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Summaries of Number 1/1995

Hartmann, Erich: The connection between theory and practice - a single case study of a close to development language therapy

The author reports on a close to development language therapy with a Swiss German speaking preschool child with language acquisition disturbances. He discusses the planning, the different phases of realization and the outcomes of the intervention ("entwicklungsproximale Sprachtherapie"). The graphic and statistic analyses of the quantitative data of the longitudinal study manifest the efficiency of this intervention. The author emphasizes the importance of a therapeutic approach which takes into account the stages of development of the dysgrammatically speaking child.

Mathieu, Susann: Language comprehension in preschool children - A comparative study

The author reports on a comparative study of the language comprehension in children of a special nursery school and children of an ordinary nursery school. First she outlines the basic elements of the development of language acquisition, the comprehension strategies and the consequences of language comprehension deficits. Then she delineates the procedure of her investigation. She describes the sub-test "comprehend and memorize a story" - its form, its contents, its application and its interpretation. Finally she presents the results and draws some conclusions.

Gobet, Madeleine; Jaun, Saraï: The development of the written language - How to assess the cognitive, the metalinguistic and the written language competences in preschool children

A review of the specialized literature shows that the acquisition of the written language is connected with the cognitive and the metalinguistic development of the child. In this article, the authors try to work out which cognitive, metalinguistic and language competences are necessary to acquire the written language. They present a method to assess the basic requirements for the child's acquisition of the written language at school, which can be considered as an appropriate and valuable instrument to predict the child's preparedness to acquire the standard language.

Ribaux-Geier, Béatrice; Rietschi Näf, Béatrice: The integration of children with language acquisition disturbances within an ordinary nursery school - A pilote project

The pilot project "integration of children with language disorders within an ordinary nursery school" is based on a three months' group therapy twice a week. The main issue of this therapy is to stimulate and to further the child's socio-communicative competences. The authors did observe the integration of a boy with language acquisition disturbances during a period of two years. They did follow up the question concerning the effects of a group therapy on the integration within an ordinary nursery school. They also did explore the effects of the integration on the development of the verbal and nonverbal competences of the child.

Widmer, Andrea: Speech pathology - a women's profession?

At the section "speech pathology" of the Institut for Special Education of the University of Freiburg/CH, the man students are in the majority. Most of the graduates are woman students - and this at an institut and a section, which both are managed by men. - How can the obvious indifference of man students and at the same time the high motivation of women in this field of study be explained? What makes it so attractive for women and what scares the men away? Are women specifically motivated for this field of study? - All these questions did lead to a general calling into question of sexism and of the assignment of female and male roles in all areas of every day and working life in our society. They

also did lead to a search for the relations between the social mechanisms and the situation in the field of speech pathology.

Summaries of Number 2/1995

Bach, Heinz: The difference between special education and general pedagogics with regard to theory and practice

First, the author pictures in a critical way some problematic statements concerning the distinction and the correspondance between special education and general pedagogics. Then he discusses the basic concept on which special education should be founded. With regard to theory he points out the relative complexity of the dispositions, the environmental conditions and the expectations of the child's surroundings in view of her or his handicap. With regard to practical work the author pleads for a relatively high differentiation of the goals, the methods and the forms of organization in special education.

Theunissen, Georg: Self-determined living - An approach to an empowerment concept for people with a mental handicap

Lately, values such as self-determination, autonomy or self-realization have become the program of human life. These values also have been adopted by rehabilitation institutions as well as by the handicapped people themselves. Above all people with physical and sensory handicaps stand up for their rights and a self-determined life in a quite offensive way. Mentally handicapped people participate only marginally in this development. Their environment does not believe them capable of leading a self-determined life. The philosophy of empowerment can be an alternative to this widespread ideology and it is on its way to replace the traditional conservative special education.

Baeschlin, Kaspar; Baeschlin, Marianne; Wehrli, Mathias: A solution focused approach as a conceptual frame for the organization of everyday life in educational institutions

Over the past few years, work in educational institutions has become more and more difficult. Constant strain together with a burnout syndrome leads to a frequent changing of staff and to a growing insecurity of the children and youth. The authors hold that the therapeutic and pedagogic approaches of educational institutions are too much focused on the deficits of the children and youth instead of taking into account their abilities and developmental potentials. Since a training at the "Brief Family Therapy Center" (BFTC) of Steve de Shazer and Isoo Kim Berg at Milwaukee (USA) the authors strictly act according to the solution focused approach in their educational institution. They report on their first experiences which show a decline of aggression and resistance among the adolescents as well as less stress and a better co-operation among the staff members.

Schohaus, Elke: Integration at the "Scuola secondaria superiore" in Italy

In Italy, integrative measures are more and more extended into various pre- and post-school areas. The realization of such measures often creates problems, such as experienced with integration at primary and secondary school levels in Italy. These problems even get worse at the level of the "Scuola secondaria superiore" because of its selective nature. It almost seems paradoxical to integrate intellectually handicapped pupils into a selective school system. Not even the high commitment of the teachers involved can help to reduce the contradictory requirements of the two systems - selection and integration - to a common denominator. Does it really make sense to integrate mentally handicapped pupils into the "Scuola secondaria superiore"? Do such measures really meet the needs of these pupils? Wouldn't it be more appropriate to make a solid, practice focused formation available to these adolescents? This could be a more suitable and less expensive solution.

Summaries of Number 3/1995

Möckel, Andreas: To neglect, to turn away, to understand and to cure

In his article, the author deals with an element of education, which can be made out particularly in special education, but which is part of any education: the always necessarily belated insight into educational failure by the educators and the resulting consequences. The phases of unsuccessful education are followed by a deliberate turning away from this actual problem situation. This break with an unsatisfactory educational process can go along with pedagogical and psychological diagnostics but it is not identical with this procedure. The examples of dyslexia and of the referral of children from elementary schools to special schools demonstrate that such breaks with phases of failed education are

effected in practice. Analogous to the sequences of a psychological assessment: (1) problems in the educational process, (2) realize and define the problems, (3) diagnostics, (4) therapy, the categories in ordinary education and special education are: neglected teaching-learning process, breaking with a chaotic phase of teaching-learning, understanding the situation, new start on the basis of "curative education".

Grunder, Hans-Ulrich: Concepts and practical realization of institutional education in the 19th and 20th century

At the beginning of the 20th century, at the same time as the ideas and actions of reform pedagogics start to emerge, new forms of institutional education are put to the test. The solutions presented are based on historical models of socialization of young people outside the families and schools. Thus the knowledge of the history of institutional education can be considered as the key to a moderne self-reflective theory and practice of social pedagogics. In his article, the author portrays the period of reform pedagogics, an era which was dominated by the discussion of the differences between family education and institutional education. After a retrospective view on the 19th century, he puts up for discussion various concepts of institutional education and he lays stress on the fact, that today's circumstances in the field of social pedagogics can only be understood in consideration of the historical debate.

Bleidick, Ulrich: To be handicapped - a human threat. The history of the valuation of handicapped life in politics and science

Analogous to the controversy among historians about the role of National Socialism in Germany, the historiography in the field of special education for the disabled did make a connection between the special programs of the Nazis for eugenics and euthanasia and the new hostility towards disabled individuals. In his article the author considers the question of ideological continuity in the light of the classical and the Christian tradition, the social Darwinism and of modern and post-modern movements. Five factors may be responsible for the tendency to consider a disability as a threat to the social idea of normalcy: a) the "Final Solution" to the social question, a concomitant of industrialisation; b) economic and utilitarian factors; c) the fetishism of health; d) the prejudices against minorities; e) the demand for an omnipotent self-determination.

Sutter-Somm, Thomas: The lowering of the age of majority and the marriageable age down to 18 years

The lowering of the age of majority down to 18 years has set a new and absolute age limit for both sexes, which does not tolerate any exceptions. The new age limit will be effective in each case of jurisdiction, concerning the majority age. In order to maintain the sociopolitical status quo of young adults, the revision of the law provides various adaptations in the field of social insurance and public welfare by replacing the notion "majority" by the fixed age limit of 20 years. - A child, who does not have an appropriate formation by the time he/she reaches the age of majority may claim maintenance allowances for the full period of his/her formation. Yet the claim has to be financially and personally reasonable for the parents. Within the scope of a judicial decree of divorce, the right to maintenance for the child under age can be determined for a period far beyond the age of majority. - The measures for the protection of the child do not undergo any changes; above all, there are no new categories for young adults, such as provided by the criminal law relating to youthful offenders. - Institutions of public utility, which do admit problem adolescents or youths who are considerably endangered, may still benefit from federal subventions. This principle is true for young adults, who are being placed under criminal or civil law as well as for adolescents, who stay on at the institutions of their own free will to finish their apprenticeship beyond the age of majority. - The revised legal provisions will come to effect on January 1st, 1996. Up to then, the cantons have to make the necessary modifications - above all in the field of the advance of maintenance allowances - in order to prevent a sociopolitical deterioration of the situation of children, entitled to maintenance. - The transitional law provides special provisions in the domains of the adoption law, of paternity suits and of maintenance proceedings.

Meyners Christel; Wachtel, Grit: The importance of assistance services (Familienentlastende Dienste FED) for families with a disabled member in the new countries of the Federal Republic of Germany

After a long period of creating an expanded net of "special institutions" for the disabled, over the past few years the call for integrative assistance and support for handicapped people and their families has become an important request, especially voiced by the disabled persons themselves. Thus the high importance of mobile ambulant services within the general system of assistance for the disabled and their families becomes more and more evident (Thimm 1994). Starting point for a research on the development of assistance services was the question of how the every day life of families with a disabled member can be changed by a flexible assistance according to the family's needs. One of the primary issues of this investigation was to answer the question: "How do the beneficiaries reflect on the work of the assistance services?" In their article the authors present the statements of the families concerned and they discuss the importance of assistance services for the organisation of the living conditions of these families.

Heller, Max: Rudolf Virchow and the gooseherd Paulus Friedel - The first description of the Down syndrome in German, its etiology and the history of its name

The author presents a description of the Down syndrome by Virchow, dating from 1852. Virchow's description is 47 years older than the one by Neumann, which is considered to be the first description of mongolism in German, and 14 years older than the first description in English by J.L. Down. Virchow disapproves of the ethnocentric concept of causes of the mongolian type, which has been in discussion up to the thirties of our century.

Klein, Ferdinand: To answer to the heartless social reality - in memory of Janusz Korczak

The author tries to respond to the egoistic and heartless social reality by evoking an image of a loving and lovable world. He refers to the way of thinking and understanding of the philosophers Karl Jaspers, Ronald Laing and Carl Friedrich von Weizsäcker, who are thoroughly convinced that love can reveal hidden facts. Janusz Korczak, his contemporaries and his interpreters bear witness of this attitude, which is in accordance with the "respect for life" of Albert Schweitzer. Korczak's responsibility for his fellow beings makes it possible for him to respond to the human destructiveness with autonomous power. The current social tendencies - vile brutality, hatred and violence, the new hostility towards the handicapped as well as the self-determination and self-complacency of man in view of bio-technological improvements - are a new and important challenge for educationists. They are forced to find new answers and solutions and to reflect on their own thoughts and attitudes and their way of acting.

Gröschke, Dieter: The relevance of social philosophy in special education - A contribution to clarify ethical and moral dimensions in special educational practice

The article refers to an actual debate in social philosophy which can contribute to clarify ethical and moral dimensions in special education. Liberalism emphasizes free rights of a totally independent and sovereign individual, whereas communitarianism stresses a model of the self primarily embedded in social relations. The consequences of these two different models of man are exemplified by the principle of normalization and by the understanding of disorders of social behavior in children and youths.

Grissemann, Hans: From dyslexia to a disturbed acquisition of literary language

The future formation of special education teachers and speech therapists as well as of teachers in ordinary classes should be focused on the break with the classical concept of dyslexia, which was based on the medical paradigm and the selection according to discrepancy definitions. The author pleads for a new approach of interventions and actions of the co-operative partners in the process of support for children with language disturbances. He describes the didactic, therapeutic, pedagogic and diagnostic competences, which should be the objectives of formation and continuous training of the teachers and therapists. In his model he also includes conditional variables of support which are inherent in the school system and the family system.

von Dücker, Uwe: Research in poverty and struggle against poverty - without including the people concerned in the research process and in the sociopolitical programs?

The author, who has taken part in various projects with children who live in the streets in South America, points out the impossibility to record and to compare poverty. Depending on the research criteria and on the point of view of the researchers the results differ widely. Thus the people immediately concerned judge their situation quite differently from the political authorities or from the UNICEF. It is also not easy to define poverty, as the authorities - that means people who have never lived and will never live in poverty - consider the situation from a different view-point than the people concerned. The author's conclusions: a) Poverty is mostly assessed quantitatively not qualitatively. b) Research is mostly effected in a one-dimensional way by researchers who are not immediately concerned with the problem. c) Sociopolitical development programs are hardly ever carried out in poverty areas. d) To describe poverty, medical welfare work and the situation of children and their families, the UNICEF adopts the official data, which do not reflect real life.

Brunsting-Müller, Monika: The integration of pupils with learning difficulties - schooling and individual support

The article reports on the results of an integrative school project with individual support for pupils with learning difficulties. The research is focused on the teachers' perception of their pupils. The teachers did observe and describe all their schoolboys and schoolgirls with reference to eight different behavior dimensions. Without exceptions, the pupils who get special individual support are rated lower than their schoolmates without learning difficulties. Although the teachers' perceptions clearly improve in the course of the intervention, the outcomes of the research still show a significant difference between the two groups of pupils. But yet, according to the teachers, all schoolgirls and schoolboys show a better co-operation and higher motivation at the end of the project period. All in all the result of this school experiment show a clear development towards a better position of pupils with learning difficulties, which encourages to follow the path of integration.

Haebelin, Urs: The classical representatives of special education in the tradition of H.J. Pestalozzi

The central topic of this article is the holistic view of man, which Pestalozzi postulated with his call for "Kopf, Herz und Hand" (cognition, emotion and action). Yet Pestalozzi was always aware of the danger, that this unity could be put off balance by social demands and that such a desintegration could deform the human beings. Pestalozzi's way of thinking did strongly influence the work of the two classical representatives of special education, Hanselmann and Moor. In his synopsis, the author outlines the way the three important (special) pedagogues tried to find a balance between individual demands and social claims and pretensions. He finally pleads for a (special) education which is based on values and which orients itself by the standards of empirical research on the one hand and accepts and respects the avowal of the decision in favour of values as a compulsory constituent of research on the other hand.

Stolk, Johannes und de Ruyter, Pieter A.: When is professional help good enough? On the quality of help to mentally retarded people

This article describes three criteria that can be used to evaluate the quality of help given by the staff of residential facilities for people with mental retardation. The authors examine the extent to which the help can be classified as able, benevolent and authentic. The use of these criteria is illustrated by the case of a young mentally retarded woman showing self-mutilating behaviour who lives in an institutional setting.

Jantzen, Wolfgang: "A Down's is a person!" - The relation between generality and difference in philosophy and education

The new discussion on "euthanasia" often refers - as a paradigm - to the article of Bard and Fletcher "A Down's is not a person". The primary constituent of this article as well as of the whole discussion is a delimitation between person/mind on the one hand and body/nature on the other hand. Such classifications comprise false naturalistic inferences and they show structures of a totalitarian thinking. On the basis of the intra-philosophical criticism of the philosophy of the self as well as by means of the philosophy of difference by Deleuze, the author shows that the philosophical notion of the self can only be substantiated without contradiction, if each and every biological human being is given the right to be a person and if this quality is considered as the generic characteristic.

Werning, Rolf: Social behaviour problems of children and youths - Educational crisis and challenge for educationists?!

This article is based on the thesis that it is normal to have pupils with social behaviour problems in every classroom. The point is not whether the teachers do accept this challenge, but how they deal with it. The author suggests a comprehensive approach: It is necessary to understand and to discuss the fundamental aspects of the pedagogic relations between teachers and pupils suffering from social behaviour problems. It is also necessary to know the children's everyday life outside school in order to elucidate all the "risk factors" which may be jointly responsible for the behaviour problems. In conclusion, the author delineates some practical pedagogical procedures to stimulate pro-social behaviours.

