helpful in the treatment of asthma and intestinal illnesses. Speech can also affect the harmony between the pulse and breathing (e.g. using the hexameter rhythm.) Speech rich in consonants has the effect of creating form and making things structured; speech rich in vowels works to support the emotional realm and has the effect of loosening up.

治疗学语言的形成能帮助自由呼吸从而在治疗哮喘和肠道疾病方面有帮助。说话还能影响脉搏和呼吸的协调。

Therapeutic speech formation is not only useful in working with speech language problems but can also be used to work strongly into the relationship between body, soul and spirit and enables an internal, psychosomatic, psychiatric and curative approach. (Denjean-von Stryk/ von Bonin, 2000)

3.5.2 Therapeutic Eurythmy 韵律操疗法

Eurythmy (from the ancient Greek for "beautiful rhythm) is a performance art, is used in education and in medicine. Therapeutic Eurythmy translates speech, music and gesture into specially formed sequences of movement. Each vowel and consonant has a corresponding movement. Therapeutic Eurythmy exercises involve the whole body, arms, hands legs and feet. Depending on the picture of the illness concerned the individual exercises are intensively practiced. In therapy according to the diagnosis different gestures are practised. The aim is to reactivate certain form forces within the body that are lost or disrupted through the illness, in order to regenerate the vegetative organ

processes. The exercises have a stimulating effect, strengthening and regulating the rhythmical processes in the organism, such as the heart and circulation, metabolism, movement and balance. (Wennergren, 1996; Kirchner-Bockholt, 1997).

4 **Waldorf Education Worldwide – the global dimensions of Waldorf Education 沃尔多夫世界教育-----沃尔多夫教育的全球维度**

In 1919 the first Waldorf School was founded for the children of workers in the Waldorf Astoria cigarette factory. Its education concept was based on the anthropology and developmental psychology of Rudolf Steiner. This educational approach was based on an holistic understanding of the child and is orientated on the principles of child development. (Lievegoed, 1996; Leber, 1993).

1919年第一所沃尔多夫学校为活尔多夫Astoria巷火同厂的工人的子女建立，它的教学理念是以人类学和逆斯特勒发展心理学为基础的其教学方法是建立在对儿童的整体认识的基础上，并以儿童发展为原的。

Today there are more than 1000 Waldorf Schools world wide, over 2000 kindergartens, hundreds of curative schools and social pedagogical institutions; around 70 teacher training centres, some of which have university status, in over 80 different countries on all continents and cultural settings around the world. Many of these institutions work in areas of social crisis. Some are embedded in the UNESCO Project School Network. Waldorf Education is thus one of the only educational approaches to have truly global dimensions. (see Freunde der Erziehungskunst Rudolf Steiners e. V., 2001).

/如今全球有 100 多座沃尔多夫学校 2000 多座幼儿育，成千上万的医疗学校和社会教育学机构，约 70 所教师培训中心，其中有些是大学，在 80 多个不同国家跨越不同地区和文化，这些机构在各个地区的不会上危机中发挥作用，有些牢牢植根于联合国教科文组织的学校计划网络中，因此沃尔多夫教育成为唯一有全球维数的咨询机构中的一员

4.2 **Help through partnerships Friends of the Art of Education**

与艺术教育学院朋友的合作：

The world wide Waldorf education movement is helped by the Friends of the art of Education that was founded in Stuttgart in 1971 and which has had an official “special relationship” to UNESCO since 1996.

世界范围的沃尔多夫教育运动在 1971 年得到了成为于斯图加特的艺术教育朋友的帮助，两者自 1996 年以来与联合国教科文组织有了正式的特殊关系。

The Friends of the art of Education raised 5.2 million Euro in 2005 which it passed on in donations to Waldorf projects around the world. This helps to fund students to train, sponsors individual children, helps provide and renovate buildings, support training programmes and advisory work and now provides emergency education around the world.

艺术教育学院的朋友已于2005年已向全世界的沃乐多夫项目提供52百万欧元的捐款，帮助学生的培训，赞助个别孩子，帮助提供改善住房支持培训计划，咨询工作并且在世界范围提供紧急状态的教育。

As an NGO the Friends helps support the struggle against poverty through many educational projects as a partner the German Ministry of Economic Cooperation and Development.

