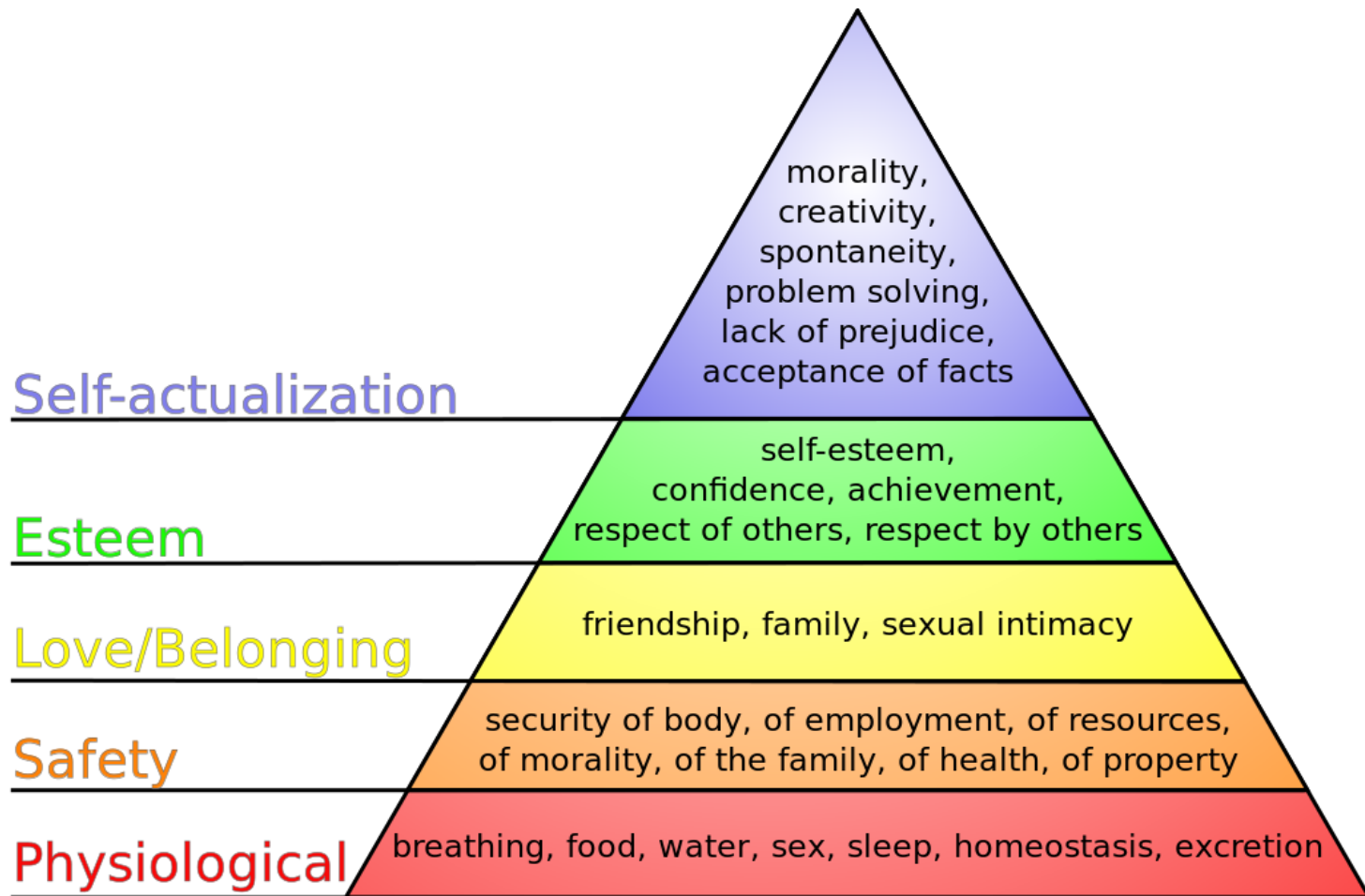