Kronig, Winfried: Alarming developments concerning the school placement of foreign pupils with learning difficulties

This article focusses on the analysis of differentiated data of the Swiss elementary school statistics of the past 14 years. The main question is: To what extent are the political intentions of integrating pupils with learning difficulties into ordinary classes reflected in the statistical data? - Lately it has become more and more evident that an increasing number of children of foreign descent are schooled in classes with a special curriculum. An analysis of the development of the numbers of pupils of certain special schools or classes clearly shows that despite all integrative efforts the quota of foreign children is extremely high and that it rises in a fast pace. This increase can neither be directly attributed to the growing number of foreign children in Switzerland nor to the shift in immigration quotas of the main countries of origin. Moreover, up to now specific institutions like the classes for pupils with a foreign mother tongue have not been able to slow down this development. Consequently we risk that above all the special classes for pupils with learning difficulties gradually turn into "ghettos" of our schoolsystem.

Summaries of Number 2/1996**Stinkes, Ursula: Reflexions on the dialogue of the body - Approach to a heteronomous experience**

If we talk about communication with people with severe multiple handicaps, the emphasis is too often on the non-comprehension of the body-language of these people. Such thinking - which stigmatizes this group of handicapped people as unapproachable strangers - is determined by a common, non-reflected assumption: the assumption that our body-language is a reduced form of verbal language and that it is only accessible to a few privileged closely related persons. In her article, the author tries to demonstrate - with reference to the book "Antwortregister" by B. Waldenfels -

how the expression of the body can be discussed from a phenomenological point of view and how it can be used for the dialogue of the body with its gestures, its provocations, requests and rejections.

Opp, Günther: Mainstreaming - Regular Education Initiative - Full Inclusion: Actual developments in special education in the United States - Hints for the "Integrationsdiskussion" in German speaking countries

"Mainstreaming" of children and youth with disabilities in the United States was legally defined by federal law in 1975 ("The Education of All Handicapped Children Act", EHA P.L. 94-142). Heartily welcomed at first, the regulations of the law were soon and profoundly criticized by many special educators. Calls for an even more extended integration of students with learning and behavioral problems in American schools were comprised in the movement for the "Regular Education Initiative" (REI). In further developing the argumentation, supporters of the "Full Inclusion"-movement fervently voted for the full integration of profoundly handicapped children and youth in regular schools. The ideas, hopes and consequential problems resulting from these different educational concepts for students with disabilities are presented. The current dispute in American special education is brought into perspective with the "Integrationsdiskussion" in German speaking countries.

Hansen, Detlef: Speech and language therapy as a branch of empirical science - Some critical reflections on theory, practice and academic instruction

With reference to the paradigm of analytic science ("Analytische Wissenschaftslehre") the author analyzes and discusses in a critical way some of the fields of research and action of speech and language therapy. There are considerable deficits and flaws in certain fields, especially where the evolution of theory and the empirical research ought to be keyed to interdisciplinary co-operation due to the multidimensional contents of their topics. For instance the state of research and knowledge in the field of children's language acquisition disturbances shows a distinct lack of basic empirical research. On the other hand the relevant scientific findings of neighboring branches, such as e.g. linguistics, are not adequately assimilated and integrated into the own concepts. This fact also applies to the development of instructional methods and therapeutic treatments which only rarely are empirically verified with regard to their efficacy and efficiency. One way towards the consolidation of speech and language therapy as a branch of empirical science can be found in a more critical rationalistic scientific orientation ("kritisch-rationale Wissenschaftsorientierung") in theory, practice and academic instruction.

Klosinski, Gunther and Clauss, Marianne: The significance of Logotherapy in child and adolescent psychiatry

The study investigates to what extent Logotherapy was used in the practice of child and adolescent psychiatry and related fields. The relevant literature was examined thoroughly. Logotherapy revealed little specificity in regard to individual patterns of disturbance. It contained few cues to the relevant developmental psychology. Studies on therapy evaluation were on the whole not to be found. A few interesting developments and research projects about young people could be demonstrated. In fact adolescence is a focal issue in Logotherapy. The spectrum of diagnoses was found to be limited and only few pronounced clinical conditions were treated predominantly by the method of Paradoxical Intention. Only 36 relevant titles could be traced despite searching nine database systems with no time restrictions as well as scanning some 600 publications on Logotherapy. Most of these were studies of minor conditions that did not require clinical treatment.

Dalferth, Matthias: From psychiatry to community - Skeleton conditions for the integration of severely mentally retarded people

Up to now, in Germany most of the people with a severe mental retardation and behavior deviations did not have the chance to leave the psychiatric hospitals. The author analyses the reasons for this development and discusses the causes which have prevented the integration of this group in community-based residential homes. The experiences and the results of this analysis underlie the concept of the Dr. Loew institutions for people with cerebral palsy. This organization did integrate people with severe mental retardation and autistic behavior - who have been long-term patients in psychiatric hospitals - into a small community-based residential home with special care.

Obstück, Markus: Aspects of the education in penal institutions - a branch of rehabilitation sciences

Generally the chances of rehabilitation of young people released of custody are quite poor. Education and formation seem to be important for a good social integration, a better organization of the personality of the convict and for more independence and autonomy in everyday life. But the education in penal institutions is no autonomous field of research, it is still a branch of the pedagogics for children and adolescents with behaviour disorders. For young people in custody pedagogical rehabilitation is very important; it should not reduce the person to a specific disorder but it has to be seen as a lifelong process. The young people have to acquire new behaviour patterns which they can use in conflict situations. Therefore instruction has to be keyed to the everyday life of the convicts. Communication strategies, verbal presentation of special facts, calculation of expenses etc. are important elements of adult education in penal institutions. Up to now there is no logical concept for the education in penal institutions which is based on a holistic pedagogical approach.

Summaries of Number 3/1996

Flammer, August: The competent self and its development

The competent self consists of a person's conception of himself or herself as somebody who has (certain) abilities. This conception of oneself is not yet present at birth, nor is the acquisition of many abilities guaranteed. Not even the life-long preservation of abilities is assured. Considering that subjective self-value is based on the self-concept, the course of development of the competent self is potentially of existential significance. This article presents a possible structure of the course of development of the competent self. During the first decade of life the structure of the competent self is organized and differentiated. After that, the individual is occupied with the quality and quantity of his or her abilities, as well as with the discrepancies between objective and perceived possibilities, and between wishes and possibilities. Finally, strategies for coping with losses are developed. The model of the development of the competent self during the first decade of life has a theoretical and empirical basis. Eight stages are proposed: experience of functionality, experience of causality, internal attribution of causality, experience of personal success or failure, generalized control belief, differentiation of the concept of effort, differentiation of the concepts of competence and difficulty, acquisition of the notion of compensatory relation of effort and ability. The development of the competent self from the second decade of life onwards is conceived as a non-normative change in the evaluation of competences in diverse domains.

Kobi, Emil E.: To assimilate - to integrate - to respect

The author follows the historic development of the notion "integration". Originally this notion had a structural and organizational meaning, but more and more it got determined by values. - Intercultural pedagogics for example have always been determined by the idea of integration. But the author makes clear that integration in the field of education cannot be maximized. Integration has to find a systemic counterbalance, that means it has to respect the needs of delimitation of each individual person.

Nüscher, Fritz: Eduard Montalta - On active service during the mobilization and then a lifetime to improve the situation of the disabled

Eduard Montalta, superior in the military service and comrade in arms during the mobilization - Professor Montalta, member of the board of the SAEB, organizer of the formation of the personnel for the integration of the handicapped within the Federal Disability Insurance and initiator of the pedagogical vacation courses in view of the integration of the disabled into their cultural environment at the University of Freiburg/CH - Edi Montalta, promoter of the sports for the handicapped and president of the Swiss Association for Sports for the Handicapped. - Casti Muntalt, praise to tradition.

Heimann, Roswitha: "(...) because important personalities belong to everyone and to all times"

Eduard Montalta, the special educator and scientist, has often been analyzed and criticized (e.g. Bleidick, Hagemester). But the critics mostly reflect on the work without taking into consideration the personal quality and character, which lie behind the theoretical message. This division between work and life of E. Montalta can be quite problematic, as the thinking and the acting of this important personality merge seamlessly together just the same as he always pleaded for the unity of theory and practice, the overcoming of the gap between nature and mind. Montalta's doctrine has the same roots as his personal convictions and his whole life proves that his vocation and his human nature were in permanent exchange, that they stimulated and completed one another. This background explains Montalta's basic optimism and healthy idealism underlying all his activities. - Though Montalta was reputed to be a great organizer, he never got lost in organizational details, but he always focussed on the essentials of life. Looking back on Montalta's life and work we can find the spirit of the "true Montalta" everywhere, where he was deeply involved in his special educational activities, in the education of children with special needs, in the service to his fellow beings and to his native country and where he was inspired with a real optimism and an imperturbable faith.

Motsch, Hans-Joachim: Early intervention for children with language acquisition disorders - Between professional practise and the good parental attitude

Based on Eduard Montalta's vision of a good formation for the special educator, the author describes the changing professional attitude of the speech/language pathologists, who work in the field of early intervention for children with language acquisition disorders. Demanding therapeutic approaches, which are founded on theories and which are focussed on the specific needs of the children more and more replace the former ways of exercises in artificial imitated settings. Professional pedagogical early intervention has to be differentiated from alternative therapies on the one hand and from the "good parental attitude" on the other hand.

Kircher, Veronica: The pedagogic relationship with children with behavior disorders - Reflexions on a subject between special education, sociopedagogics and therapy

Behavior disorders are a complex phenomenon. Pedagogical interventions have to take into consideration the relation between internal and external disorders as well as the conflicts in the social environment. With regard to their different approaches, special education and sociopedagogics are complementary; in practice the dividing line between the two fields of action is flowing. Therapy is important as a complementary measure in addition to the educational support,

but it also influences directly the pedagogical actions. The precise delimitations and combinations between the two disciplines have to be clarified yet. - The pedagogical influence on a child with behavior disorders has to be based on a strong and safe relationship, which has to be adapted to the specific needs of the child. The following competences are essential for building up a sound pedagogical relationship: finding a balance between a basic attitude of acceptance and the ability to make demands and to engage in conflict situations; finding a balance between nearness and distance in the relationship in order to grant the child the necessary limits and freedom. To do justice to these requirements, the educators have to have a basic knowledge of the theory of the depth psychology of early intervention as well as well-founded communicative and systemic competences. They have to be able to offer a good relationship, which is reliable within the frame of the professional conditions.

Hunziker, Anton: Social work as an academic discipline

The formation in the field of social work is keyed to transmit knowledge on supporting actions in a specific area of the social environment as well as to reflect and to train the corresponding pragmatic procedures. In order to determine the necessary scientific basis for practical social work and the status of this practical science as an academic branch, two aspects have to be taken into consideration: On the one hand, the formal object of this academic discipline has to be determined; on the other hand it has to be verified if this academic branch represents a section of a global doctrine of social problems and the corresponding solution strategies, called "social work". Is social work as an academic discipline a fraction of a basic doctrine common to all social professions? Which are the trends concerning the development of the formation and the actual discussion of the legislation for specialized colleges? On the basis of these reflexions the author comments on the status of the academic formation in social work at the university, illustrated by the research in social work.

Bissonnier, Henri: Handicap and religious education

The author describes how he got around to provide for the spiritual needs (pastoral care, catechesis) of children, adolescents and adults with physical, mental, psychical and social disabilities; he started with local activities and soon extended his actions to a national level. Finally he became a member of various international groups and committees such as the "Commission Médico-Pédagogique et Psycho-Sociale du Bureau International Catholique de l'Enfance", which was presided by Professor Eduard Montalta for many years. - Then the author delineates certain characteristics of the way of living of disabled people and he suggests various approaches for an adequate pastoral care and catechesis for the handicapped. Then he gives an account of the ways of religious education of the mentally disabled and he considers the possibilities of pastoral care for socially deprived, autistic and deaf children, adolescents and adults.

Lüthy, Alrik: The position of the mentally disabled within the Federal Disability Insurance system

The Federal Disability Insurance (FDI), established on January 1st, 1960, gives priority to integration over money payments. Within this insurance system the mentally handicapped are on a par with the physically disabled in every respect. The insurees not only have the right to individual integrative provisions (e.g. special schooling, professional formation etc.) but the FDI also grants collective provisions such as the construction, the extension and the renovation of special schools, residential homes, sheltered and occupational workshops. The mentally disabled rank among the persons who decidedly profit by the provisions of this social insurance institution. Without doubt, the FDI did contribute a lot to improve the situation of the mentally disabled in Switzerland.

Schnyder, Bernhard: Mentally disabled persons in Swiss civil law

The author wants to determine, whether and to which extent the term "mental disability" is taken into consideration within Swiss civil law. If this taking into consideration is the case, legal consequences are different anytime a mentally disabled person is implicated in a legal relationship. It is possible that being different from the norm does not exclusively imply mental disability, but also other disorders. There will not be a complete answer given to the said question. Nevertheless, the author in his essay, primarily written for non-attorneys, will point out three arguments: The term "mentally disabled" has been part of the legal language of Swiss civil law only since a recent time (1). Since a long time Swiss civil law is de facto concerned with mental disability (2). The role of mentally disabled persons in Swiss civil law is a particularly topic question (3).

Summaries of Number 4/1996

Werning, Rolf: Pupils with learning difficulties - New perspectives in view of their pedagogical support

If we want to strengthen and to realise the preventive and integrative orientations in supporting children with learning difficulties, our special educational actions and measures have to be flexible. Based on this thesis, the author demonstrates to what extent systemic and constructivistic perspectives may open up new innovative orientations. Firstly, he outlines the premises of this approach, then he describes the perspectives of an adequate pedagogical support by means of two practical examples: On the one hand he presents the perspectives of pedagogical assistance for a pupil

with severe problems with reading and writing, on the other hand, he outlines the basic ideas of the project of cooperative learning assistance as a further development of the integrative pedagogical support at the "Laborschule" Bielefeld.

Guenin, Jacqueline; Niedermann, Albin: The representation of learning difficulties and learning disabilities in books for children and young people - An instrument for better coping?

Most of the special educational efforts at school to help pupils with learning difficulties to cope with their problems consist in special practical learning strategies (additional exercises, more time for learning etc.) But the learning difficulties of these children also lead to emotional problems, which also have to be considered within the scope of the special educational measures. One remedial measure to overcome emotional difficulties could be the representation of learning difficulties in books for children and young people. Based on a phase model of coping, the authors analyse some such books with regard to their usefulness for helping pupils with emotional problems to cope with their educational and emotional difficulties.

Stolk, Johannes: Pedagogical ethics and the care for people with mental retardation

This article is a survey of recent publications on pedagogical-ethical subjects in relation to the care for mentally retarded individuals. Attention is given to the justification, the regulation and the experience of meaning of providing care. - The justification of the care for the mentally retarded touches the foundation of their claims for the protection of their lives, for care and education. Attention is given to the foundation of the pedagogical responsibility for mentally retarded children and to the consequences of prevention of mental retardation for the integration of mentally retarded individuals in society. - The regulation of the care for the mentally retarded involves a comparison of their education to fundamental values and norms. The regulation is based on three points of view: on human rights, on moral obligations and on a pedagogical anthropology. - Doubt on the meaning of life of mentally retarded individuals induces research into the experience of meaning of parents and professional caretakers. Within this subject attention is given to the influence of cultural changes on the experience of meaning, to the meaning of suffering, especially on severely mentally handicapped individuals, and to the experience of meaning in their education.

Ortmann, Monika: Children and youths afflicted with a progressive disease - Educational problems and responsibilities before, during and after their death

Pedagogues who work with children and youths, who are afflicted with a progressive disease, quite often meet with problems and responsibilities for which they are usually not qualified. With regard to their theoretical background they often experience a deep insecurity, with regard to their practical knowledge they feel their own anxieties as well as a distinct helplessness. In her article the author delineates the psycho-social situation of an eleven-year-old girl who suffers from concomitant infections due to a prenatal AIDS-infection. Her detailed statement intends to impart new impulses and orientations to all pedagogues who accompany children and youths on their terminal way.

Summaries of Number 1/1997

Angerhoefer, Ute: The pedagogics of Makarenko - a value oriented educational method?

