

Reaching the child behind the symptoms



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A private self-governing institution.

Intervention project in 2 special needs classes

A primary school in Copenhagen, 2011. 12 children, age 7-9 years.

The documentary "Four Letters Apart" is based upon the project.

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Causes of dysfunctioning bio-psycho social development

- Strain on the central nervous system/brain during the fetal period, at birth and in the months after caused by:
 - *complications, stress, negative influences in fetal stage*
 - *birth complications*
 - *caesarean*
 - *early separation from parents*
 - *mistaken stimulation of senses and motor control*
 - *shock, stress, pain and separation at illness and treatment*

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Causes of dysfunctioning bio-psycho social development

- Born too early, small for gestational age or born in/after week 42
- Early emotional harm
- Unfavorable psycho social and relational upbringing environment
- Conflictual or absent collaboration on the child's wellbeing
- Too high demands and unmet needs – constant elevated stress levels
- Adoption
- Pollutants and food additives
- Relational and emotional conditions has a biochemically influence on the brain
- Negative emotional influences = neurological strains/changes

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Causes of dysfunctioning bio-psycho social development in brief

- Acquired strain on the nervous system/brain
- Trauma
- Dysfunctional relationships/attachments
- Pollutants and food additives

Almost *always* others than genetic causes

- Shown in hundreds of children's and youngsters' interdisciplinary and recovering histories

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Basis of wellbeing and development

Social and personal skills, behaviour and wellbeing

- Stress threshold/stress management
- Practical and personal skills, independence
- Self-confidence, self-esteem, self-understanding
- Social skills/behaviour
- Attachment

Cognitive skills

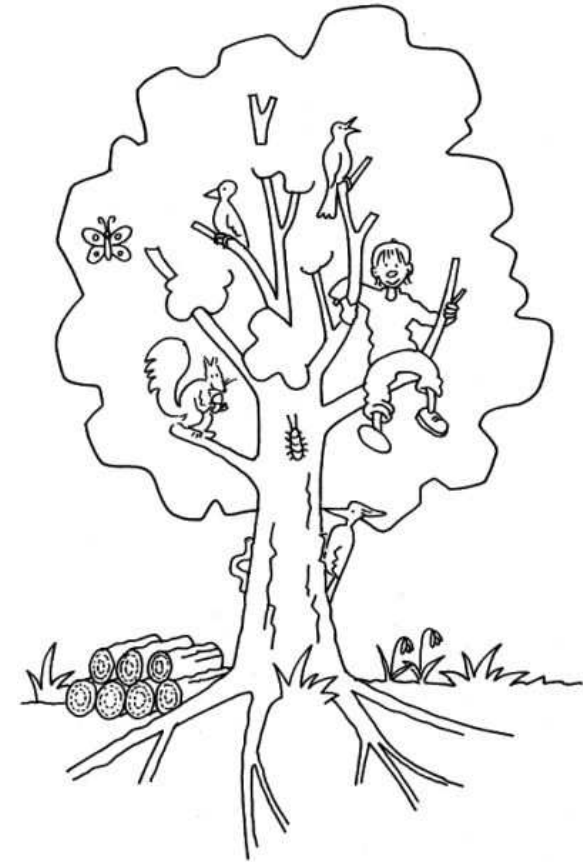
- Language
- Memory
- Attention/concentration
- Learning ability, ability to solve problems, reasoning skills

Emotional basis

- Well-met needs
- Close and safe relations
- Being understood, met, seen and loved
- Redeemed trauma