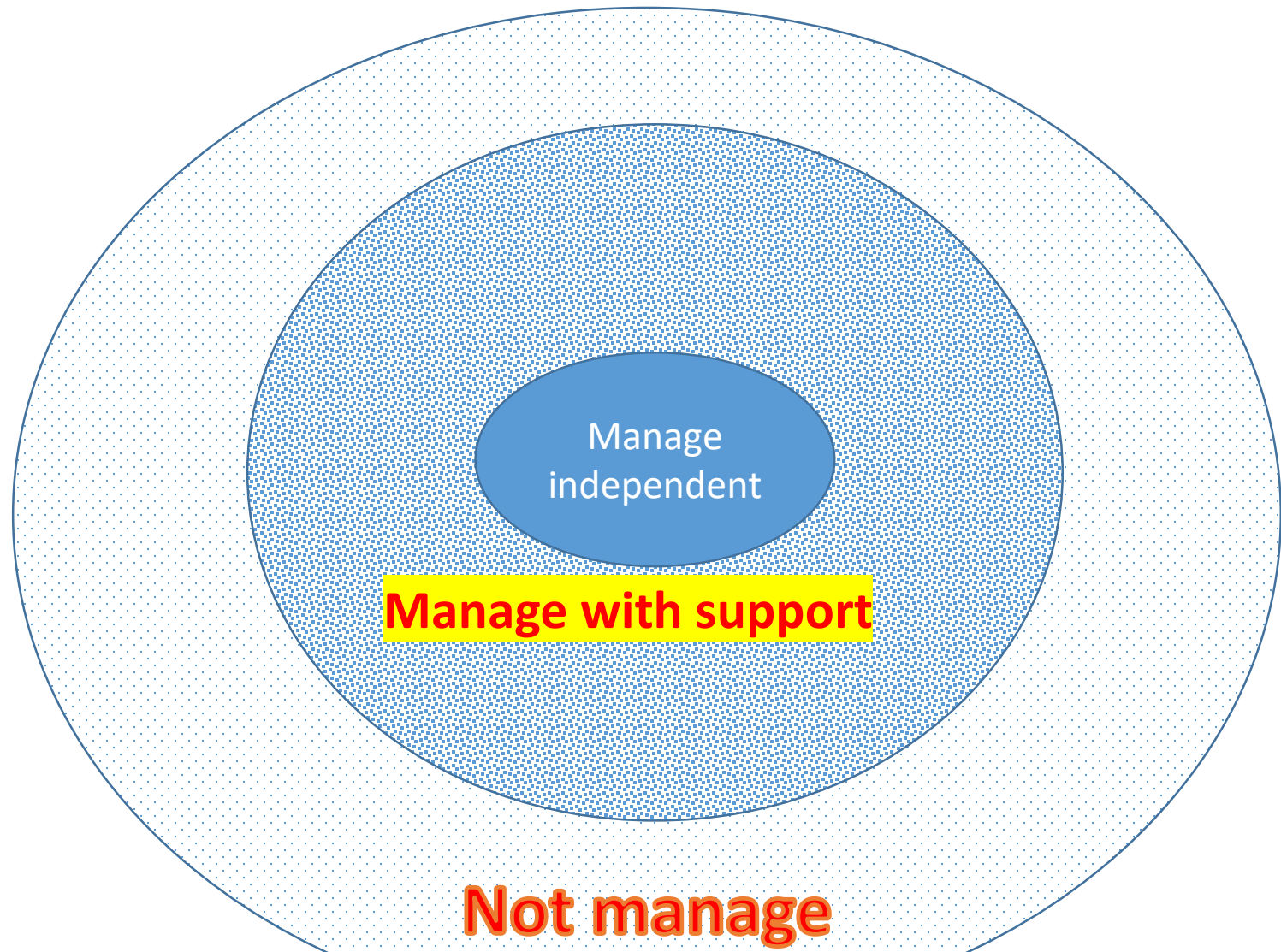