Who was A.S. Makarenko? The answers to this question would be quite varied. They would extend from a vague knowledge and the rejection of the Sowjet pedagogics, linked to Makarenko's name, to the long-standing and engaged exploration of the life and work of this "revolutionary pedagogue" of "epochal importance" up to an uncritical veneration, adoption and integration of his ideas into the educational system of the former socialist countries. - In her article the author delineates the basic aspects of Makarenko's educational method and she discusses the possible use of it for the theory and practice of today's (special) education in the Federal Republic of Germany. The basis of literature of this article is quite unusual: On the one hand it includes translations and original literature, on the other hand it covers articles and books on the pedagogics of Makarenko, which have been published in both German States from 1945 up to the social upheavals in 1989 as well as publications which came out in Germany after 1989, after the reunification.

Gottke, Heinz-Jürgen: Standards for developing learning software used in special education

After a short review of the actual situation the author delineates the goals and the functions of the use of computers in special education. He postulates seven basic conditions which are essential for the development of special learning software. He then presents various systems of classification for learning software and he discusses some criteria for the registration, documentation and evaluation of learning software. He finally describes three programs with reference to the realization of the seven conditions above-mentioned.

Klein, Ferdinand; Kübler, Klaus-Dietrich: The principle of basic dialogue in the immediate relation with children with a severe mental retardation - Elements for their (self-)development

The immediate relation as a basic dialogue can be described as a body-oriented approach which has a stimulating effect on the (self-)development of the severely mentally retarded child and her/his partner. In the dialogue from body to body it is important that the educator concentrates upon the inner and the outer world of the child and her-/himself. This kind of attention and "devotion" is both active/direct and meditative. Approaching the real world of another person in such a way requires the full acceptance of this person opposite and her/his way of being and living. Real and genuine participation reveals the reality of the interaction partner.

Barisnikov, Koviljka: The spatial cognition of mentally retarded persons

The subject of this research was a study of competencies related to the spatial cognition of 30 young mentally retarded adults (severe, moderate and mild). The experimental approach was based on the models of spatial representation resulting from neuropsychology and cognitive psychology. We proposed a large number of spatial tasks in the "large scale space" and in the "small scale space". With the help of factorial analysis, we were able to demonstrate three domains of spatial competencies: spatial orientation, "topographical representation" and visuo-spatial competencies. We have also shown their internal structure, identifying different levels of mental representation, which serve as a base for different spatial competencies, as well as the existence of specific spatial disorders of our subjects.

Hölcke, Kai; Sperl, Martin: "In the midst of the world's horror..." - Experiences with special education seminars in Brasil

The centre of interest of this report are the basic seminars in special education realized in Brazil by two German lecturers. Firstly the authors discuss the problem of the sense and purpose of such forms of co-operation in developing countries, then they document the procedure of the seminars, they describe the situation of special education for the handicapped in Brazil and they discuss the consequences for the further co-operation.

Summaries of Number 2/1997

Bleidick, Ulrich: To reflect on special education - a pleading for contingency

In this article the author reflects on "special education" in view of the notion of contingency. The uncertainties and the dynamic, which connect with the idea of contingency are discussed by means of contingency formulas in special education and relating to the most recent history of special education. With due regard to the resultant problems of a contingency concept for special education, the author approves of contingency in the sense of keeping open the horizon of theory and action in special education.

Haeblerlin, Urs: Social changes: A chance for a radical change towards a school for all children or for a further development of the special schooling?

Firstly, the author describes the ambivalent attitude towards discriminated and handicapped people over the centuries from the Age of Enlightenment to modern times. The actual social change has to be interpreted as an accelerated continuation of the modern times. In consideration of this social background, the author reflects on the chances and the dangers of the pedagogical visions of an integration of all human beings within our society and our school system in particular. In view of the revealed dangers he pleads for the conservative tendency to preserve, maintain and develop the existing structures of special schools and to slowly realize basic integrative efforts within the existing school system.

Matejcek, Zdenek: Latest results of the Prague studies on psychic deprivation and subdeprivation

This article deals with the question of the origins and the development of psychic deprivation. The author discusses the results of his longitudinal researches which have been started in former Czechoslovakia more than 30 years ago and which have been continued up to this day. He presents his concept of "psychic subdeprivation", a tendency of peril to the child's development from early childhood up to the age of an adult. Psychic subdeprivation is the result of an accumulation of various risk-constellations ("maladaptionscore"). The author discusses the necessity and the possibilities of preventive measures.

Werner, Emmy: Endangered childhood in modern times: protective factors

Multifarious risks can threaten a child's development. But there are also children who grow up to be stable and healthy personalities despite their living in extremely unfavourable social and physical environments. On the basis of the scientific results of a longitudinal study (Kauai-study, conducted over more than 40 years), the author discusses in detail the question of the interplay of risk and protective factors in a child's development and the individual power of resistance of a child (resilience). She also discusses successful approaches of different intervention programs to strengthen the resistance of children who grow up under life conditions of high risk.

Maturana, Humberto R.: Biological foundations of moral and ethics in education

This article is based on the consideration that we as living beings create the world in which we live as we become what we live and we live what we become. While discussing the biological foundations of man, the author defines the notions "structural determinism", "time", "linguaging", "emotioning", "conversations", "the nerve system" etc. and he discusses the bases of the human being. He clearly exposes the close relation between biology and ethical-moral behavior as well as the influence of the moral and ethical education of our children on the future world.

Oser, Fritz: Farewell to a heroic morale

In his article, the author presents a pedagogical method which teachers can use in moral and ethical conflict situations in the classroom. Such an intervention can be helpful to foresee difficulties, to avoid offences and to guarantee the moral quality of pedagogical actions. The main issue of this method is to find a balance between justice, care and veracity. The author describes the implementation of a "realistic discourse" at the "round table" and he discusses the prerequisites and the conditions for that procedure. The results of various research works demonstrate the effects of the "round table" and four types of this pedagogical method illustrate the possibilities to influence the moral atmosphere in the classroom.

Speck, Otto: social changes - a challenge for special education: personal reflections

The author looks back on his own professional history in special education over the past five decades and he reflects on the changes and continuities in the comprehension of special educational theories and concepts. He points out that accents or paradigms have shifted and transformed under the influence of scientific and social changes. But he also makes clear, that at the same time fundamental norms and standards become more and more important in view of post-modern pluralism.

Summaries of Number 3/1997

Stahlmann, Martin: Acting as a venture - Hannah Arendt and special education

In his article the author tries to outline some impulses in the work of the political philosopher Hanna Arendt, which are relevant to special education. Though Arendt hardly ever concerned herself with education or special education, some of her socio-anthropological and socio-philosophical reflections can be relevant of the theoretical interpretation of a reflexive special education. E.g. the basic elements of the "vita activa" (the human conditionality) - especially the plurality of the human being and the "Natalität" - are of high importance for special education. On the basis of Hannah Arendt's cogitation, special educational action can be conceived as a venture, which is suspensive on principle and which moves in an open direction despite the multiplicity of methods in special education. Acting becomes a special venture because the "space of liberty" - as an ethical condition of special education - cannot be and does not want to be given up.

Skiba, Alexander: Special education for persons with mental disabilities and old age

Special education for persons with mental disabilities has become a very specialized discipline. At the same time, the need of support for people with different handicaps has led to an expansion of issues, which no longer corresponds with a narrowed view of the discipline. Leaving behind the image of a strictly delimited field is a decisive prerequisite for engaging in the support, training and education of elderly handicapped people and will improve the reputation of this discipline.

Gröschke, Dieter: The apriori of the body in special education - Some anthropological and pragmatical aspects

The phenomenological approach in theory and practice of special education identifies basic phenomena of personal existence, which can structure our educational action. The article focusses on the fundamental phenomenon of bodily constitution ('Leiblichkeit'), which is understood as the undispensable basis for ethical appreciation as a unique person, as starting point for man's world relationship and as the beginning of reciprocal pedagogical actions, especially with persons with severe and profound mental handicaps.

Kaiser, Astrid: The influence of the "common schooling of handicapped and non-handicapped children" on their social behavior - Results of an empirical comparison of integrative schools and ordinary schools in Nordrhein-Westfalen

In her article the author publishes the results of her empirical research, comparing integrative and ordinary primary schools in Nordrhein-Westfalen (NRW). Her scientific statement of the problem was: Does - according to teachers' assessments - the social behavior of primary school children of the 80 pilot schools for "common schooling of handicapped and non-handicapped children" in NRW differ from the social behavior of children in similar ordinary primary schools. The results show, that the teachers of integrative schools rate the social effects of their education significantly higher than the teachers of ordinary schools, especially with regard to the "acceptance of outsiders", "attentiveness/concentration", "discipline of conversation", "readiness to co-operate/to help" and "tolerance for differences of opinions".

Lambert, Jean-Luc: Opinions on mental deficiency in the Western part of Switzerland - a preliminary investigation

This research is part of an extensive survey on the representations on mental deficiency and especially on the opinions expressed by the residents of the Western part of Switzerland concerning a possible revival of eugenic ideas. The results of an inquiry among 200 persons show a positive attitude towards mentally retarded people. However this observation has to be modified by a relatively high proportion of favourable statements concerning the sterilization of people with mental deficiencies and their segregation in institutions. These data are discussed with regard to their use for public information and formation.

Kern, Horst: Single case research - Combinations of research designs for (special) education

For the evaluation of interventions in (special) education, single subject studies can be an alternative to traditional comparative studies of groups. Although single subject research designs are reputed to be relevant for practice, research design combinations result in a better inner validity. Particularly in case of unexpected developments of data or of spontaneous transfers, such combinations can help to control the influence of interference variables and the inner validity can be guaranteed or improved. Research design combinations allow a high flexibility and individualization, which is essential for practice. To illustrate the use of research design combinations in international pedagogical research, the author presents and discusses the following examples: a combination of an ABABC research design with a multiple ground-rate research design for behaviors, a combination of an ABC research design with a multiple ground-rate research design for situations and a combination of a multiple ground-rate research design for materials with an alternating research design.

Summaries of Number 4/1997

Opp, Günther and Köppel, Lothar: Free spaces for children's development - Pedagogical arguments for and practical planning of integrative play grounds

The question of integration is usually discussed in connection with school administration and school instruction. In this article, the authors try to loosen and to modify this restricted view of integration. They present their ideas and the practical realization of a "playground without barriers" for all children where integration can be practised in an informal way in the everyday life of the children.

Fels, Christian: Highly gifted children with physical or sensorial disabilities - Too few to teach, too many to ignore?

Despite their considerable number, so far highly gifted children with physical or sensorial disabilities have hardly been noticed within the German school system. On the one hand, this unsatisfactory situation is due to a lack of comprehension concerning their problems, on the other hand, it can be explained by their assignment to different classes and grades and to different categories of disabilities which requires a high degree of staff and finances. - It is true that in some of the German States, there are grammar schools (Gymnasien) for children with sensorial disabilities and after the constitutional amendment (antidiscrimination law in favour of the disabled) all handicapped children have to be integrated into ordinary schools. Yet highly gifted pupils with an IQ over 130 are mostly not enough challenged even in grammar schools, so that special schools have been established for this group of children. Therefore the integration of highly gifted pupils with physical or sensorial disabilities into ordinary schools can only be a makeshift solution. It is indispensable to realize special ways and methods of teaching these children, ways of instruction which meet their intellectual needs as well as their specific requirements due to their disabilities.

Jakobs, Hajo: Models of psychological anthropology and the anthropology-critical point of view in special education - A reflection on fundamentals

To understand and to shape the development and the education of individuals with or without handicaps, it is essential for an (anthropology-)critical point of view in special education to reflect especially on concepts, which offer alternative perspectives to the anthropological (psycho-physical) problem and also to a positivistic view of man, his 'measuring' (testing) and 'controlling' (behavior therapy). That is why the author pleads for a critical resumption of hermeneutic ('verstehender') psychologies in a wide sense (from Dilthey and Freud to Lewin and Thomae), which have hardly been noticed by the 'mainstream' of special education in recent years, but which can provide an adequate frame of reference for the practice of special education by the concepts "biography/lifespan" (Lebensgeschichte) and "life-space" (Lebensraum). These reflexions are brought into focus by three theses.

Osburg, Claudia: Children with speech disorders and their strategies to learn the written language

Learning the written language can have positive and negative effects on the development of language abilities of children with speech disorders. To make it possible for these children to experience a positive development it is

essential to focus on their individual way of perception and comprehension. In her article the author analyses the way children with speech disorders approach the written language. The reconstruction of the child's knowledge of the relation between the individually spoken and the written language can make up the basis for adequate and efficient assistance, support and therapy.

Burgener Woeffray, Andrea: Bases and perspectives for a diagnostic for school beginners - Traditional approaches as a basis for the development of a comprehensive concept based on theories

In her article, the author deals with the insufficiently valued traditional foundations of the diagnostic for school beginners. In her retrospective survey on a nearly forty-year-old discussion on this problematic matter, she represents the various and changing theoretical concepts and procedures of the diagnostic for school beginners and she analyses them in a critical way. This retrospection leads to a pedagogical concept which underlies the decisions and actions which are necessary on the threshold from Kindergarten to school. It can help to prepare, to support and to explain and justify these decisions and actions. The author illustrates three aspects of her complex pedagogical concept: the aspect of decisions, the aspect of theory(ies) and the aspect of procedures, based on theories. She demonstrates how specific problems can be handled and solved with regard to the three aspects and in consideration of the existing traditional approaches.

Summaries of Number 1/1998

Keller, Heidi: The parents' influence on the regulation of interactions during early childhood

In her article the author tries to specify the image of the "competent infant", which dominates the literature since the seventies. She makes clear that the innate sensorial and integrative abilities of the infant are quite specific and that they are essential for establishing the first contacts and relations with the environment. Due to the dependence of their behaviour patterns upon their environment, infants determine the contents of their behaviour, to which the environment has to react in a particular way. Each infant undergoes a very individual development, depending on the reaction of her/his parents to her/his behaviour patterns and depending on how the parents structure this behaviour with regard to the concept of intuitive parental behaviour. This early regulation of interactions leads to a specific relational quality, which helps to structure the further course of development. Socio-biological hypotheses on parental investments may explain the interindividual differentiation, which parents show in handling their infants. These varied parental investments are related to the value of reproduction of each child; all parental actions aim at maximizing the success of reproduction. These considerations are suited to explain contextual characteristics - which direct the regulation of early interactions - by socio-biological variables.

Wehr, Silke: "I am a big girl now! I can say pull-over." - A discussion of the meta-linguistic construction

Thinking and knowledge related to language do become manifest through the meta-linguistic expressions of a person. A good number of evidences prove the importance of meta-linguistic competences for the acquisition of the written language. But are there any relations between speech disorders and the meta-linguistic development? If so, what kind of relations do exist? We can find only few empirical studies on this subject and their results are not always clear and definite. This unsatisfactory situation is partly due to the heterogeneity and the multiplicity of meta-linguistic phenomena. It is therefore essential to specify and to define the meta-linguistic aspects in order to be able to open the way for empirical research on questions relevant for speech therapy. A clear definition of meta-linguistic aspects and the choice of adequate tests and therapies have to be based on a theoretical analysis of the meta-linguistic construction. This article can be a first contribution to a scientific approach to the meta-linguistic concept: The author describes the multiplicity of definitions, phenomena and conceptions of the meta-linguistic construction and the respective problems.

Seewald, Jürgen: Body and motion - A motion-oriented view on special education

This article treats of the bounds and overlappings between motor therapy and special education. In this context, motor therapy has to be seen as the specific German version of a scientifically based psychomotor therapy. - After a general view of the development and the actual situation of motor therapy, the author analyses the importance of body and motion in special education from a phenomenological point of view as well as from the perspective of social science and development theory, and he finishes with various ideas, suggestions and impulses for special education.

Kobi, Emil. E.: ... and in Switzerland?

Supplementary to the article by J. Seewald, the author outlines the history of origins of psychomotor therapy in Switzerland, which differs here and there from the development in Germany. In particular he outlines the distinct French influence and the pioneer role of the French speaking part of Switzerland.

Kornmann, Reimer: How to explain and to overcome the increasing school failure of children of migrant families?

The author describes and discusses three different approaches to explain why more and more children of migrant families cannot cope with the standards and requirements of the regular school: (1) the selectivity of the school system, (2) the consequences of social disadvantages and (3) the criteria which define school success. Basically school failure has to be seen as an inevitable consequence of a selection-oriented school system, irrespective of the specific criteria which define school success. But the analysis of the latest data on the relations between the frequency of school failure and the unemployment of migrants seem to confirm the presumption that the frequent school failure of migrant children and youths is not a specific problem of migration but that it goes back to the social disadvantages of migrant families.