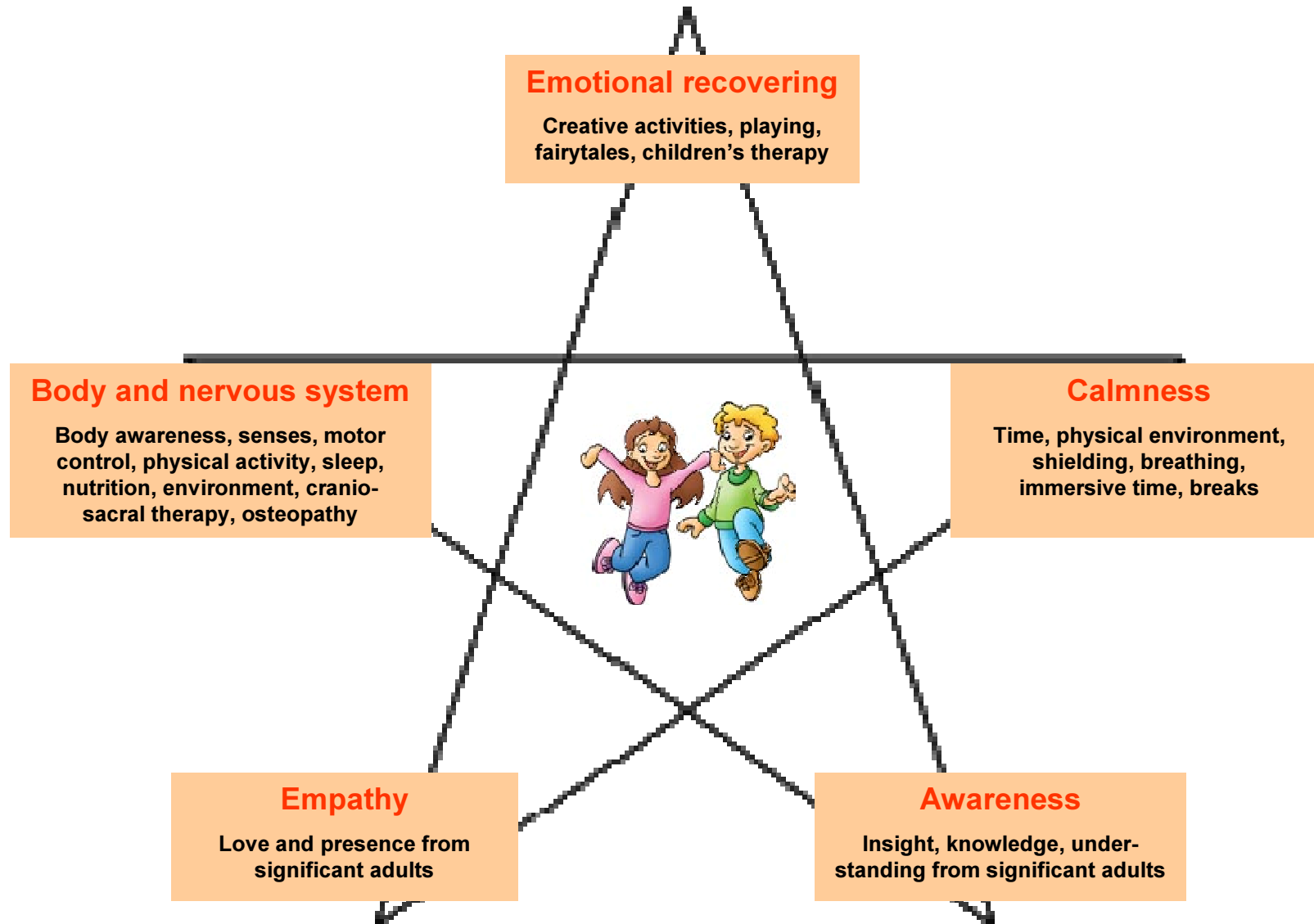
Physical basis

- Vestibular sense
- Tactile sense
- Kinetic sense, including gross- and fine-motor skills, body sensation and -awareness
- Sight/hearing – eye co-operation, eye motor skills and coordination, auditory processing skills
- Physical conditions in brain and nervous system, including arousal level
- Nutrition, sleep and body environment



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The star of interdisciplinary intervention