Summary from reflection
groups 30.09.2024

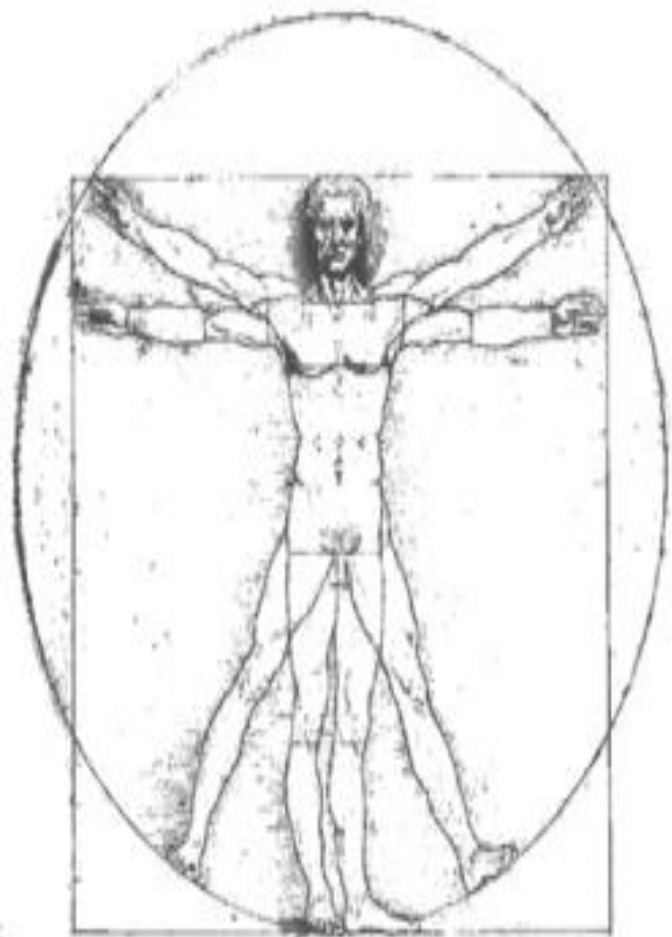
Maslow Hierarchy of needs



The zone for proximal development (Vygotsky)



Rudolf Steiners 3 fold human being



Thinking → Nerv – sence system

Feeling → The rythmic system

Will → Body – metabolic system

Salutogenese

“The sense of coherence” The world should be:

- Understandable
- Manageable
- Experience of meaningfulness

(Antonovsky 1987)

The three levels of work

Value creation

Social dimension

Self actualization

(Hejret & Stokkedal Bokn 2008)

Questions

- What was your first job?
- How did it affect you
- Relation to the introduced models

- Working improved my self esteem
- Feeling of success

- Producing something valuable that others need

- Affects identity positively

- Creates a structure in life, a schedule

- Social learning: Interaction with others – team work

- Creates inner motivation, not just the salary
- Enthusiasm , a new valued social role
- Social affiliation
- Creates social responsibility
- Identity: To express yourselves

- The feeling of freedom and self actualization

The history of persons with disabilities

PP2.

01.10.2024

Terje Erlandsen

Subjects



1. The history of disability: Historical Paradigms – a short overview

2. Biographical introduction: When I first met Antroposofy and curative education

3. View of human being and the pedagogy

Persons with disabilities: 1700 – 1800 t.

Explanations:

- The devil's child:
- A punishment from God:
- The parents have not behaved according to Christian moral standards.

The Medical /evolutionary explanation model 1800- 1945

- Disabilities were considered as a primitive level of the human development
- This was also related to Charles Darwin's theory of evolution (survival of the fittest)
- Haeckel's theory of recapitulation: If the premature development was interrupted at an early stage, the human could be born with primitive instincts like animals.
- There were some examples of a pedagogical approach, but the main paradigm were the biological /medical 'models

(Kirkebæk, 1993 s. 17)

In the period 1900 – 1945, a lot of institutions for persons with disabilities were founded

Purpose:

- To save the society from degeneration and collapse.
- To avoid pregnancy among persons with "bad genetic material".
- Sterilisation was a natural part of the treatment".