Plaute, Wolfgang, Theunissen, Georg, Assmann, Milly and Hoffmann, Claudia : The contribution of a discourse procedure to a better assessment of the behaviour disorders and the psycho-social competences of people with a severe mental handicap

48 inhabitants of a residential home in Halle have been assessed with regard to various positive and negative characteristics and behaviours. The assessment was effected twice, once by a single person who looked after the inhabitants, once by the whole team. The results of the two ratings showed considerable differences. In all the cases of significant distinctions the single ratings were clearly lower than the team results. In particular the assessment of positive characteristics and behaviours did reveal substantial differences between the two groups. Therefore the authors plead for a differentiated procedure of discourse which may lead to more objective results.

Summaries of Number 2/1998

Ahrbeck, Bernd: Education between the encouragement of self-esteem and the adjustment to the "needs of the client"

The growing number of problem children and youths confuses a whole generation of pedagogues, who set out with the hope to be able to let the children grow up in a different way - more according to their needs, more carefree and free from repressive educational bonds. But their hopes did not come true, instead they have to deal with behaviour deviations and disorders, destructiveness, self-complacency, learning difficulties and a lack of discipline. These problems often result from a wide-spread interpretation of education, which is keyed to the narcissistic growth of the children and youths and which tries to avoid any conflicts. The recently propagated pedagogical adjustment to the "needs of the client" does not solve any of these problems, pedagogics simply continue the old way under a new label.

Hauschildt, Jörg: Learning and learning difficulties - Notes on a historical and systematical special education for pupils with learning difficulties

The author starts from the hypothesis that learning is not a linear function of teaching. By means of a practical example he illustrates that learning cannot be planned and that learning and teaching include a number of unforeseen surprises. He points out the relations between learning and learning difficulties, reflects them from a historical and a systematical point of view and presents his concept of "learning inhibitions". Learning inhibitions are found in each individual who wants to learn something new. The author sets forth the didactical consequences of his new approach, which takes into account the knowledge and the abilities of the pupils as the starting point for learning. The article closes with reflections on the relations between general pedagogics and special education.

Lindmeier, Christian: Integrative adult education in the interest of (mentally) handicapped people

In his article, the author puts up for discussion the social integration of (mentally) handicapped people by means of adult education. In the seventies and the eighties the general adult education programs tried to realize this political, emancipation oriented objective within the scope of the target group work in continuous education for socially deprived fringe groups. In the meantime the idea of target groups in general adult education is more and more called in question. This criticism drastically affects the continued education of (mentally) handicapped adults. The author analyses the critical observations on the 'target group' approach and he discusses the approach of intercultural education as a new concept in integrative adult education. Intercultural adult education could well become useful in special education for the (mentally) handicapped. But a certain scepticism remains, because recently continued education for (mentally) retarded people takes more and more place in the secluded settings of special institutions. However the author can refer to some pilot projects which are in progress in England, Germany and Switzerland.

Eckert, Andreas: Broadening the perspectives in special education

For the actual development of working and therapy concepts for special education, hypothetical reflections which are based on systemic theories, are of high importance. The significance of the multiple aspects of systemic approaches (among others Maturana/Varela) for practical work in special education gives rise to intensive and controversial discussions among the experts. The author describes the basic organizational principles of systemic theory in the light of some practical experiences in the field of special education. He exemplifies the consequences for special education

referring to various fields of action such as "team-work", "co-operation with families", "interdisziplinär/interinstitutional co-operation", "orientation according to the needs of the clients" and he illustrates his theoretical reflections by a practical example.

Summaries of Number 3/1998

Bill, Mirjam and Schwab, Marianne: Eugenics, euthanasia and prenatal diagnostics - Definitions, positions and questions with regard to special education

In an era when mankind believes in eternal health, long life and the absence of suffering, diseases, illnesses and disabilities are denied and suppressed. Prenatal diagnostics may help to prevent the birth of a handicapped baby, passive and active euthanasia allow a faster death without suffering. But the pretended control over life and death results in new problems. Medical practitioners and family members often have to decide upon the value and the meaning of life of an individual who cannot declare him/herself any more. - The authors demonstrate and discuss the risks and threats hidden behind the catch-words "eugenics", "euthanasia" and "prenatal diagnostics". They bring them in relation to the concept of health and the concept of natural sciences of the Western societies and they delineate the position of special education concerning this actual and explosive discussion.

Schriber, Susanne: Eugenics and euthanasia from the point of view of a disabled expert woman who works in the field of special education

The author reflects upon the problematic nature of eugenics and euthanasia from her personal point of view as a disabled woman working in the field of special education. She elucidates the discrepancy between resignation and hope: On the one hand the new medical technologies will win recognition despite all opposition, on the other hand the dignity of man has to be kept inviolable, disabled individuals must not become the objects of experiments for scientific research. The author pleads for an equilibrium between emotions and rational thinking, between subjectivity and objectivity, which have to be of equal standard in the process of argumentation concerning ethical problems of medical technologies. The author also stands up for the consideration of the female approach in the actual discussion. Siding with the "weak" and the "disadvantaged" has to be the leitmotif of the ethical discourse. The author calls upon the special educationists to reflect in a critical way on their part in the process of segregation and even selection.

Bernhard, Hans Peter: Genetic technology - Threat or hope for the disabled?

Genetic technology helps to improve and to differentiate diagnostics, therapy and prevention in human medicine. The procedures become more and more precise, manifold and much faster and cheaper. But despite this fast and all in all positive development, we should not be too hopeful about genetic diagnostics and genetic therapy, as only few diseases and disabilities are genetically determined and because the number of preventive and therapeutic possibilities is quite restricted. Up to now genetic technology and genetic diagnostics have mostly been applied to people with disabilities or diseases, but more and more they are applied to the "normal" population as well. The knowledge of our own fragility and our own predispositions could lead to a better understanding of people with disabilities. In future the use of genetic diagnostics will affect, threaten and challenge the whole population. To prevent any kind of misuse we are in need of accurate and appropriate regulations.

Arz de Falco, Andrea: Eugenics from above, eugenics from below - Prenatal diagnostics between individual decisions and social expectations - Historical, ethical and feminist perspectives

This article focusses on the phenomenon of prenatal diagnostics with special regard to eugenic problems. To make plain her perspective and her specific approach to the problem, the author exposes her interpretation of ethics and morals. In a short historic review she discusses the notions "progress" and "degeneration". The concept of degeneration as a biological and hereditary phenomenon did make possible the emergence of eugenical and racial ideas. The author then presents some diverging ethical assessments of prenatal diagnostics, also with regard to a feminist point of view. She closes with some normative reflections with regard to practical work.

Summaries of Number 4/1998

Haeblerlin, Urs: Restrain the economic misuse of school integration!

After a short review of the state of research in integration/separation of children with learning difficulties the author traces out the actual socio-political trends and the tendencies in educational policy. In today's mass and consumer society, solidarity with low performing and socially disadvantaged persons increasingly dwindles. The growing

financial stringency more and more affects the political and social way of thinking and acting. In these circumstances, integration is in danger to be misused as a hidden economy measure in the field of formal education, professional training and employment. - With regard to these trends, the author pleads for a temporary maintenance and further development of the traditional structures of special classes and special schools. This conventional solution guarantees the financing of additional support for disadvantaged pupils and it sharpens the social awareness for the necessity of such measures. But of course this does not mean to give up all efforts toward a "school for all children", integration has to be realized after an economic recovery.

Leyendecker, Christoph: To communicate with "unconscious" children? - Sensory stimulation and possibilities to establish a physical dialogue with children suffering from severe cerebral damages in or after a P.V.S (Persistent Vegetative State)

Education and medical therapy for patients suffering from severe cerebral damages have been subject to fundamental changes over the past few years. These "unconscious" patients, who used to get only passive medical and nursing attention actually get active therapeutic and educational furtherance. - In his article the author presents his experiences with a group of children suffering from severe cranial and cerebral damages in or after a P.V.S. The P.V.S must not only be seen as a passive state of live, but as an active life energy on a very low level of conscience. The seemingly "lifeless" stillness of these patients does not represent a lack of perception and experience because the perceptive receptivity of a human being is far more elaborate than his/her capacities to act. - The author supports his observations and experiences by relevant empirical data and neuro-physiological studies, which demonstrate the effectiveness of sensory stimulation and the possibilities to establish a physical dialogue with children suffering from severe cerebral damages. Finally the author discusses ways and problems of educational furtherance for these children.

Hillenbrand, Clemens: Reflections on failure - Siegfried Bernfeld's contribution to special education and the education of children with behavior disorders

The efforts to consider special education as a part of general pedagogics are largely neglected up to this day. Siegfried Bernfeld, Viennese psychoanalyst, jew, socialist and exponent of the aera of reformatory pedagogics, did realize a special educational experiment with "new education" in Vienna; he also developed a scientifically interesting criticism of (reformatory)pedagogics. His failure in the field of special education set up the background for his famous publication "Sisyphos". In this paper, Bernfeld proves that the exploration of the "limits of education" is one of the important tasks of modern pedagogics. As special education deals with the limits of education, Bernfeld's concept could lead to an incorporation of special education into the field of research of general education.

Subellok, Katja and Katz-Bernstein, Nitza: Discussion of individual cases, supervision and professional support of initial practical work as elements of a university course of instruction in special education

Supervision and professional support of initial practical work are quite popular study-courses during the formation of special educationists at colleges for advanced studies, but big universities cannot offer such courses of instruction due to a lack of finances and personnel. At the University of Dortmund (Germany) the authors have established a study-course which meets the needs for professional support of practical work of about 100 students each term. This course of instruction is governed by special principles concerning supervision and didactics. In their article the authors describe the structure of their course with regard to didactics and supervision, the conditions and pre-conditions and they present a short evaluation of a six-term-cycle. They illustrate their theoretical representation by means of an individual case study.

Hardmeier-Hauser, Silvia and Meixner Witzinger, Yvonne: Speech therapy for adolescents and young adults with fluency disorders - A holistic therapeutic approach

Stuttering and cluttering are the result of a combination of adverse physiological/organic, linguistic and psychological factors. The symptoms of stuttering are not homogeneous; each stuturer presents his/her individual symptoms. During their many years of co-operation, the authors have developed a holistic, process-oriented therapy concept which responds to the specific needs of each individual adolescent. This comprehensive therapeutic approach takes into consideration the whole complexity of fluency disorders.

Laucht, Manfred, Esser, Günter and Schmidt Martin H.: Early mother-child interaction: Risk and protective factor for the development of children born with organic and psychosocial adversities - Results of a prospective study from birth into school age

The development of children who have been exposed to early stressors is characterized by high variability. Which children remain at risk and which ones overcome adversity is demonstrated using data from the Mannheim Study of Risk Children, a prospective longitudinal study following a cohort of 362 children from birth into school age. The results up to the age of eight years indicate that developmental outcome of very low birthweight infants and of children of postnatally depressed mothers varies as a function of early mother-child interaction quality. These findings stress the importance of early parenting in the development of children at risk.

Summaries of Number 1/1999

Klein, Gerhard: Social deprivation - a challenge for early intervention in special education

At the beginning of the seventies, the social deprivation of children with learning difficulties was the initial reason for the first efforts towards early intervention for this group of children. But as there was no strong lobby, the institutional establishment of provisions in early education failed. Recent longitudinal studies on risk children confirm the causal relation between psycho-social risks and the subsequent learning difficulties or behavioral disorders. But early intervention in the field of social deprivation needs a concept different from early intervention for children with developmental retardations. A close co-operation with social educators and social workers is imperative. The number of socially deprived children increases with growing poverty. Early intervention for these children has a preventive function and it has to be acknowledged as a branch of special education.

Burgener Woeffray, Andrea and Jenny-Fuchs, Elisabeth: Say no in early intervention: The courage to leave open a gap for new developments - A reply to the article by G. Klein

More and more the call for early education and intervention for socially deprived children is revealed. In their article the authors comment on different aspects of the article by G. Klein (in the same volume of VHN). First the authors expound the notions "social deprivation" and "(un)equal opportunities". Then, they take up the question whether socially deprived children a priori belong to the target group of special early intervention. The authors refer to the model of prevention on the one hand, and the systemic approach on the other hand. They conclude that - from a systemic point of view - a non-intervention could lead to more important and more effective changes than a direct intervention. They plead for the courage to leave open a gap in order to allow new developments.

Weiss, Hans: Empowerment in early intervention - Slogan or leading idea for special educational action?

In theory and practice of special education, "empowerment" becomes more and more important - above all in the fields of early intervention and self-advocacy of persons with a mental handicap. The reflexive potency of the empowerment concept is based on the dialectic fundamental idea of autonomy on the one hand and orientation by needs and wants on the other hand. In this article, the author outlines the central positions and the complex basis of values of the empowerment concept. He illustrates the potential misunderstandings and risk factors of the empowerment approach in early intervention and he reflects on the possibilities of co-operation with parents of children with developmental retardations.

Lanners, Romain and Lambert, Jean-Luc: The needs of families of young children with a (mental) handicap - An evaluation scale

The changes in the field of early intervention, support and education of young (mentally) handicapped children call for a more active participation of the parents concerned. The parents are challenged to express their needs and to become more and more aware of their difficulties and their resources with regard to the education of their (mentally) handicapped child. The study of parental needs is a recent phenomenon of immediate interest. In their article the authors analyze the metric qualities of a measuring instrument to assess the special needs of families of young children with developmental retardations. A factorial analysis reveals nine categories of needs, which can be classified as follows: family needs, needs concerning special services, needs with regard to the social environment. The measuring instrument proves to be a valid assessment scale. In conclusion the authors discuss the practical use of the assessment of family needs as a first essential of early intervention.

Jeltsch-Schudel, Barbara: The situation of individuals with a Down syndrome in German speaking Switzerland

Several disciplines are concerned with the Down syndrome (DS); among others this syndrome finds its position between special education and ethics. But as there are hardly any statistic data available, the doors are wide open for speculations on the incidence resp. the decreasing number of individuals with a DS. Some years ago, a group of research workers - in collaboration with the parents' association of EDSA/Switzerland (European Down's Syndrome Association) - initiated a project which intends to describe the situation of individuals with a DS in German speaking Switzerland. An open research design allows a long term pursuit of the subject with several statements of the problem and various research methods. Meanwhile the first outcomes have been published in several theses which contribute to the description of the situation of individuals with a DS in German speaking Switzerland. On the basis of three inquiries (parents/school institutions/residential homes and sheltered workshops) the researchers did register more than 1000 individuals with a DS in Switzerland. In this article the author represents specific results which answer the following questions: How old are these individuals? Where do they live? Which services are at their disposal and which services do they make use of?

Summaries of Number 2/1999

Iben, Gerd: Project studies at the university - a special public service

This article represents the results and the experiences of 35 years of university project studies. Within the scope of these studies, the projects concentrated on a variety of target groups: homeless families and single persons, children and adolescents of immigrant families, handicapped and old people, children living in a home. These project studies did evoke a variety of practical activities, many socio-political impulses and they resulted in a pedagogical concept: an approach oriented by the situations of every day life ("Lebensweltansatz"). This concept is based on the theories of Martin Buber and Paulo Freire and on the experiences of community social work. Project studies also refer to action research and they comprise continuous counselling, courses for didactics and methodology as well as essential aspects of experience oriented pedagogics ("Erlebnispädagogik").

Bröcher, Joachim: The importance of esthetic processes of youth culture for the education of adolescents with behavior disorders

In his article the author shows that the esthetic - sometimes subcultural - manifestations of the youth culture of adolescents with behavior disorders not only reflect their existential problems, wishes and concerns, but also the resources, potentials and the starting points for solutions. The model of environment oriented didactics could be a basis for pedagogic activities in this field of education. The analysis of every day esthetic manifestations in music, computer productions, videos, magazines etc. and above all the analysis of pictorial, graphic and plastic productions of youths with behavior disorders reveal the deeper meanings and purposes of the disturbed behavior patterns. Environment oriented didactics open the way to an active, but symbolic confrontation with manifest life conflicts. Teachers have to open their classrooms to the actual subcultural subjects and practices of their pupils. They have to be ready to respond to the spontaneous manifestations of the youths and to take them up for further educational and therapeutical work in the field of subcultural arts and crafts. The pursuit of existential problems and the effort to find solutions can prepare the ground for new factual learning processes and open the way towards a better pedagogical integration.