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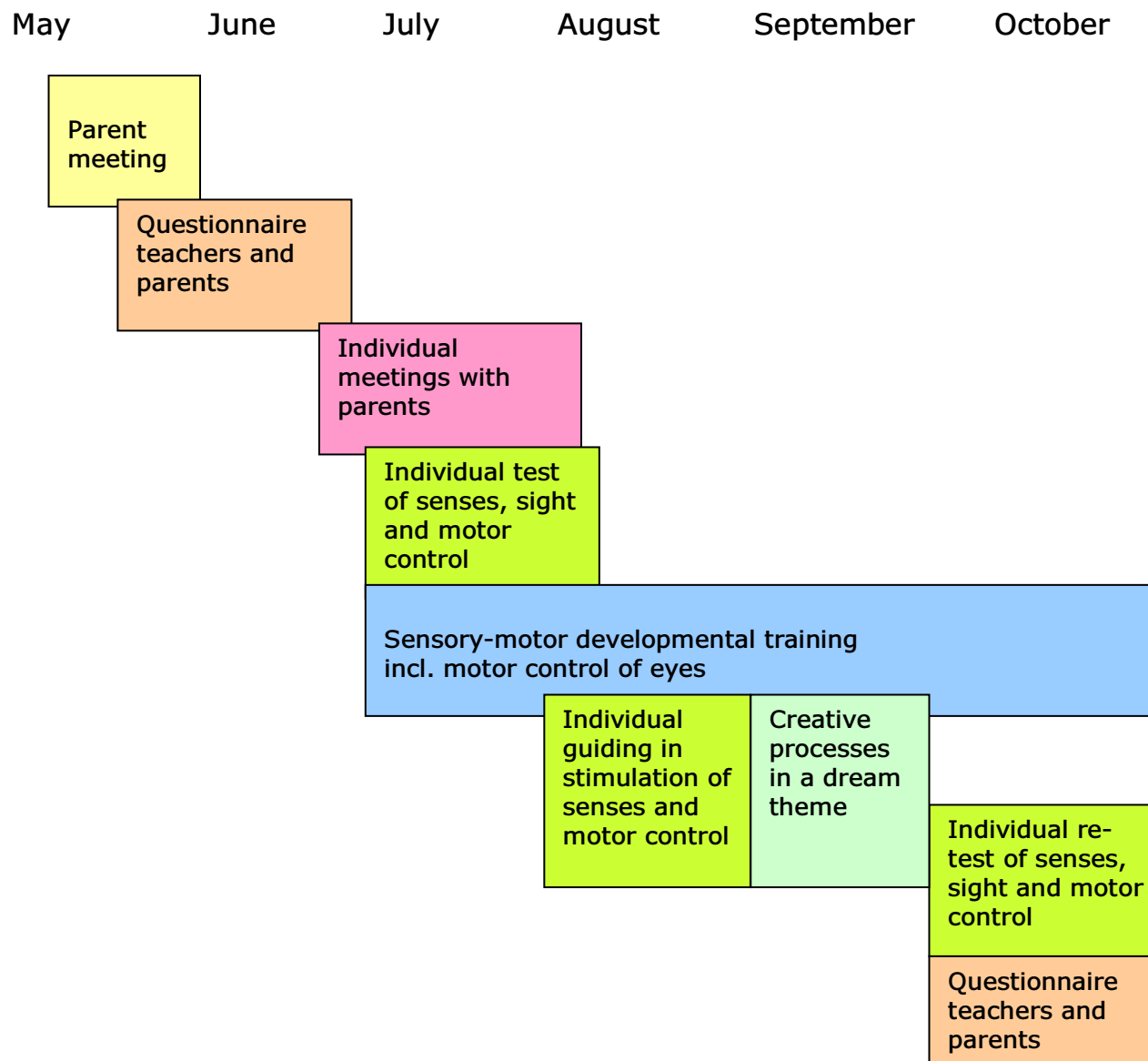
Intervention project

We aimed at eliminating the causes of the symptoms by:

- Individual meetings with parents
- Daily training of sensory-motor skills and sight
- Creative processes
- Co-operation with teachers

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Schedule for intervention project, special needs classes, Copenhagen, 2011



Intervention project **Results**



Lindevangskolen
2 special needs
classes

01.07.-01.11.2011

Significant improvement of the children's wellbeing, functional level and learning abilities

- Parents and teachers obtained a sharpened awareness
- Collaboration and co-ordination between home and school was optimized
- We observed closer relationships, more presence, a new believing in potentials and skills

Intervention project

Excerpts of the results



	Students at start	Students at end
Kinetic sense, unstable	12	5
Fine-motor-skills, much reduced	9	2
Running skills, impeded	11	2
Tactile sense, over reacting	8	2
Vestibular sense, over- or under reacting	12	2
Eye movements, impeded	11	3
Attention, impeded	8	3
Concentration, impeded	8	2
Ability to think before acting, impeded	9	2
Stress threshold, low	8	0
Rituals, frequent	4	0
Safety/confidence, average or poor	8	1
Phobia/strong reactions, extraordinary	10	0
Ability of establishing friendships, poor	4	0
Sleep, troubled and unstable, nightmares	5	0
Social wellbeing, average or poor	9	3
Personal wellbeing, poor	8	2