1950- 1980 The patient role: To feel pity for “them”. Treatment and care

- The horrible conditions for persons with disabilities under the medical/biological paradigm where discovered. The disability topic therefore got a lot of political attention.
- Some of the old institutions where reformed, and a lot of private initiatives showed up.
- In the sixties, initiatives to special schools appeared.

1980- 1990:Normalization:

- Through pedagogical processes, person with disabilities should be a part of/ interact with "the normal society".

1990- 2005:Integration:

- The institutions where shut down: Persons with disabilities where integrated in the society. The children shall live with their parents an go to "normal school, then move out in own apartments.

2005 – DD. Inclusion:

- Persons with disabilities shall participate in society. (equal rights, the UN convention, 2007).

Summary

- 1700– 1800: Religious explanation model
- 1800– 1945: With some minor exceptions: The medical/biological model: Persons with disabilities are dangerous for the society.
- 1945- 1980: The society feels sorry for persons with disabilities. They became patients that should have treatment.
- 1990- 2005: Integration: The institutions were shut down: Persons with disabilities were integrated in the society. The child's shall live with their parents and go to "normal school, then move out in own apartments.
- 2005 – DD. Inclusion: Persons with disabilities shall participate in society. (equal rights, the UN convention)

- **The understanding of disabilities and a introduction to Rudolf Steiners curative education**

Helgeseter, Norway, founded 1954



The candle workshop 1990





1924

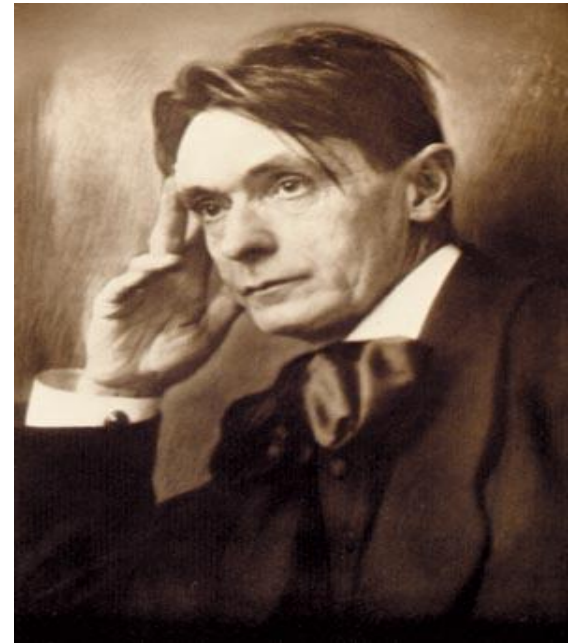


Antroposophy= Knowledge about the human being

-Every human being have unlimited opportunities for development .

-Every human being have at mission in life* .

*This includes persons with disabilities .