作为一朋友friends帮助支持反贫穷的动，主要通过德国经济发展合作部的全作事实观。

Since 1993, the Friends have also organised and supported, partly with state funding young volunteers in social projects in over 60 different countries. These young people use their gap year after school to complete their community service. In 2007 over 550 young people were helped to contribute to voluntary aid programmes, usually for a year. Since the programme began moiré than 3,000 young people from Germany have participated in the programme.

自1993年始，Friens也组织支持部分政府出资的表年志愿者在60多个不同国家开展社会项目，这些年轻人利用年龄跨度来完成化工作，在2007年50多各年轻人帮助损献援助计划，通常期限为一年。

4.3 Waldorf Education as Emergency Education Walforf 疏导干预法

4.3.1 Educational intervention 疏导干预

4.3.1.2 Basic Principle of Intervention 干预的基本原则

Among the guiding principles of emergency education with psychologically traumatised children are truth, clarity and structure. (Hausmann, 2005, S.181): 在对儿童进行心理干预时，应基于以下3点基本原则；内容真实，意图明了，指定结构

4.3.1.3 Educational principles for dealing with trauma 心灵创伤的疏导原则

Following a traumatic experience a child needs educational help to deal with the trauma. The child's future depends on this support. Above all the child needs help to integrate her experiences and to re-establish contact with her environment. Here are some of the key principles of the educational approach to dealing with trauma: (Eckardt, 2005):

据以往经验，儿童在对待心灵创伤时需要疏导干预的帮助来度过创伤期。疏导的支持对孩子的将来有着很大的帮助。儿童需要帮助才能从创伤的经历中走出并和成长环境重新建立起联系。以下为对创伤疏导的关键原则：

- listening and speaking
- allowing feelings to be expressed
- cultivating rituals
- cultivating rhythm
- nourishment
- helping the child relax (breathing, sleeping, resting)
- concentration exercises
- creative ways of overcoming trauma through writing, painting and making music
- movement through sport, dance, going for walks, free movement
- play
- making plans
- strengthening religious feelings

- strengthening self-confidence
- 聆听与交谈
- 允许情感的宣泄
- 感知内心
- 总结规律
- 给予关怀
- 帮助孩子放松情绪（可借助于调整呼吸，适当睡眠，适当休息）
- 集中注意力的练习
- 可建立多种渠道帮助孩子战胜创伤如：写，画以及音乐等
- 指导孩子多参加活动如：体育运动，跳舞，散步，随意的活动
- 做游戏
- 指导孩子制作计划
- 提升宗教信仰
- 增强自信力

4.3.1.4 Dealing with traumatic reactions 处理儿童心理创伤的各种症状

Following traumatic experiences dramatic symptoms can occur which express themselves in serious behavioural changes。 These require educational intervention and include:

受到心灵重创后，儿童可能会发生明显的行为变化，以下症状应引起重视，给予适当教育疏导：

- Regression
- Fear, panic attacks, phobias
- Nightmares
- Shame and feelings of guilt
- Aggression
- Self-inflicted injury/ self-directed aggression
- Intrusion and flashbacks
- Being overwhelmed
- Suppression and denial
- False interpretations of events
- Disassociation
- Compulsive behaviour
- Disturbed behaviour
- Physical illness

- 退行
- 害怕，恐慌，恐惧症
- 噩梦
- 羞耻和罪恶感
- 攻击行为
- 自残/自我攻击行为
- 干扰和闪回（在脑海中重现情景）
- 超出承受的极限
- 压抑和否认（灾难事件的发生）
- 对事件发生的错误解释
- 分裂

- 强迫行为
- 困扰行为
- 生理疾病

4.3.1.5 Stabilising through educational intervention 通过疏导干预稳定情绪
 Educational intervention can have a stabilising effect. Such interventions can include:
 (Weiß, 2006) 疏导干预可以产生稳定情绪的效果。 这些干预包括：

- providing protection and security
- securing reliable relationships
- supporting self-confidence and providing positive affirmation
- creating a healing atmosphere within the group
- supporting the understanding of relived experience
- preventing uncontrollable memories and flashbacks
- recognising traumatic transfer
- fostering self-healing