Flammer, August: Autonomy, independence and dependant independence

Our world is not chaotic. It is even more than systematically organized. Everything that happens in this world depends on other events in manifold ways, each event is largely dependent upon many others. As a consequence, independence - one of the high ideals of our culture - can only be achieved by understanding and using our dependences. A synopsis of the human course of life reveals the relevant dependences at each stage of development and it shows clearly how human beings deal with the various situations (primary and secondary, direct and indirect, individual and collective control). The author shows some pedagogic approaches to such human reactions, e.g. the maintenance of a contingent environment for the baby and the infant, the spontaneous but consistent explanation of new events to the child at school age, the clarification of priorities in adulthood and the selection of mechanisms to control and compensate handicaps at the period of old age. Finally the author refers to the danger of establishing "abnormal", but "easy to handle" conditions of contingency for handicapped persons.

Stadler, Hans: Vocational integration of young persons with a physical handicap

At the end of their compulsory school years, school leavers suffering from physical disabilities have to deal with particular problems caused by the specific combinations of the type and the degree of their handicaps. Based on a list of problems which can emerge at the transitional stage between school and adult life as well as based on empirical data, the author analyzes the prospective life situation and the potential course of life of these young persons. He represents a frame of action for the preparation for private and professional life, he describes several domains of every day life and some model courses of life, which he discusses with regard to the choice of profession and the vocational counselling. The author delineates didactic reflections on an environment oriented professional and social theory for young persons with physical handicaps, which could open realistic life perspectives, and he presents a project for the professional training of adolescents with high school-leaving qualifications who suffer from severe physical handicaps

Pitsch, Hans-Jürgen: Didactics and methodology based on the children's development - supplements and variations to the concept of Georg Feuser

Special education for mentally retarded children does not know any specific didactics, it can only refer to some didactical fragments mostly dating from the period of child oriented pedagogics (Reformpädagogik). As an appropriate didactical approach the author presents the concept of Georg Feuser, a didactical concept which is based on the children's development and which is suitable for individualized and differentiated instruction. The three fundamental dimensions of this concept are illustrated: the "structure of facts" (objective aspect), the "structure of action" (subjective aspect, long-term) and the "structure of activity" (subjective aspect, short-term). These dimensions are interpreted and differentiated and they are completed by a fourth dimension, the "guidance of the pupils' learning processes". This four-dimensional didactical concept contains two dimensions of time (long-, short-term) on the pupils' side, the dimension of controlling the learning processes on the teacher's side and the dimension of the complexity of the learning materials. This concept is suitable to come up to the assignment of the education of mentally retarded children: "self-realization and self-advocacy by social integration".

Summaries of Number 3/1999

Kobi, Emil E.: Paul Moor - personal reminiscences

Based on episodic meetings and personal exchanges of letters, the author sketches a portrait of his academic teacher (from 1958-1962), Paul Moor, former associate professor for special education at the university and director of the training-college for special education at Zurich. The author's vivid description reveals the picture of a highly individual and original thinker and philosopher and a strong personality. - Moor did not seek publicity and he kept a critical distance towards all scientific activity, but in a small familiar circle he could be very open-minded and communicative and with subtle irony and humour, he could be reminiscent of his Basel descent. - The author's notes of lectures, dating from the fifties, illustrate the philosophy of Paul Moor, which was of high influence on the (professional) course of life of the author.

Klauss, Theo: Chances to modify deficit-oriented views by new ways of instruction focusing on the activities of mentally retarded pupils

Over the past few years, arguments against characterizing a person in virtue of her/his deficiencies have become more and more explicit. Understanding the (historical) backgrounds of such deficit-oriented views helps to see the chances to overcome negative approaches to handicapped pupils. Special education more and more focuses on a project- and action-oriented approach for teaching mentally retarded children. A holistic understanding of human activities, which takes into consideration the development as well as the abilities and competences of a child can be the basis for successful instruction at the schools for pupils with intellectual deficiencies.

Orthmann, Dagmar: Supporting diagnostics - a complex problem solving process: analysis of errors in the diagnostic process

Diagnostics in (special) education show the characteristics of complex systems; the phases of the diagnostic process are therefore comparable to the phases of complex problem solving. This knowledge allows the diagnostician to analyse more carefully the errors in the course of the diagnostic process and to find active strategies to prevent inadvertences. Heightened attentiveness leads to a higher pedagogical responsibility within the scope of supporting diagnostics.

Eichenberger, Esther and Studer, Felix: A new instrument for the evaluation and the furtherance of inductive reasoning
First, the authors define the concept of "inductive reasoning" and they discuss its importance. Then they describe this way of logic conclusion from the view of the theories of factor analysis, of developmental psychology and of information processing. The authors prove that problems of inductive reasoning are a constituent part of many psychometric instruments. They discuss various types of problems and describe some of the testing procedures (trainings of inductive reasoning developed by Feuerstein, Campione, Brown, Ferrara and Klauer) In conclusion, the authors present their own "Training of Inductive Reasoning" and they discuss its (special) pedagogical principles. In particular they deal with the possibility to get the answers in sign-language, which also makes it possible for deaf persons to use this training programme.

Moser Opitz Elisabeth: Initial instruction in mathematics - Critical questions and reflexions

The traditional concepts for initial instruction in mathematics are distinguished by a long period of practise in the pre-numerical zone and by a step-by-step progression. These concepts are based on an understanding of numbers which is more and more called in question. Active and explorative learning methods open new ways and possibilities for initial instruction in mathematics. - In her article the author outlines the elements for the development of the number concept and she queries the theory of the genesis of numbers by Piaget. She stresses the importance of the development of counting and she discusses the preconditions for learning sequences of number words. Then she presents a research project which evaluates the knowledge of numbers of children with learning difficulties and developmental retardations at the beginning of their school career. She presents first results concerning the counting capacities of these children and she proposes new ways of organizing initial instruction in mathematics.

Andrae, Andreas and Fischer,Carola: Quantitative measuring of adolescent antisocial behavior

A simple measuring instrument for antisocial behavior of adolescents and young adults is presented. The instrument allows to assess the degree of socialization in six different areas: everyday independence (social reference), interpersonal relations (significant relationships), personal activities (planned recreation), readiness for performance (work/school), consumption of narcotics (alcohol/drugs/medicaments) and legal conduct (delinquency). Every field of socialization is rated by means of an analogous scale from 0 to 5 points. The results of normal adolescents and of adolescents showing antisocial behavior are represented and discussed. This instrument allows to assess antisocial behavior of youths and young adults not only with regard to legal conduct but also relating to other important behaviors, and it also allows to show a wider spectrum of socialization also in catamnestic studies.

Summaries of Number 4/1999

Datler, Wilfried and Steinhardt, Kornelia: Integrative schooling and interaction research: pleading for differentiated single case studies and single case analyses

Over the past years, many European countries have made legal decisions concerning integrative schooling. From the educational and socio-political point of view these basic rulings vote in favour of the integration of children with special educational needs into ordinary classes. This legal situation offers new possibilities for planning and realizing research projects which focus in a more differentiated way on the relations between the organization and presentation of integrative pedagogical arrangements and provisions and their impact on the psychic structures of pupils and teachers. In this context the authors plead for the implementation of more single case studies and single case analyses and they discuss and compare various types of this research procedure.

Hinz, Andreas: Common schooling in integrative classes - Impulses for the further development of pedagogics for pupils with severe disabilities

"Integration is indivisible!" - this declaration is true for all human beings. Thus, it also determines the development of pedagogics for children with severe disabilities, which the author sketches in his article. He expounds the difficulties which arise by taking into consideration both individual needs and competences and the need for care and assistance. He describes and reflects the ten years of integrative schooling of a severely disabled girl, her substantial progress and development, but also the obstacles and barriers of this school biography. These practical experiences are contrasted with the theory of pedagogics for children with severe disabilities which leads to new impulses for the further development of this branch of special education. In the process of development three key-words have to be considered with particular care: confidence in the potentials for self-development, cultural participation, environmental influences and potentials.

Jacki, A. and Klosinski, Gunther: The importance of domestic animals for children and adolescents suffering from behavioral disorders or psychical problems

This bibliographical analysis evaluates 150 publications on AFT ("Animal Facilitated Therapy") and its influence on children and adolescents suffering from behavioral disorders or psychical problems. Above all in the USA, domestic animals - mostly dogs and small animals such as hamsters or guinea pigs - are more and more used as therapeutic assistants. In Germany, hippotherapy has been established as a successful therapeutic approach in special education (Heilpädagogisches Reiten). The analysis of the relevant literature proves that it can be helpful and appropriate to use domestic animals as assistants in special education as well as in child and adolescent psychiatry. But there can be found only very few empirical studies on this subject. Therefore it is important to stress research on AFT in special education and child and adolescent psychiatry in order to provide clear therapeutic guide-lines. Keeping domestic animals can have preventive effects, it can be helpful as a supportive measure in a therapeutic process, or the assistance of small animals can be used as a carefully directed therapeutical measure for a specific child or adolescent.

Bless, Gérard and Kronig, Winfried: The integrative competences of the Swiss school system - An analysis of statistical data

The intensive discussions on integration as well as the growing number of practical realizations of integrative concepts suggest that schools in Switzerland develop more and more into schools for all pupils, including all children with special needs. However a careful analysis of statistical data, concerning the school organization and the special measures and provisions for "exceptional" children (segregation, class repetitions) vigorously sustains the fact, that the Swiss school system was not able to improve its integrational competences over the past 18 years. Quite on the contrary, segregative practices have increased.

Riedo, Dominicq: "I have never been good at school!" - Biographies and professional careers of pupils who suffered from learning difficulties during their school-days

School has to prepare young persons to become (independent) members of the society. The years of schooling are an important life-period of each child with regard to the academic and the non-academic formation. For children with learning difficulties, the school systems offer a multiple choice of special educational measures. - In his article the author investigates the long-term effects of integrative and segregative schooling on the biographies and the professional careers of 68 adolescents, who had been assessed as being "learning disabled" at the end of their primary school years. 36 of the interviewees did attend self-contained special classes, whereas 32 did pass through school in ordinary classes. In their narrative interviews the young persons give an account of their life, their experiences at school and at the beginning of their professional career as well as of their future plans and wishes. The author analyses various influences (integrative and segregative schooling, gender, peer group, family) on the standard of the professional formation and the professional career of the 68 young persons.

Summaries of Number 1/2000

Jordan, Erwin: "Street-children" in the Federal Republic of Germany - nine statements

The author compares the situation of the street-children of the Third World with the situation of the "homeless" children and youths in the big cities in Germany. "Street-children" in Germany mostly come from families living under inadequate housing conditions or in an environment ill-disposed towards children and families. Their life situation is often marked by violence, abuse and neglect. The most important task of youth welfare is to re-integrate the "homeless" minors into satisfactory life structures which allow them to build up and to stabilize safe and reliable relationships. For this purpose the authorities have to provide a network of special low-level street-work facilities.

von Dücker, Uwe: Street socialisation - Conditions for growing up in the street: delineation and outcomes of a sociological field inquiry

In the course of a six years' field inquiry the author did accompany children who live and work in the streets as well as adults who take care of these street-children. The outcomes of his action research intend to lead to a better understanding of the different world of children and youths growing up in the streets of the big cities in Latin-America, but more and more in Europe, too, and to draw conclusions for a successful social and educational work. By means of qualitative research methods the author tries to follow up and to outline the central stages of a child's socialisation in the street. This study supplies first indications for special educational approaches in the process of the socialisation of street-children.

Rampini Stadelmann, Béatrice: Working children in Peru - their self-help organisation and their special pedagogics

In Peru, as in most Latin-American countries, a great many children have to accept responsibility and to take up work at an early age in order to help their families survive. Due to these basic conditions, the educational systems of the Latin-American countries have to deal with new challenges, because the common image of childhood is called in question. The children's position and their joint responsibility for their families and the society ask for new and innovative solutions regarding education and formation. Educationists and social workers have to stand up for the children's rights, but they also have to accept their joint responsibility. The professionals have to assist the working children in getting organized in self-help groups which follow their own educational rules and which are managed by the children themselves.

Drilling, Matthias and Stäger, Claudine: School social work as a preventive measure in youth welfare - First results of a pilot project

The growing number of contacts between the schools and the authorities of youth welfare prove that the schools increasingly become aware of the problems which require the assistance of auxiliary services. But quite often the youth welfare office is not called in before the life situation of a child or a youth has become unbearable. At that point it is often necessary to take the child out of his/her familiar environment and place him/her in a foster family or an institution. An early observation and identification of problematic situations and the establishment of low-level auxiliary services can help to prevent such drastic precautions. - At the beginning of the school year 1997/98 a two years' pilot project "school social work" has been launched at the newly established school for continued education in Basel (CH). In this article the authors present the intermediate results of the scientific evaluation of this project and they outline the possible procedures and practices of school social work, but also the difficulties that may become apparent in the co-operation with the persons involved.

Reusser, Ruth: The new Swiss divorce law with special consideration of the legal position of the children

The Swiss family law is being revised by stages. After many years of preparation of the fourth stage, the new divorce law has now come into force together with the new marriage law. - In this article the legislative guidelines will be presented and set forth. They concern the grounds for divorce, the obligation of the former spouses to pay each other maintenance, the statutory equalization of old-age pensions upon divorce and the allocation of the family flat. Many improvements of the legal position of the children are not limited to divorce children, but are of special importance to the latter.

Osbahr, Stefan.: Mentally handicapped individuals realize self-determination - Reflections from the point of view of a special education based on a constructivistic and systemic approach

From a constructivistic and systemic point of view, mentally handicapped individuals are recognized as autonomous and independent actors who dispose of their own potentials of self-determination: They are able to decide, to communicate and to act on their own account. To acknowledge these potentials, the specialists have to reflect upon their professional role and understanding: away from vicarious care and "acting for..." towards a dialogical assistance which takes into consideration the system immanent potentials, the abilities and competences of the individuals with a mental handicap. They are experts for their own concerns and with a dialogical assistance they can realize a self-determined living. To enable the mentally handicapped persons to realize self-determination, they need professional assistance

combined with inter personal human relationships.

Summaries of Number 2/2000

Schweizer, Ruth and Niedermann, Albin: When children meet with death - (Educational) Support and assistance for mourning children

The decease of a near person is considered a critical life event. A child who is afflicted by such a drastic incident absolutely needs professional support and assistance. This demanding task requires a good knowledge of the different phases of a child's concept of death and of the characteristic elements of a child's mourning process. Such knowledge allows to support a mourning child in an adequate and appropriate way. The authors set out a list of remedial measures and teaching aids to use in a class with a mourning child. Reading and discussing books and stories which deal with death can be helpful to attend a mourning child at school.

Reissel, Ralf: Phenomenological and anthropological aspects of craving behavior

The author first describes phenomenological and anthropological aspects of craving behavior. In this way the problematic nature of negative human relations becomes obvious. Negative human relations however are at the root of all kinds of behavior disorders. Hence it follows an argument for a terminological change in theory and practice of education: a change from "education of children and adolescents with behavior disorders" towards "education of children and adolescents with negative experiences in human relations".

Schneider, Hans-Dieter: Are old people handicapped people?

The representation of the life of elderly people and the period of old age are associated with numerous positive qualities of this life-span, but also with many physical restrictions and handicaps which interfere with an independent living. At first sight, the outcomes of various studies show that the majority of senior citizens seems to be fit and healthy. Above all most of the "young" elderly people do not seem to have any physical and psychical problems. But amongst the "old" senior citizens of the age of 80 and above, a growing number of men and women have to live with some kind of handicap. Preventive and immediate interventions can help to influence and to delay such handicaps and their effects. Such interventive measures can be: activation of unused capacities, encouragement to take on adequate and respected roles, psychotherapy, assistance to determine one's own needs and decisions, adaptation of the environment to the capacities and the performances of the elderly people.

Lambert, Jean-Luc: Ageing and depression in adults with Down syndrome

Guided by a case-study, the author delineates the problems concerning ageing and depression in adults with Down syndrome. He shortly represents the latest scientific findings in this field of research. A thorough differential diagnosis can only be made by taking into account the evolution of the symptomatology in connection with the recommended interventions. The author emphasizes the important role of the special pedagogues in evaluating and taking care of ageing individuals with Down syndrome.