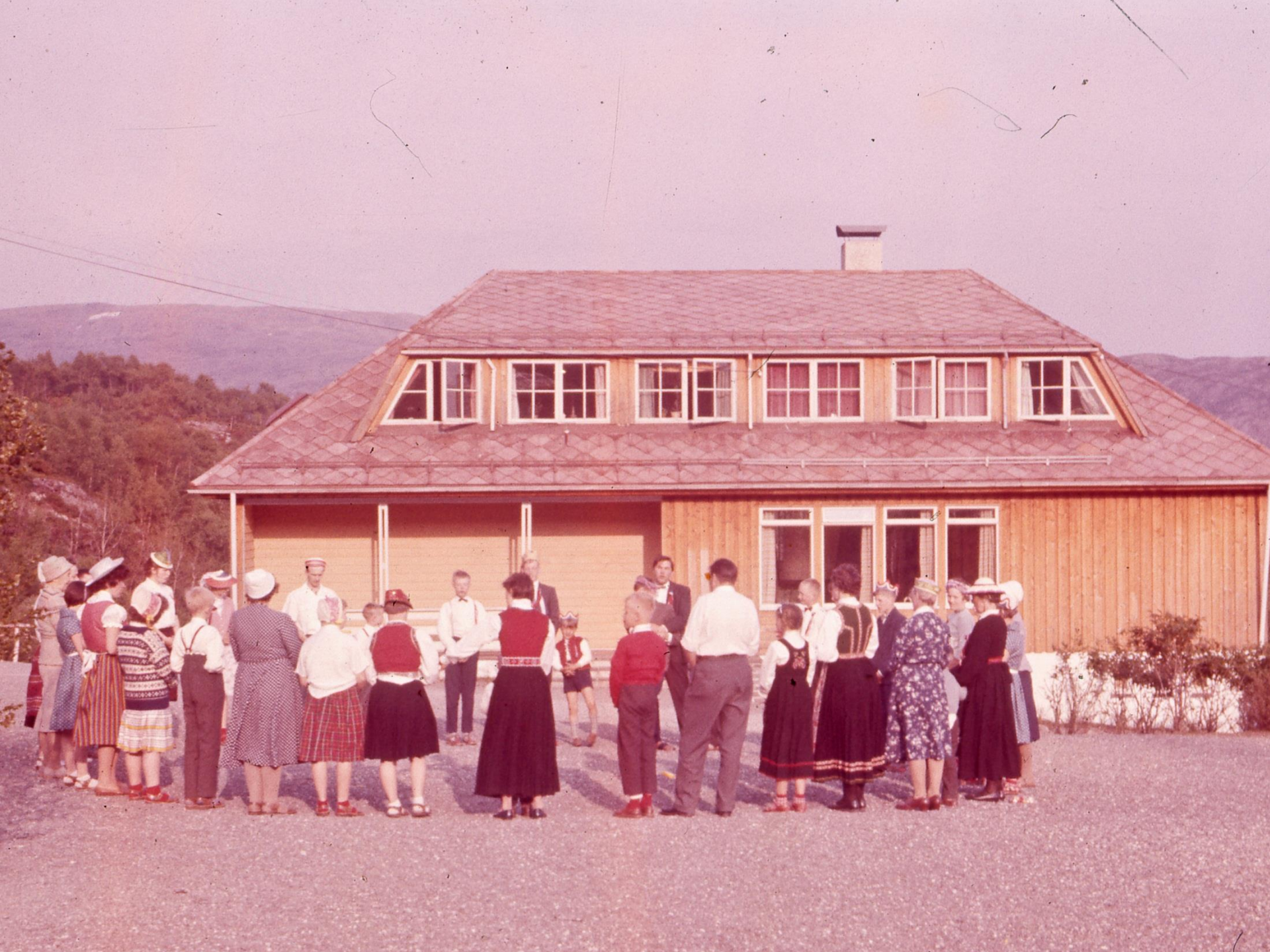
The human view when Rudolf Steiner introduced the curative education course in 1924

“The society must be protected against unhealthy individuals with dangerous genetic material”

(Simonsen, 2000) i (Garsjø, 2012, S.59)









The values/loadstars of the curative education

- *The idea of the healthy core”*
- Formation and dignity
- *Culture art and nature*
- *Development of skills*
- *Community formation and work*

Rudolf Steiners view of human –

- View of human as a background for therapy, treatment, pedagogy and didactics

What is a disability?