- 使儿童产生被保护和安全感
- 使儿童建立依赖的关系
- 帮助儿童重塑自信心和自我肯定
- 使群体产生积极康复的氛围
- 帮助儿童理解新生活
- 有效制止失控情绪和灾难重现
- 认识 心灵创伤的转移
- 培养儿童自我康复能力

4.3.2 Specific pedagogical and therapeutic measures as part of an educational approach 将教育学理论和治疗理论纳入疏导干预的一部分：

Closely connected with the anthropological and developmental approach of Waldorf Education is the idea of an extended holistic medical and therapeutic approach. This does provide an alternative to conventional medical and therapeutic approaches but rather is a way of extending their diagnostic and therapeutic spectrum. A range of independent therapies have been developed over the past several decades in therapy centres, clinics, curative institutions and Waldorf schools, which successfully complement conventional approaches. These include therapeutic Eurythmy, special forms of music, speech and art therapy, sound and colour therapy, coloured shadow therapy and many more. The aim of all these artistic therapies is that the patient is able to active their own self-healing processes guided by the therapist an through these self directed activities and creative doing are able to be healed. (Bopp/ Schürholtz, 2004; Treichler, 1996).

作为衍生的医疗康复方法，WALDORF实验教育法的整体与人类学紧密相连。这一方法并不是让人们在传统的办法间做一个取舍，而是对传统的诊疗范围的延伸。一些诊疗法在过去的几十年里，得到了充分发展。诊疗中心，医疗诊所，医疗研究院，和WALDORF学校等，成功的完善了传统的诊疗理论。其中包括：带诊疗性质的舞蹈，特殊形式的音乐，声音和色彩的诊疗，有色阴影的诊疗

等。所有这些诊疗的目的都在于能够让患者在诊疗师的指导下，引导自我配合进入开始自我康复的机制，使得各种患病的症状得到有效医治。

These specific anthroposophical therapies either alone or combined with other therapies offer a promising range of instruments for crisis intervention in the context of war and natural disasters

在对自然灾害的疏导干预中，有的诊疗法单独规定了起辅助的方法和工具，而有的诊疗法则使用相同的辅助方式和工具；

The special tasks include:

- 5 The concept of an educational therapeutic acute intervention in the context of a war or natural disaster based on Waldorf Education

Waldorf 教育对在战争或者重大的自然灾害进行心理教育及辅导的概念

5.2 Crisis intervention team

5.2.1 Constitution

Against the background described above the Friend will build up a team crisis acute intervention team to work with traumatised children in war zones and crisis areas.

紧急心理干预团队

构成

针对以上描述的背景，友谊将会建造成一个紧急心理辅导团队，此团队将会辅导并同灾区受到惊吓的孩子们一起走过艰难时期

5.2.2 Staffing

a. Size of the team

The size of the crisis acute intervention team depends on the specific situation in the crisis region and the tasks involved. Such a team could involve up to 10 members with a range of competencies.

成员数量

紧急心理辅导小组的成员数量取决于受灾地区的特定形式及任务安排，类似这种团队可以由不超过 10 个具有资质证书的人员构成。

b. Basic competences

Dealing with traumatised children requires the following basic competencies: (Weiß, 2006):

- Professional competence
- Self-reflection and self-control
- Self-reliance

基本职能

处理灾区受惊吓的孩子们的要求，详细如下：

提供专业的辅导

帮助孩子自我反省及自控能力

独立能力

➤

c. Specialist competences

The crisis acute intervention team is made up of the following roles:

Project leader /coordinator: this person leads and coordinates the project

- Medical doctor / psychologist

This individual is responsible for the medical therapeutic intervention and leads this in the field.

- Therapists

The team can include a number of therapeutic specialists who work together in different groups.

- Special education and social pedagogical co-worker

Teachers, special education teachers, social workers, social pedagogical workers who will work with groups of children and young people.

Support staff

Depending on the nature of the tasks, they would support the therapists.