Luder, Reto: The coach's influence on the outcomes of a cognitive training

The training of cognitive strategies and abilities is of high importance for children with learning disabilities. There is every reason to believe that the way a coach handles the training program has a high impact on the effectiveness of the training. Nevertheless, this field of pedagogic intervention has never been thoroughly evaluated up to this day. - In his article the author presents the results of a qualitative empirical study exploring the methods and attitudes of three coaches during a cognitive training with learning disabled children as well as their influence on the children's learning performances. To analyze individual tuition situations, a special observation instrument has been constructed. The outcomes of this study resulted in nine hypotheses, which all postulate an important coach influence on the children's performances. Directive instruction, training intensity and the use of meta-cognitive strategies seem to be the most important factors for a successful training.

Special Issue 3/2000

To your special attention:

This special issue of VHN comprises the articles and workshop contributions of the 36th annual meeting of the university professors and lecturers for special education in German speaking countries from September 30th to October 2nd in Berlin. The following index offers a general view of the various lectures:

Introduction

Sieglinde Ellger-Rüttgardt: Commemoration on the occasion of the 60th anniversary of the "euthanasia"-programme at the Tiergartenstrasse 4 in Berlin

Main lectures

Helfried Teichmann: Development dynamism between socialisation and rehabilitation**Otto Speck: The development of quality under economic pressure**

Workshop lectures

Workshop 1: A backward look: Special education and rehabilitation of the 20th century

Monika A. Vernooij: Reflections on the change of paradigm in special education

Ulrike Schildmann: The development of general statistics concerning the handicapped with special regard to the ratio of the two sexes

Konrad Bundschuh: The mediatorial role of special educational psychology from a historic and an actual point of view

Johannes Gstach: A brief outline of the history of psycho-analytic educational guidance in Vienna between the two world wars

Vera Moser: The interrelation between pedagogics in special schools and special education at the beginning of the 20th century

Barbara Wellnitz: The theory of pedagogics for physically handicapped children and adolescents in the German Democratic Republic

Regina Studener: The phenomenon "dyslexia" & A constant challenge for research in special education?

Klaus Klattenhoff: Self-organisation, auto-determination and the development of the self-concept at school & Perspectives for educational and pedagogical action at the school for slow learners

Workshop 2: A look across the border: An international comparison of trends and developments in special education and special education in the context of its neighbouring sciences

Thomas Hofsäss: Aspects of professional qualifications of the professionals in special education in the European Union

Ines Budnick: Transformation processes in special education in Russia, illustrated by the education system of Perm

Zsuzsa Mesterházi: The actual social development in Hungary and its influence on Hungarian special education

Meinhard Stach: Education, formation and vocational training of handicapped adolescents in Great Britain (England and Wales)

Hans-Peter Schmidtke: Special education in Spain & From a marginal position in 1980 to the model 2000?

Rosa Perez del Viso de Palou: Comparative analysis of the special education system and the ordinary elementary school system at the province of Jujuy in Argentina

Andrea Strachota: The changes in medical care & From the physician in ordinary to a technocratic medical treatment

Anja Tervooren: A different look at differences: Research on disability and handicap

Heike Schnoor: An optimistic look into the future and the ability to cope with conflicts

Éva Gaál: The image of the handicapped (above all of individuals with intellectual deficiencies) in the neighbouring sciences of special education

Workshop 3: A look on persons: The qualification of pedagogues & Ways and aims of their professional formation?!

Roland Stein: The self-concept of special-education teachers

Klaus-Dietrich Grosse: The professional image of the pedagogues for hearing disabled children and adolescents & Their position with regard to the various social expectations

Armin Müller: Modifications in formation and qualification of pedagogues trained in special education

Maria Vitkova: Defining the activities of the pedagogues working at the centres for special education in the Czech Republic

Ursel Winkler: Mobile special intervention & A field of activity for the "travelling" experts?

Ingrid Jonach and Karla Röhner-Münch: Intercultural competences & Do special educationists have to be qualified, too?

Miklós Horváth: The formation of special educational therapists for children with learning disabilities & A new field of specialization at the college of special education in Hungary

Paul Nater: The ICDH-2 of the WHO & How can it be adapted to the needs of individuals with visual disabilities?

Workshop 4: A view on politics and on the practice of pedagogics: Developments in educational and social policy; models of intervention

Hans Hovorka: How consistent is the integration of the handicapped with the social system?

Annette Hirschert, Walter Thimm and Grit Wachtel: Methods and ways of supporting families with handicapped children & Suggestions for the coordination of formal and informal assistance and impulses for the further development of regional systems of support

Ernst Wüllenweber: Trends in crisis-intervention for mentally handicapped individuals

Stephan Ellinger: Special classes for slow learners at an all-day school: Outlines of a concept for the coordination between youth welfare and the school for educational support

Rudi Bruchert: Prevention of behavioral disorders and learning difficulties at an early age & A method of special educational intervention

Manfred Wittrock and Gisela Schulze: Concepts of intervention for pupils averse or absent from school & Consequences and suggestions for school and non-school institutions

Sylvia Kurth-Laatsch and Mathilde Niehaus: Residence based services for the professional and social integration of handicapped individuals & Models for the future?

Reinhard Markowitz: Vocational rehabilitation of individuals with severe and multiple handicaps: a (no) topic for our social policy?

Workshop 5: New challenges: Quality management in the field of education, social welfare and public health

Theo Klauss: The right to education as the central point for ensuring quality in the field of mental handicap

Iris Beck, Sven Degenhardt, Klaus-B. Günther, Karl Dieter Schuck, Birgit Warzecha and Alfons Welling:

Implementation and evaluation of support systems in special education

Remi Frei: Quality management: Improving special educational work by a new bureaucracy?

Summaries of Number 4/2000

Ellger-Rüttgardt, Sieglind: An evaluation of (sheltered) workshops for disabled people

Based on fundamental reflections on social policy for disabled people as well as on the basic notions "work" and "occupation", the author formulates six central principles concerning the social status of disabled people, the conception of work and the modified profile of (sheltered) workshops. The author emphasizes the unsolvable tensions between work and vocational education/training as the double task of a (sheltered) workshop. These institutions are one important element of the chain of occupation for disabled people. She also lays particular stress on the necessity of an adequate remuneration for all employees of (sheltered) workshops.

Oelkers, Jürgen: Religion and educational mission in the context of pedagogical pluralism

Based on William James' "The Varieties of Religious Experience" the author analyses the discrepancy between plurality and education/formation. The term and the idea of a "pluralistic educational mission" are discussed in the light of canon problems. Canon problems are typical school problems; therefore the author suggests to make a clear difference between informal and formal (school) education. Education as such does not require to accomplish canon demands. From a cultural as well as a religious point of view, pluralism can be considered a hard problem, that touches the limits of tolerance, above all if education becomes equal to indoctrination. Generally, "plurality" as a learning objective underrates this self-made problem.

Stahlmann, Martin: One for all - all for one ...!? & The growing theoretical significance of an interdisciplinary way of acting in view of its decline in practice

All professionals (in special education) talk about interdisciplinary co-operation. It is considered a proof for quality interventions as well as a challenge for the professionals involved. Interdisciplinary co-operation becomes more and more important, but at the same time the developments in theory and practice are contradictory to a consequent realisation of this concept. - The author looks upon special education as an integrative science and he discusses the significance and importance of interdisciplinary co-operation for this field of action. He emphasizes the demand for a close co-operation between different professional groups, a demand which proved to be a problem, when the traditional theoretical and practical certainties in the field of special education started to crumble. On the basis of such reflections, the author defines the perspectives and the future tasks of special education and he outlines a concept of interdisciplinary co-operation as a network of different competences.

Perrez, Meinrad and Bucher, Nathalie: Quality control in family policy & An attempt to evaluate the aims of family policy

This article examines the aspects and problems of the empirical evaluation of actions in the field of family policy. Empirical evaluation of political measures improves the rational basis of goal-directed actions. In their article the authors discuss the current basic methodological questions concerning the evaluation, e.g. the distinction of the various types of quality control, the different phases of an evaluation with regard to family policy and other particular problems.

‐ After this basic discussion, the authors present the model of a goal-directed evaluation, effected by order of the Department of Justice of the city of Basel (CH). The project aimed at evaluating the ecological, economic and social conditions of the families of the canton Basel-Stadt. The concept is based on the assumption of ideal social conditions, that means living conditions which promote the well-being of the families in an optimal way. These living conditions represent at the same time the aims of (utopian) political actions, for which good family policy has to head. The measuring instruments have been developed with reference to these aims. Thus, the empirical outcomes can be compared with the ideal criteria, and the periodical application of this research procedure allows a systematic evaluation of political action in the course of time. To illustrate the concept, the authors present some results of their final report (Bucher and Perrez 2000).

Summaries of Number 1/2001

Lambert, Jean-Luc: The effectiveness of early intervention in mental handicap: Is the children's development a valid criterion?

Early intervention for mentally handicapped children has yet to prove its effectiveness. The article presents a synthesis of a number of publications destined to illustrate the benefits of such special measures. The analysis of the data results in a lack of significant progress in various domains of the children's development. The author takes a good look at the reasons for this phenomenon. A number of methodological problems arise from the use of developmental tests as a criterion for the effectiveness of early intervention. Most of the research studies, aiming to prove the positive effects of early intervention, neglect two important aspects of that educational process: the interactions between the parents and the mentally handicapped child and the ecological environment of the families concerned. In order to confirm its eligibility, early intervention has to proceed from a new paradigm: The children's development may not be the only focus, early intervention has to take into consideration the total of relations between the mentally handicapped children and their environment.

Sassenroth, Martin: "Let yourself be perturbed, my child!" Reflections on the furtherance of the acquisition of written language in a constructivistic perspective

After sketching the actual state of the research in the field of the acquisition of written language the author delineates some basic ideas and considerations concerning a systemic-constructivistic approach in speech and language therapy. From these reflections he extracts some consequences of this approach for the furtherance of children suffering from written language acquisition disorders.

Niedermann, Albin and Schweizer, Ruth: Direct reading diagnosis and furtherance according to a concept by Wember. A presentation of this concept and a single case study

The authors delineate the concept of a direct reading diagnosis and furtherance suggested by Wember in 1997 and 1999. The procedure is based on a structural model of fluent and meaningful reading. According to Wember's approach inadequate reading performances are not considered symptoms of any kind of disorder, which have to be eliminated by special treatment. They are rated as a classroom problem, which has to be handled by carefully directed instructional measures. The diagnostics and the efficiency of special furtherance are exemplified by a single case study.

Hochuli Freund, Ursula: All these changes of staff in educational institutions ...! Relativizing a problem from a historic point of view

The author makes evident that the short spans of work of many staff members in educational institutions and the high rate of personnel rotation are not a phenomenon of our days. On the basis of the source material of five different educational institutions, located in German speaking Switzerland, she delineates the historic process of the growing need for personnel and the decrease of the numerical proportion between staff and clients as well as the increasing differentiation of tasks and functions in the field of institutional education. Except for the management and the agricultural staff, the employment periods of the staff have always been relatively short. Even the two institutions, which are managed by women's religious orders, have been afflicted by the problem of a high staff rotation in the sixties. Only a rational view of the fact, that (educational) institutions are enterprises which have to cope with a certain degree of staff rotation can lead to a better understanding and to adequate institutional conceptions.

Fischer, Carola, Andreae Andreas and Toscan Walter: Dissocial behavior of psychotic and border-line adolescents: a catamnestic study

A group of dissocial adolescents showing psychotic and border-line symptoms (N=51, male), admitted between 1982 and 1996 to the Burghof, a home for youngsters in difficult situations, has been assessed on the occasion of their admission and at a follow-up examination approximately seven years later (N=45). As a measuring instrument, the psychologists did use the DINX (Dissocialisation Index). This instrument allows to assess the degree of deviation of the social development of adolescents and young adults in six different areas. The total index, covering all six areas, shows

a significant decrease of the dissocial behavior at the follow-up assessment, above all concerning interpersonal relations (significant relationships), personal activities (planned recreation and leisure time), readiness for performance (work/school) and legal conduct. No changes could be observed in the areas every-day activities (social reference, independence) and consumption of narcotics (alcohol, illegal drugs). In accordance with the three phases of differentiation of a pedagogic-psychiatric approach at the Burghof, the sample is divided in three sub-groups and the results are discussed in detail.

Summaries of Number 2/2001

Bless, Gérard: Cochlear implantation: results of the research on language perception and production

This article presents the actual scientific results concerning the effects of the cochlear implant (CI) on speech perception and production of deaf children and adults and it delineates the perspectives for further research. The competences, a deaf person may attain by using a CI, depend on the age of the person, on the moment of growing deaf, on the duration of deafness, on the length and the regularity of device use, and on the engineering progress. Postlinguistically deaf children and adults attain better results during the first year after implantation than congenitally or prelingually deafened children, who show only slow progress at the beginning. Yet the latter may still achieve positive results years after the implantation. Within a group of comparable children the CI-children attain significantly better results than the children using tactile aids or hearing aids. - Concerning future research, the author suggests further studies to improve the validity of the actual scientific results, a systematic analysis of the effects of the CI in connection with the educational setting and the exploration of the actual therapeutic and rehabilitative procedures and interventions in special education.

Grissmann, Hans: Dyslexia - Controversies and confusions concerning the therapeutic approaches

Special educational and therapeutic approaches to dyslexia are manifold, but some of these contributions seem to be quite contradictory and controversial, promising miraculous cures and healings. Such approaches are quite dangerous: They confuse the professionals and they raise incongruous hopes on the parents' side. Apart from pseudo-scientific articles in the daily press, publications of actual empiric research results inform about the new concept of a disturbed acquisition of literary language, a concept which has replaced the former medical paradigm. But unfortunately such publications are not always seen in the context of the new approach to dyslexia, which often leads to misunderstanding and disillusion. In his article the author analyzes some of the (controversial) therapeutic approaches and he connects them with a check-list which allows a critical view of pedagogical promises.

Frigerio Sayilir, Cornelia: The fear of bilingual education - Possible causes and consequences

The attitude of our society towards bilingualism is quite ambivalent. Positive approaches are conflicting with fears and negative views. Such fears and rejections may be the result of various influences. The author analyzes different aspects of this phenomenon: the historic and socio-political evolution, the psycho-pedagogical development, the medical approach of and to bilingualism. She sketches the possible consequences which can arise for bilingual persons or families out of such negative prejudices.

Barth, Daniel: A psychoanalytic study on the effects of a shortterm in-patient crisis-intervention on the adolescence of neglected young males

This study examines the effects of a shortterm in-patient crisis-intervention. The author analyzes the data of a personality test on the one hand and the records of the interviews at the beginning and at the end of the intervention on the other hand. The tension between the place of origin and the place of intervention turns out to be the crucial variable for the influence on the effect of the socio-pedagogical measures. If the bonds to the place of origin remain persistent, the intervention will be of no effect. If these bonds become the object of reflection, new energies will be set free for the planning of future forms of life. From the subjective point of view of the young person, the "social place" (Bernfeld 1996) of the crisis-intervention gets the significance of a "transitional object" (Winnicott 1969). But mostly, crisis-intervention has the function of a ritual of initiation: The young person has to "pass the test" (the inter-vention) in order to earn a new status. This latent objective can unconsciously slow down the dynamics of the adolescence crisis, it ties the young person to the following institution and it absorbs the adolescent energies which would be necessary for a successful initiation.

Moulin, Jean-Paul: The educational reality of the handicapped children in Albania - Perspectives for changes

In 1993 a TV-report revealed the deplorable state of affairs in children's homes in Albania. Following this transmission the ASED (Association pour la Sauvegarde de l'Enfance en Détresse) - in co-operation with the Institute for Special Education of the University of Fribourg/Switzerland and the Ministry of Health in Tirana - did initiate a project to grant financial and pedagogical support to three Albanian institutions. - The project aims at a better and more appropriate care

for the children and a more professional formation and guidance for the educators in order to change their attitudes towards the handicapped residents. Several students of the Swiss University Institute did work and still work on-the-spot. They try to build up an appropriate educational setting for the children and to open new perspectives to the educators. The main objectives of the project are: to organize a well-established professional formation for the educators, to introduce and to develop other educational models than "safe-keeping" and "guardianship" and in the end to improve the sensibility for relational quality. In his article the author describes the ways and means to realize these objectives which aim at true "human dignity" for all the handicapped persons in Albanian institutions.