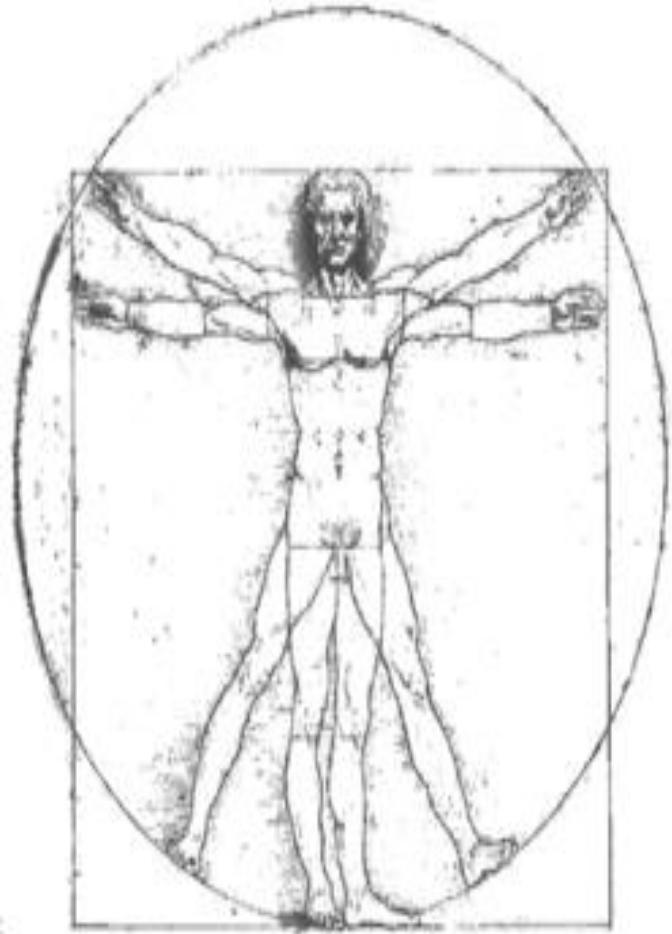
- The piano metaphor



alamy stock photo

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www.alamy.com

Rudolf Steiners 3 fold human being



Thinking → Nerv – sence system