- Translator

A translator needs to be able to meet the local requirements

专业技能

紧急心理辅导团队有如下职位构成:

项目领导/协调人: 负责领导/协调整个项目

药物医师/心理医生

负责/领导对儿童心理的药物治疗

治疗专家: 可以集中多个专攻与不同领域的治疗专家共同工作

社会教育/专业教育人员: 从事与儿童及青少年教育有关的教师, 专科教师, 社会工作者

支持人员: 取决于工作的种类, 他们可以对治疗专家提供帮助和支持

翻译人员: 翻译人员需要懂地方语言及风俗等等

d. Structural conditions

The extent to which the educators and therapists can do their work effectively depends on the structural and institutional conditions. (Weiß, 2006):

教育者和治疗师是否能有效工作取决于治疗机构的机构和条件, 包括

- Training
- Further training
- Supervision
- Teamwork

- 培训
- 进一步培训
- 监督管理
- 团队工作

5.3

Aims and Tasks

The aims of the educational crisis and acute intervention team is to provide traumatised children and young people in crisis regions (war and natural catastrophe) with acute educational support. The aim is to reduce

their suffering through educational therapeutic measures and to work prophylactically against the long-term biographical effects.

The planned acute interventions will usually be first aid provision. The special educational work with traumatised children will be based on the anthroposophical holistic approach of Waldorf education and based on its methods. (Kiersch, 1997; Leber,1993). Alongside this approach, therapies based anthroposophical complementary therapies will be implemented. These methods are designed to work to strengthen, stabilise and support the release of creative potential, vital processes and personal resources necessary for the processes of healing and restoration. (Bopp/ Schürholz, 2004).

The aim of the special educational therapeutic acute support is to strengthen the whole constitution of the traumatised child and to stimulate the self-healing processes and thus helping the individual to avoid post-traumatic stress disorder, or at least to reduce its effects as much as possible. (Stellamans-Wellens, 2002).

心理辅导及教育的目标是对于受灾地区的受到惊吓的儿童及青少年提供专业的心理教育，通过专业的教育方法减少他们的痛苦，以及帮助他们树立正确的人生观

有计划性的心理辅导通常被认为是可以提供的急救措施。对受惊吓的青少年提供专业的心理教育，此教育基于Waldorf的anthroposophical教育和方法。同时与此教育互补的治疗也会实施。总之这些措施将帮助孩子们在治疗过程中变的更加坚强，稳定，有助于潜在创造力的发挥，帮助孩子们尽快的康复。

对于灾后心理辅导及教育的目的就是使灾后青少年群体变的强壮以及引导他们能够自我康复，从而是个人避免灾后因压力而导致生活混乱，尽可能的减少对他们心灵的创伤

The special tasks include:

特殊任务包括:

4.2.1 Initial diagnosis 初步医疗诊断

In an initial diagnosis the nature and grade of the trauma is established and documented.

在初步诊断中，建立和归档心灵创伤的性质和程度。

This is carried out by doctors, psychologists and therapists

由医生，心理学家和治疗师来执行

4.2.2 Emergency education intervention 应急教育干预

a. Education acute aid 教育急性援助

The aim of an educational acute aid for a therapeutic crisis intervention is to be realised through the implementation of special educational measures based on Waldorf education

治疗危机干预的教育急性援助的目的是在华德福教育的基础上，通过实施特殊教育手段而实现。

Whilst the therapeutic crisis intervention will mainly take the form of individual therapy the special educational approach will be supported by social group dynamics.

同时治疗危机干预将主要采取个体化治疗的形式，这种特殊教育方式将得到社会群体动力学的支持。

The personal resources of the individual that have been submerged through trauma can be released and activated through the use of creative play and artistic activities. Story telling can contribute in important ways to dealing with trauma.

沉浸在心灵创伤的个体的个人资源将得到释放并通过创造性游戏和艺术活动的作用而激活。讲故事是处理心灵创伤的重要途径。

A rhythmical daily routine with regular mealtimes, periods for sleeping, rest and action help the child to establish a new orientation and sense of security.

有节奏的日常工作和有规律的进餐时间，睡眠时间，休息和行动能帮助儿童建立一个新的方向和安全感。

The aim of the educational acute help is to build up relationships of trust and self trust, in which the individual can find a new interest in the world. It also helps the individual in age appropriate ways to direct and be responsible for their own behaviour.

教育急性援助的目的是建立信任关系和自我信任，使个体可以在世界上找到一个新的爱好，它还有助于个体以适合年龄的方式指导和负责他们自己的行为。

The educational work is to be carried out by qualified educators, special education experts and social workers.