Summaries of Number 3/2001

Speck, Otto: The pressure of a growing market orientation on the quality of special and social education

Under the influence of a growing economic pressure, special and social education are forced to revise their approach concerning quality and efficiency. The author exposes the tendencies of social discrimination which result from a more and more dominant market orientation. He makes a critical study of new leading notions such as "quality" and "efficiency" and he emphasizes the significant and necessary aspects of quality development in special and social education. His conclusions are focussed on defending the image of man, underlying special and social educational decisions and actions, against inhuman developments.

Simmen, René: Quality management concepts in social institutions - good ways and wrong ways

The author compares the basic approaches of different quality management (QM) concepts in social institutions and he discusses their consequences on the background of multifaceted observations and reports from Swiss institutions. He demonstrates that certain ways to improve the quality are based on the fundamental values and the conception of work in special education, but that others are more or less in contradiction to these basic demands and conditions. The author emphasizes the hazards and risks which may result from such contradictory attitudes for disabled human beings.

Erne, Heinrich: From quality management to a learning organization - Chances for development

First the author indicates the problematic situation at the moment of the introduction and the establishment of a quality management system (QMS) in special education. QM can become quite important for special educational institutions: If it helps to launch new developments, it can also help to improve the quality of life of the residents. After a short description of the basic topics of measurement and client-orientation in QM, the author concentrates on the depiction of the Integrated Quality Management (IQM) which includes a process-oriented QMS as well as the development of the quality concerning the contents. Based on the draft of a project he illustrates the different phases of development and the processes of the QMS by means of his practical experiences. He also depicts the discussion on organisational learning and its relation with QM. Finally he deals with the question of the chances for development and changes in a learning organization.

Bernath, Karin: Integrated quality management (IQM) in institutions for people with special educational needs & a good precept for all people involved

In special education we need well-considered structures with an efficient controlling and with a legitimation for professional work: the three basic elements of quality management (QM). The description of the difficulties on the occasion of the introduction of a quality management in an institution for disabled adults proves, that the establishment of an QM does not automatically lead to more transparency or to a simplification of rules and regulations. & Not only institutions, but also the public authorities tend to adopt the QM. This article proves that QM can be an efficient instrument for institutions in the field of special education, provided that the characteristics and the special features of such institutions are taken into account.

Imdorf, Christian: The transition from school to professional life & Unequal opportunities for school and vocational integration of native and foreign young persons on level I and II of secondary school in Switzerland

For many years already the Swiss educational policy calls for equal opportunities for native and foreign pupils in elementary, secondary and vocational schools. But the facts prove to be different: The statistical data concerning the integration of various groups of foreign pupils within the Swiss school system show a constant deterioration of educational opportunities for children and youths of migrant families over the past 20 years. The research project INTSEP-SB deals with this problematic matter by scrutinizing the correlations between the assessment of educational qualifications (levels, marks) and the opportunities for vocational training.

Summaries of Number 4/2001

Affolter, Kurt: The protection of children according to civil law - Between family autonomy and state-controlled intervention

If health and happiness of a child are endangered, first of all the parents are responsible for the protection of their child. Their range of action in the field of education as well as in the field of protective measures is quite large. However if they neglect their educational duties to the child's disadvantage or if they are not able to grant their child the necessary protection and support, the guardianship authority has to intervene. According to the Swiss code of Civil Law the authorities dispose of a variety of possible procedures to compensate parental educational deficits. Such tutelary measures and arrangements for the protection of the child have to be carefully translated into action, which usually asks for an interdisciplinary co-operation between the authorities, the specialists and the parents. The school also plays an important part in the protection of endangered children of school age. Yet the teachers have to find the "golden mean" between the necessary commitment and an unauthorized interference. The legal instruments for the protection of children prove to be very efficient, yet they can never fully prevent child neglect.

Bürgin, Dieter: The rights of the child, the protection and the well-being of children - An analysis from the point of view of child psychiatry

The legal definition of the "well-being of children" has deliberately been formulated quite vaguely. In every single case the authorities have to find a precise definition, eventually by consulting special experts. The interests and the rights of the child (as recorded in the UN-Convention on the Rights of the Child) are often contradictory to the rights of the parents. Precautions for the protection of children have to serve the well-being of the child, but they often are difficult to realize. - In his article the author outlines a local project for the protection of children in Basel (CH) which is discussed in view of minimal resp. optimal state-controlled intervention.

Felder, Wilhelm : Problems concerning the protection of children of parents suffering from a psychic disease

By way of introduction the author presents a review of some important synoptic publications concerning children of parents suffering from a psychic disease, before he tries to answer the following specific question : Which are the criteria that allow to take or to propose measures for child-protection (e.g. suspension of child care according to art. 310 ZGB) against the will of the parents suffering from a psychic disease but who still have the care and the custody to the child ? On the one hand there are a number of professional criteria such as serious abuse or neglect, the danger of an expanded suicide, the inclusion of the child into the parental delusions, the serious isolation of the child. On the other hand these "technical" criteria have to be completed by ethical principles such as autonomy or assistance. The discussion of the possible decisive factors for a child-protection procedure has to take into account these different dimensions.

Eggler, Maria Magdalena : The protection of - sexually abused - children as seen by a child psychiatrist

Based upon the report of the Swiss Federal Council concerning the situation of the protection of children in Switzerland, the author depicts the latest developments of child protection in Switzerland. She also delineates the professional principles and premises which are required in the process of detecting the suspicion of (sexual) abuse of a child.

Zemp, Aiha : Adults with a handicap in the face of sexual aggression

Sexual exploitation of girls and women with a handicap has been and is still a big taboo, whereas sexual molestation and abuse of women without handicaps have long ago come up for discussion. The first study on the sexual exploitation of girls and women with a handicap (Zemp/Pircher 1996) has made clear that disabled individuals are far more exposed to sexual violence than other persons without a handicap. The study "Boys and men with a handicap as victims and offenders of sexual violence" (Zemp/Pircher/Schobl 1997) revealed that men with a handicap quite often are the aggressors – an absolute taboo and yet a fact that was and is known by the professionals. The two studies are presented in this article.

Summaries of Number 1/2002

Wilken, Udo: To ensure social justice and solidarity – Challenges for special education at the beginning of the 21st century

Institutionalized assistance for the disabled continually loses its self-evidence. From a socio-political point of view this tendency is due to the little interest in efficiency and efficacy. This lack of efficiency leads to a reconstruction of the social state in the sense of "more market - less public funds". Competition becomes more important than socially

meaningful action; this results in financial restrictions for citizens with a low purchasing power. Thus the author pleads for the invigoration of social solidarity, for a political sense of responsibility and for the solid securing of life risks. Socio-rehabilitative action, based on a human practice, can help to stimulate and to improve sociability and social consent in order to avoid the exclusion of disabled citizens and fringe groups.

Biewer, Gottfried : Ethnographic methods in special education

This article emphasizes the relevance of the analysis of single cases when developing theories in remedial education. "Ethnography of education", as practiced in the USA, has a sufficient variety of methodological tools and field results to encourage the less developed discourse in qualitative methods in German-language remedial education. The methodological discourse of the past 15 years in English-language anthropology, as the source branch of ethnographic field research, has put up for discussion the ethnographic text and has focussed the attention on the writing of ethnographies. Hence, cultural anthropologists speak of the "crisis of representation." The method of ethnographic field research, together with the style of analysis and representation of grounded theory, combines the research and the development of theories in special education and helps to overcome the known weaknesses of the ethnographic method.

Beyer, Caroline: Semantic-pragmatic disorders of children with speech and language impairments - manifestation, diagnosis and therapy

For over 30 years now, we can find descriptions of language impaired children, who can express themselves in an adequate way with regard to articulation and wording, but who show difficulties in their conversational behavior. Children with semantic-pragmatic disorders find it hard to adapt their language to the needs of their interlocutors. They talk a lot, but their statements and remarks are not very informative. - This article draws a closer picture of speech and language impaired children with semantic-pragmatic disorders, it describes the diagnostic principles and the possibilities to evaluate semantic-pragmatic abilities, and it delineates the actual therapeutic guidelines and methods.

Luder, Reto: Concerted composing of fantastic stories - an approach to deal with aggressive and violent behavior in the class-room

Aggressive and violent behavior in the class-room may have an extremely negative and onerous influence on teachers and pupils. The author depicts a specific approach for co-operative work in classes and smaller groups of pupils which is suited to handle aggressions and violent conflicts in the class-room as well as to build up pro-social and co-operative behavior in a preventive way. The method of 'concerted composing of fantastic stories' also allows to realize various didactic objectives in language instruction. The description of a working example illustrates the precise procedure of this approach.

Kassis, Wassilis: Personality attributes of pupils, who are ready to use violence

The outcomes of our research show that a pedagogically motivated scientific discussion on violence has to take into consideration the social environment as much as the individual personality of a violent youth. The characteristic features of pupils who use physical violence prove that they have more difficulties and more negative experiences in most domains of their life, be it at school or outside, than pupils who solve their problems without violent strategies. Our results confirm the statement, that delinquent adolescents believe only superficially in their almost unlimited physical power. They obviously realize their social insecurity as they clearly speak about their difficult relationships with parents and teachers and about their poor self-concept, that means their increased inclination for depression, their examination anxiety, their low self-acceptance and at the same time the distinct stereotyped images of their sexual role. This social insecurity reveals a rather sad general view of the physically strong but psychically weak adolescent.

Summaries of Number 2/2002

Frei, Remi: The bright and the dark side of the moon: Reflections on the mansided phenomenon "autism"

Depending on the subjective ways and possibilities of perception and interpretation and according to the scientific point of view, the understanding and the representation of autism are quite different. Based on these manifold view-points, the author characterizes the various reference persons as well as the many approaches to autism. He pleads for a wide and open view on autism, a view that is not only based on empirical scientific facts and data, but also takes into account the experiences and the knowledge of the persons who deal with autism (persons concerned, specialists, scientific researchers).

Hartmann, Erich: Social problems of children with specific language impairments. Part 1: Research results and explanations

The two parts of this article illustrate the problematic aspects of the social development of language impaired children as well as the resulting diagnostic, pedagogic and therapeutic consequences. In the first part, the author exposes the social function of language and the relation between social and language development. Research results prove that

children with language impairments run the risk of serious social and psycho-social problems which may considerably influence their school career. Based on these alarming outcomes, the author discusses and evaluates various approaches to the causal connection between the deficits in social and language development. The "model of social consequences" (Rice 1993) is considered the most appropriate approach to take into account these complex relations.

Eckhart, Michael: Instruction in heterogeneous classes - Theoretical reflections and an explorative study with special regard to pupils with learning difficulties

Despite the referral of difficult pupils to special classes or special schools, the heterogeneity in ordinary classes persists. In many classrooms the diversity among the children leads to a challenging situation. The realization of integrative programs, which aim at learning together despite all differences causes a certain unease and helplessness in many teachers. - Based on theoretical approaches and empirical evidences the author delineates that good instruction in heterogeneous classes has to deal with inconsistent methodical and didactical procedures. These divergences mainly affect pupils with learning difficulties. According to the results of an explorative study, the author assumes, that multifarious classroom instruction which is based on integrative methodical and didactical procedures and processes, may be particularly promising for this group of children.

Ellinger, Stephan: Children at risk at the whole-day school - A pilot project on the co-operation of youth welfare and the school for educational therapy: intermediary results

The author presents the first results of a school experiment, which has been in progress since 1999. The project involves a youth welfare network including a school for educational therapy and it is scientifically evaluated by the University of Würzburg/Germany. The all-day care and support of nine boys by special school teachers and youth welfare workers in a permanent team did lead to changes in the behavior and the attitudes of pupils and parents. Seven children, suffering from substantial social and emotional disorders, have developed considerable communicative abilities, they have achieved a sufficient self-control and they have taken pleasure in learning and formation. For one pair of siblings though, the educational and social measures had to be brought to an end due to their problematic development in the course of the second year. After two years of intensive parent counseling, some of the former resigned parents are now ready to resume the education of their child and they have learned to cope with conflicts. The experiment also seems to lead to a new understanding of the teacher's role.

Niedermann, Albin and Luder, Reto: The significance of practical classroom training of future special teachers - Results of an empirical study

Practical training in the classroom is an important part of the formation of special teachers at the Institute of Special Education of the University of Fribourg/CH. An empirical study analyses the significance and the importance of practical work for the professional training from the point of view of the students and the training teachers. The different learning situations during lessons and the co-operation between training teachers and students are the most important aspects of this evaluation. Altogether the students as well as the teachers attach high importance to the practical work during the formation in special education, and the quality of co-operation is qualified as positive by both groups.

Summaries of Number 3/2002

Haeblerlin, Urs: Identity and disability in the social context & A dilemma of the professionals in special education

Individuals with a disability are often stigmatized which may substantially influence the development of their identity. As the identity of a person is partly formed by her/his social environment, a successful or unsuccessful development of identity is largely dependent on the attitudes of the society towards its disabled members. A retrospective view on the history of civilization shows the stigmatizing trends and movements towards disabled individuals over the centuries up to our production and consumer oriented society. In conclusion the author tries to answer the question how the professionals in special education can handle the discrepancy between the actual social requirements and the rights and needs of the people they assist and attend to.

Jakobs, Hajo and Stahlmann, Martin: Loss of values or loss of discourses? & An objection against a conservative criticism of civilization and a critical memento for special education

The growing influence of the economy on social processes and social work leads to wrongful trends and developments, which are often bemoaned as a loss of values and solidarity. Yet it is too easy to equate individualization with indifference or selfishness. Individuality and social participation are still quite strongly mingled with each other, but they have found new ways of expression. Thus social questions and problems cannot be interpreted and solved by simple explanations like "lost & restorable". Special education (as well as social work as a whole) has to strive for a critical reconstruction of socio-philosophical discourses, as it is concerned with participation, equality and equal

chances for disabled and disadvantaged people. Following Adorno and Hanna Arendt, the authors try to show that the diversity of individuals constitutes a socio-ethical basis.

Klauss, Theo: Can human beings in fact not communicate? – Reflections on a dogma in special education (referring to Paul Watzlawick)

The author discusses in detail and in a critical way Watzlawick's axiom ('it is not possible not to communicate') which is quite current in special education literature. By means of several individual cases, he argues that an unprecise and broad interpretation of the notion "communication" can lead to neglecting the development of other important aspects of human life and to disrespecting and objectifying individuals with autism, severe handicaps and language impairments. An conception of communication which differs from other notions such as behavior or interaction can help to understand the relation between communication and the development of social orientation.

Bedokat, Tim and Schlüter, Martina: Suffering, avoidance of suffering and disability

In the current discussion on genetic technologies as well as in many mostly medical publications the expression "suffering" has become a code word. Many people are not aware of what is really hidden behind prenatal diagnostics, preimplantation diagnostics or genetic research, but one thing seems to be evident: suffering hurts, it causes pain and it cannot be tolerated. Most people cannot imagine how disabled individuals can lead a good life. They consider their visible limitations and restrictions as an acute condition and they cannot think of living like that, as for most non-handicapped people it would be a life in pain and sufferance. This article aims at breaking the automatism of the relation between suffering and the avoidance of suffering on the one hand and the automatism of the relation between suffering and disability on the other hand. On the one side sufferance should be not ignored but accepted, on the other side sufferance should be reflected and reconsidered with regard to its real existence.

Hartmann, Erich: Social problems of children with specific language impairments. Part 2: Implications and perspectives for diagnosis and intervention

Referring to the synopsis of research on the social problems of children with specific language impairments (Part 1, VHN 2/2002, 134-151), the author delineates diagnostic implications and possibilities for children with SLI. Reflections and questions with regard to the furtherance of the social abilities of children with developmental impairments are in the centre of interest in Part 2 of this article. A review of various intervention approaches and of the research literature stresses that the actual knowledge of efficient interventions for the furtherance of the social development of children with SLI is quite meagre. Therefore, additional and continuous research is imperative. In conclusion the author refers to a hierarchical model for the implementation of an intervention to improve the social abilities and relationships of children with SLI in integrative educational settings, a model, which may open interesting and promising perspectives.

Kobi, Emil E.: When integration turns into its own monument! Or: La révolution dévore ses enfants

After the revision of his article on the notion of integration for the 6th edition of the handbook of integrative pedagogics ("Handbuch für Integrationspädagogik") has been rejected by the editors, the author worries about the growing tendencies of "fundamentalized integrationsism" which might itself become a criterion for exclusion.