Feeling → The rythmic system

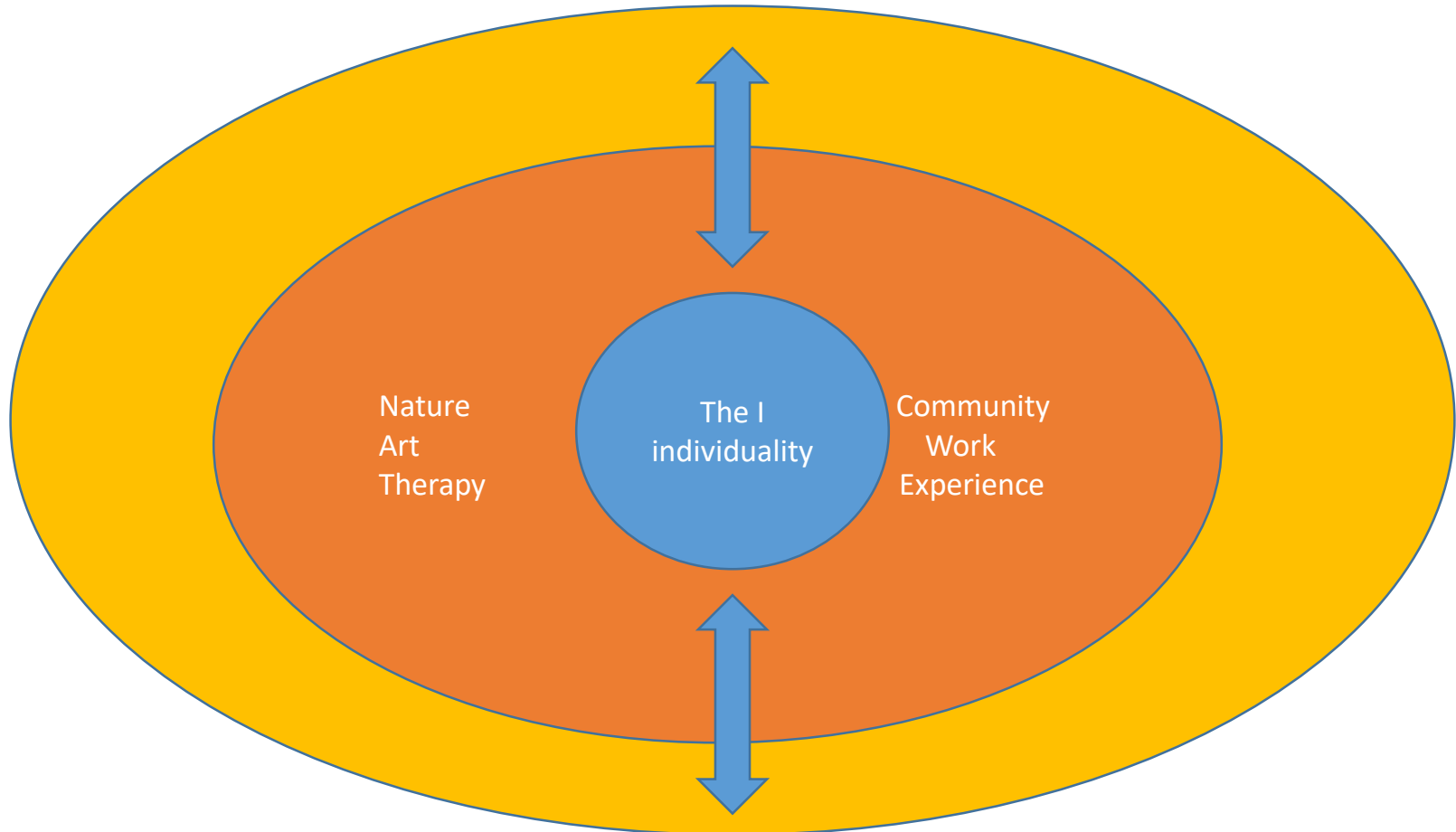
Will → Body – metabolic system



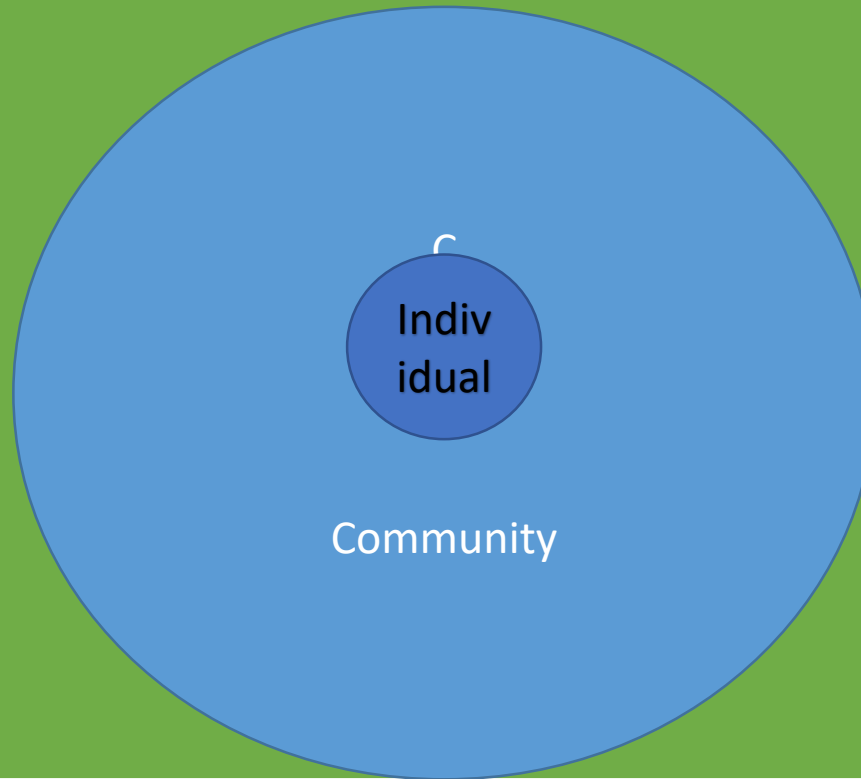
Rudolf Steiners curative education was ment to support children with disabilities.