教育工作是必须由合格的教育工作者，特殊教育专家和社会工作者来执行。

a. Therapeutic acute help 治疗急性援助

Starting with the initial diagnosis an individual therapy plan is to be made in which acute crisis intervention in group or individual therapy sessions is planned and implemented.

初步诊断的开始伴随着个体治疗计划的制定，即团体或个人疗程的急性危机干预将被规划和实施。

It is planned to use mainly anthroposophical therapies. (Bopp/ Schürholz, 2004).

计划主要用人智疗法。(Bopp/ Schürholz, 2004).

The therapies will be delivered by specially trained therapists.

这种疗法将由受过特殊训练的专家来开展。

b. Medical acute support 医疗急性援助

The children will be supported and monitored by doctors and if necessary treated medically.

孩子们将由医生支持和监察看是否需要药物治疗。

The medical therapy will be exclusively in the hands of doctors.

药物治疗只交由医生掌握和处理。

ii. **Final diagnosis** 最后诊断

Each individual will receive a final diagnosis in which his or her condition is described with recommendations for further therapeutic treatment and support..

每一个人都将接受最后诊断，他或她的状况将在介绍信里描述出来，以作为进一步的治疗和支持..

iii. **Documentation** 文件记录

The initial diagnosis, prescribed therapies and description of the therapy process will be documented in standardised form to enable follow up study of the patients.

初步诊断，规定的疗法和治疗过程的诊断将以标准的格式用文件记录，使接下来对病人的研究成为可能。

The final report will contain an educational report in which the special education intervention as well as the individual's development and further needs are documented.

最后的报告将包含一份教育报告，在这份教育报告里，特殊教育干预，个体发展和进一步需要将被记录。

5.4 **Timeframe** 时间表

5.4.1 **Analysis , Planning and Preparation** 分析，计划和准备

The deployment of an emergency education crisis intervention team depends on detailed analysis and planning. The crisis intervention centre in the office of The Friends in Karlsruhe in Germany is responsible for this planning.

一支紧急教育危机干预团队的展开，取决于详细的分析和规划。危机干预中心，位于德国卡尔斯鲁厄朋友的办公室，负责这方面的规划。

5.4.2 **Deployment and Implementation** 展开和执行

Deployments will generally last between two and four weeks.
活动的展开将大约持续两到四周。

5.4.3 **Evaluation** 评估

Immediately following the return of the team the project will be analysed in order that lessons can be learned for future action.

小组一返回，接下来将立即分析这个项目，以便学习经验，为将来的行动做准备。

5.5 Partnerships and Cooperation 合作关系和合作

In the interests of a successful intervention an securing the activities it is essential to have close cooperation with national and international bodies and partners among governmental and non governmental agencies. It is hoped to link up with other international crisis management organisations.

一次成功干预的和有把握的活动，与国家和国际政府和非政府机构和合作伙伴的紧密合作是非常重要的。希望能与其他国际危机管理机构联手合作。

5.6 Basic Structures 基本结构

In order to react quickly in emergency situations effective structures need to be in place and maintained. These include:

为了在紧急情况中迅速应对，必须建立和保持有效的结构。这些包括：

5.6.1 Crisis Coordination Centre 危机合作中心

In order to facilitate and coordinate crisis interventions it is necessary to have a crisis management centre in Germany that can function round the clock during interventions.

为了便利和协调危机干预，在德国建立一个危机管理中心是十分有必要的，能够在干预中长期发挥作用。

5.6.2 Staff Resources 员工资源

a. Staff Readiness 员工就绪

A network of suitably qualified individuals needs to be created and maintained. 需要建立和保持一个合适的能够胜任的个体的网络。

b. Training and further training 培训和进一步培训

Potential co-workers need to be trained.

有潜力的合作者需要得到培训。

c. Psychological support 心理支持

The team members will receive psychological counselling and support during and after the deployments.

小组成员将在活动展开中和过后接收心理咨询和支持

5.6.3 Equipment 设备

Basic equipment for the deployments needs to be prepared, maintained and ready.

需要准备，维护活动展开的基本设备，使之就绪。

6 Literature 文学