He named them as "Children in need of soulcare".

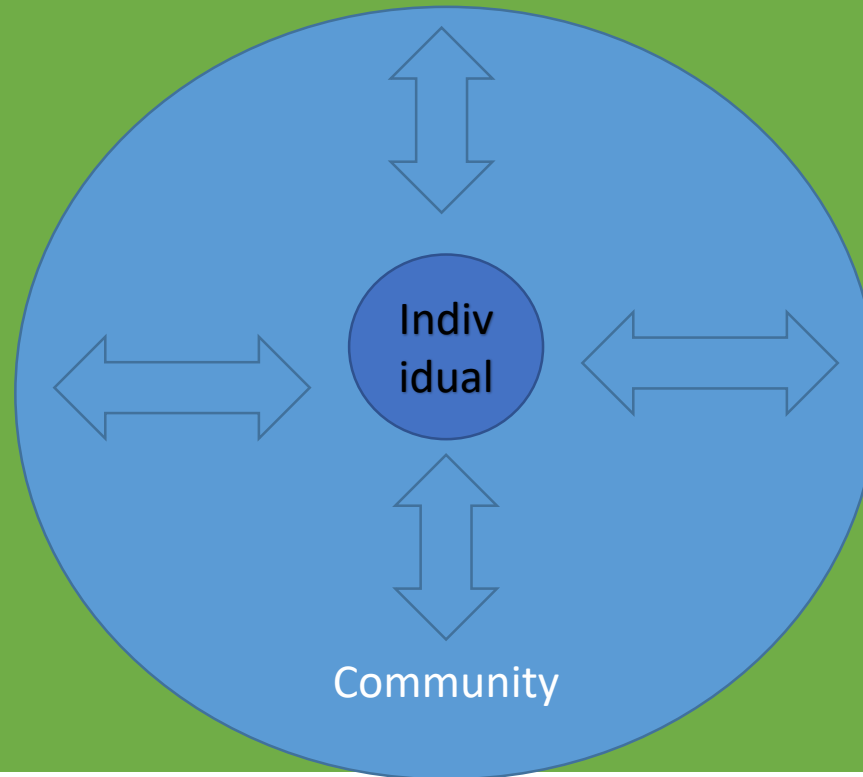
Steiners curative education



“Listen to the tones of silence”



**The mission is to create resonance
between the individual and the world**



Cultural activities



Social roles – developing skills and identity



equality through art



A fathers statement

«The mission of the curative education is to make the invisible part of my child visible».

(Anker, 2013).

Reflection groups

The concept of resonance:

What does it mean to you?

What kind of human competences do you need to make resonance?

How can these competences be developed?
Through training/education?

Sum up from the reflection groups 01.10.24

The concept of resonance: What kind of human competences do you need to make resonance?

- The concept resonance is closely connected to artistic practice
- Resonance is about involving the other in the dialogue
- Metalizing could be a training for the ability to resonance

Sum up from the reflection groups 01.10.24

- Resonance: The silent way of understanding and belonging (like friendship).
- Resonance: Is a part of my selves that experience joy 😊
- Listen to the other, is an important ability.
- Patience
- Resonance: waves from one person to another that develops some emotions

Sum up from the reflection groups 01.10.24

- Resonance: Emotional intelligence, empathy, power
- Resonance: To read the wishes and needs of the other persons.
- Develop consciousness
- Resonance can be all too much
- Education: For implementation we need more competence/knowledge

Sum up from the reflection groups 01.10.24

- Resonance: What we receive from “them” and what you send out.
- Resonance: Intuition in communication. Re design
- Emphasize individuality.
- Resonance: How to use it practical: Mutual understanding, a help to move us selves to another place..... Development: Involvement

Litteratur

- Edlund, B. (2010). Kulturøyer. Antroposofiske tiltak for mennesker med spesielle behov 1924 – 1990. Oslo: Forlaget Antropos.
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- Pictures from Virksomheten Helgeseter.