Summaries of Number 4/2002

Riklin, Franz: Towards a Swiss Juvenile Penal Procedure Code

In the context of the juvenile criminal procedure law, one first needs to differentiate between the current legal regime and the future situation as it will be in approximately two to three years time following the coming into force of the Federal Juvenile Penal Code. The juvenile criminal procedure law is, as it stands in the current legal regime, regulated mainly on a cantonal basis, with the exception of a few procedural regulations enclosed in the Swiss Penal Code, which are, thus, applicable to the whole of Switzerland. This situation will be altered by the future Federal Juvenile Penal Code insofar as the federal procedural regulations will be reinforced. In an even more distant future, a federal juvenile penal procedure code will eventually take effect, but this will most likely only become reality towards the year 2010.

Schellenberg, Barbara: The sanction system of the future Swiss Juvenile Penal Code

Compared to the current legal regime, the bill for a new Federal Juvenile Penal Code, framed by the Federal Council, contains a very detailed and differentiated regulation of the sanctions. The possibilities for the application and combination have been considerably extended both for the measures and the penalties. The adaptation of the protective measures of the Juvenile Penal Code to the protective measures for children of the Code of Civil Law is of special interest. Within the range of penalties, the personal contribution of the juvenile offender (e.g. in a social institution or in public services) has been expanded in a sensible way by subsuming the obligation for continued education. No doubt one reason for special discussions is the maximal length of deprivation of liberty for the gravest criminal offences, which will be raised to four years, but also the special penal institutions offering highly differentiated care and formation for this group of offenders.

Schürmann, Priska: The sanction procedure for juvenile offenders today and tomorrow as seen by the Federal Office of Justice

To be acknowledged by the Federal Police and Justice Government Department, approved schools have to meet preconditions, which guarantee an institutional education of high qualitative standards. These preconditions are based on plausible hypotheses with regard to the efficacy of institutional education as well as on premises concerning the clientele and the timing for educational measures. A regular analysis of the stringency of a concept provides information on the co-ordination with the needs of the clientele and on the conceptual implementation of the institutional guidelines. The following levels have to be taken into consideration: the level of the committed individual, the level of the personnel, the level of the institutional structures and the formal level. The new Juvenile Penal Law will influence the structures and concepts of institutional education. But in the end a far more important reorganisation of institutional education will be conditioned by the global social developments. Institutional education will have to respond to the fast-pace social changes (violence, patchwork families, loss of values, uncertainty) with modified social pedagogical and therapeutical concepts, and a recurrence to basic ethical values is required: respect for and empathy with all other human beings.

Bürgin, Christoph: Is there an increase in juvenile delinquency? - Answers against the background of the statistics of Basel-Stadt (CH)

A look at the statistics of the reports and convictions of the juvenile attorneyship of Basel-Stadt (BS) for the past ten years reveals how carefully this kind of statistics has to be interpreted and how difficult it is to draw valid conclusions. There is a certain evidence that frequent statements such as "increasing violent disposition in the group of adolescents" and "decreasing age of juvenile offenders" may be at least partly true. Yet a closer reflection on the statistics leads to the conclusion that the growing demand on the juvenile attorneyship of BS may rather be attributed to various other factors than to the growing cases of juvenile delinquency.

Storz, Renate: Juvenile delinquency statistics: What are the trends?

Young persons run the highest risk to commit a criminal offence or even to be prosecuted. With regard to male minors this trend may even be considered as a more or less normal but usually temporary phenomenon. Criminal offences of young persons are mostly petty cases typical for this age, e.g. drug consumption or property offences; acts of violence are quite rare. Despite an increase in offenders suspect of violent delicts, who are registered by the police, we may call in question that this trend truly mirrors the actual real behaviour. It is more probable that a higher sensibility towards violence and different reactions of the public authorities as well as a growing helplessness in how to deal with minors have an important influence on this development.

Holthusen, Bernd and Schäfer, Heiner: Strategies and structures to prevent juvenile delinquency

Looking for strategies for the prevention of juvenile delinquency one has to go far beyond questions of penalty, because the Juvenile Penal Code only comprises one small segment of possibilities and chances for prevention. In spite of the co-operation between various institutions such as youth services, administrations of justice, police and schools, which all focus on prevention, many questions and challenges remain unanswered. After a short review of some principles of the strategies for crime prevention in Germany, the authors, collaborators of the Service Centre for the Prevention of Juvenile Delinquency at the German Youth Institute, describe the recent German debates and some critical discussions.

Kuntsche, Emmanuel N. and Nett, Jachen C.: The situation of stationary educational institutions in Switzerland - An analysis of the needs for scientific evaluation

Whereas research on the treatment of juvenile offenders has advanced considerably on the international level, a lack of comparable longitudinal and also well documented studies in Switzerland has to be stated. To obtain a general view of the national scenery of stationary institutions involved in youth welfare work as well as to get an idea of the information needed by the institutions, a short questionnaire was designed and sent to a total of 189 people managing stationary institutions working in the field of social education. Above and beyond pointing out structural features, the results clearly show the necessity of a scientific evaluation of the effects of educational measures within stationary interventions. Although management and staff obviously are distressed, with a work overload, the educational institutions signalled a high readiness to add a contribution for the support of research in their professional field. To conclude the authors discuss the different requirements of a scientific evaluation in stationary educational institutions which can be seen as a starting-point for a systematic and efficacy based research.

Summaries of Number 1/2003**Münster, Arnd: I could fill pages - How "Facilitated Communication" can lead people with severe communication disorders out of their isolation**

The image of "mental retardation" is being revolutionised and relativised by the results of late studies in the field of communication. The research outcomes as well as the disarming comments of individuals with communication

disorders give insight into the silent world of these individuals and they give evidence of their perceptions and experiences. The method of "Facilitated Communication" (FC) plays an important part in this development.

Böhm, Dietmar: Community and diversity - Intercultural learning in socio-pedagogical institutions

After a short comparison of pedagogics for foreign pupils and intercultural learning, the author delineates the basic goals and principles of intercultural learning (mutual acceptance and appreciation, biographic reference etc.). On the background of various practical situations he outlines the realisation of these principles in a socio-pedagogical setting, e.g. the organisation of everyday life, community orientation, approach to a multilingual group, co-operation with parents and teamwork.

Lin, Margrith and Mutter, Karl: Co-operation with immigrant families in early special education - An intercultural counselling concept of the Centre for early intervention Basel-Stadt (CH)

Referring to their more than 25 years of experience in working with immigrant families in early counselling, the authors outline their reflections on optimising the intercultural communication and co-operation in the field of early special education. The ability and competence to handle intercultural situations is not only considered a personal characteristic of the staff, but also a structural element of any institution which works with clients of different racial and cultural backgrounds.

Stein, Margit: Pedagogical and psychological aspects of the Prader-Willi-Labhart-syndrome

The Prader-Willi-Labhart-syndrome is a chromosomal disorder of chromosome 15 characterised by a short stature and obesity, mental retardation and incomplete sexual maturation. While first the physical disorders are more virulent, later on the psychological problems develop step by step. Besides a general developmental retardation the patients show psychomotor and speech impairments, mental retardation, behaviour disorders especially with regard to ingestion and social contacts. Special educational interventions such as behaviour therapy or playful therapeutic methods can be helpful for the patients and their families.

Klicpera, Christian and Gasteiger Klicpera, Barbara: Counselling of parents of pupils with special educational needs with regard to the appropriate form of schooling - Experiences of headmasters, directors of centres for special educational assistance and counsellors of district schools in Austria

The authors present an interview study, conducted with 15 headmasters of primary and secondary schools, 15 directors of centres for special educational assistance (SPZ) and 15 counsellors of district schools, all located in three different administrative districts of Austria. The focus of attention was the counselling of the parents of pupils with special educational needs with regard to the appropriate form of schooling for their child (integration vs. segregation). According to the Austrian school regulations the schools have to respect and accept the wishes and decisions of the parents. The three administrative districts (Vienna, Niederösterreich and Steiermark) have been selected according to their distinctly different quota of pupils attending integrative classes/special schools. But despite these differences, the outcomes of the study give clear evidence, that the parents in all three districts prefer the integration of their child. The results also indicate, that the organisation and realisation of parents' counselling leads to a canalisation of their wishes.

Schmid, Peter: The work of Otto Friedrich Bollnow and its significance for special education - Reflections on the occasion of the 100th birthday anniversary of a great pedagogue and philosopher on March 14th, 2003

Basic findings for theoretical and practical approaches in special education do not necessarily have to come from thinkers and researchers in the field of special education. They often take their source from "common" pedagogics, from philosophy or literature. Otto Friedrich Bollnow was one of the great thinkers of his time. His anthropological reflections deal with a wide range of phenomenon of human life. His phenomenological descriptions and pedagogical conclusions are a basic guidance for any kind of education for individuals with special needs. On the occasion of Bollnow's 100th birthday anniversary the author invites the readers to study the extensive scientific work of this great pedagogue and philosopher of the 20th century.

Summaries of Number 2/2003

Motsch, Hans-Joachim: PC-games and TV - Babysitters for children with language acquisition difficulties?

There can be found hardly any empirical data on the effects of early media consumption (play station, PC-games, TV) on the acquisition of communication and language abilities of small children. By comparing characteristics of the new media and characteristics of the reference person of a child, the author tries to extract valid assumptions for possible effects of early media consumption. The comparison of specific characteristics on the background of the present knowledge on language acquisition gives evidence of the fact that children's TV as well as computer games do not provide the necessary partnership behaviour for stimulating the language acquisition of pre-school children. From these results the author deduces some consequences for the co-operation with parents of children with language acquisition problems.

von Knebel, Ulrich: The construction of theories in the field of speech pathology: difficulties from the point of view of pedagogic and scientific theory - A synthesis of the main results of a literature analysis with regard to articulation problems

The author summarises the results of a research study aimed at analysing 20th century speech pathology publications on articulation problems with regard to their pedagogical content and the theoretical structure. The analysis of the content proves that up to now any comprehensive and well-founded pedagogical concepts for taking care of children with articulation problems are non-existent. With regard to the theoretical structure, the author reflects in a critical way the various forms of theory construction and he summarises his findings in five problem categories. His results give rise to a sceptical reflection on the theoretical foundation of many practical recommendations in the specialised literature. This opens new potential perspectives for future research, provided that the construction of theories will still be subsumed to the claim to pedagogical and scientific quality.

Schiller, Nina and Wember, Franz B.: "Better Reading Systematically" - an effective programme for teaching fluent comprehensive reading? A practical evaluation in four case studies

Within the conceptual framework of "Better Reading Systematically" (Wember 1999), direct training of fluent comprehensive reading has been evaluated in four case studies. Assessment and intervention are directly related to reading skills instead of hypothetically assumed prerequisites for reading. The 14-weeks' intervention phases covered 32 to 50 sessions. Three students from a special school for pupils with learning disabilities succeeded to increase their reading skills, although with varying effects. One student hardly showed any progress due to attention and motivation problems resulting from a difficult family situation. These results prove the effectiveness of the programme but they also show that the effects of the intervention vary from individual to individual, depending on factors such as motivation, persistence, interest in reading, frustration tolerance and the ability to recognise own achievements and learning success. The conceptual framework, however, leaves a lot of room in order to adapt the intervention to the specific needs of each individual student.

Vogel, Christian: The end of school social work - the future role of school social pedagogics?

Contrary to the present trend of an expansion of school social work the author propounds the thesis that the underlying concept for an institutionalisation of school social work cannot constitute a sound basis for a future development of this field of action. He exemplifies this thesis based on the data of a current research project. An analysis of a report of proceedings reveals how the differentiation established with school social work disintegrates in real interactions. On the basis of a functional analysis of the school, this finding is interpreted as an expression of the conflicting roles and functions in a school setting. School social work, considered to be a functional supplement, cannot optimise its assigned functions within the given institutional setting, as this would go beyond the scope of the school's possibilities to handle the contradictory functional demands. Finally the author outlines the perspective of an alternative concept, the concept of school social pedagogics.

Summaries of Number 3/2003

Hirner, Fred: The foster family for children with special educational needs & Impuls generator for an educational practice determined by the children's requirements

Classical institutional education and professional foster families have had a remarkable influence on each other's development. A superficial comparison mostly sets in on the list of inadequacies of institutional education and glosses over the statistics of alternative ways of education. A more accurate look reveals the mutual usefulness which is not least caused by the venture of creating alternatives. Four anecdotal theses try to line out this venture as a dialectic encounter and to assess and value both models of stationary child and youth welfare as organizations which are eager to learn and to develop. Both institutions may equally lay claim to the search for child adequate solutions to a social problem.

Strachota, Andrea: From blood-letting to prenatal diagnostics - The special educational relevance of medical thinking and acting

This article treats with the impact of medical thinking, above all with the determinative and methodological power of the medical definition of illness. On the one hand medical action itself is substantially dependent on the underlying view of illness, on the other hand the medical perception of certain phenomena also has an influence on special educational practice and experience. The medical understanding of illness (which is subject to historical changes) often moves special phenomena, which are relevant for special education, into or out of focus. Yet this obviously contradictory significance of the definition of illness for special educational practice also shows some synchronism: The medical perception of educationally relevant phenomena as illnesses and the medical treatment of these "illnesses" open possibilities for (special) educational interventions, but at the same time they reduce the sphere of special educational actions.

Lamers, Wolfgang: Play - Is it also an identity invigorating dialogue with the world for severely handicapped children and youths?

Play is a dialogue with the world and the world's internal and external spaces, where intrinsically useful subjective experiences can be made. Numerous pedagogical and psychological publications give evidence of the impact of play on the development of the child. This article deals with the following questions: Are play activities equally important for the development of severely handicapped children and youths as for the development of "normal" children? In which ways do handicapped children and adolescents express their playful actions? The author presents various alternative perspectives and models of comprehension which seem to prove that the play activities of these children basically are a subjectively meaningful creative identity invigorating dialogue with the world - contrary to the deficit-oriented attributions, which often can be found in the specialised literature. This alternative approach to the play activities of severely handicapped children and youths emphasises the (often neglected) resemblance to the play of non-handicapped children, e.g. the pleasure and joy of playing, the concentration and the fascination.

Blunschi, Anita and Oehri, Patricia: Drawing in adolescence - A study on special classes on the secondary level

Psychological research on the development of the drawing process of children and adolescents is very fragmentary, above all in regard of the group of older children and adolescents with learning problems. Therefore the authors have analysed a number of drawings of pupils of special classes in higher grades with reference to various criteria and they have compared their outcomes with the data they could find in the scientific literature. With regard to the representation of space, people, houses and the sun, the adolescents in their random sample are on a lower level of development than could have been expected according to their age. These results are being discussed in detail.

Jeltsch-Schudel, Barbara: Parentage of mentally handicapped persons in German speaking Switzerland

Parentage of mentally handicapped persons is still a socially controversial and not very thoroughly investigated subject. In this article the author presents a study which conveys a general view of the situation of mentally handicapped parents in various institutions in German speaking Switzerland. She outlines the individual situation of three families with a mentally handicapped parent. It appears that many questions remain unanswered and that there is still an urgent need for further research.

Summaries of Number 4/2003**Romain Lanners, Claudia Carolillo, Marinella Capelli and Jean-Luc Lambert: The efficiency of early intervention, perceived by parents**

The efficiency of early intervention for children with developmental retardations has only been subject of the scientific discussions for the past 15 years. In the beginning early intervention services have been evaluated by researchers or/and by professionals who put the focus on the children's progress due to the intervention. This article discusses the analysis of the efficiency of early intervention assessed by the first concerned persons, the parents. All the parents of an early intervention service based in the French speaking region of Switzerland were asked to evaluate the usefulness of the help provided by the service provided in the past or at present. The results show that the efficiency perceived by the parents depends on three factors. (1) the efficiency finds its roots in the assistance the parents got by the early intervention service to satisfy their own needs. (2) Once the needs are satisfied, the nature and the ways of collaboration between the parents and the professionals play an important role. (3) Only if the help was based on the concept of empowerment to find an answer to their needs, parents assess the support they received as actually efficient.

Grünke, Matthias and Sonntag, Wolfgang: Categorical learning and reading comprehension of pupils with learning disabilities

60 pupils with learning disabilities at an age between 11 and 17 years, whose reading comprehension had previously been recorded, have been assigned at random to an experimental and a control group. The 30 students of the experimental group had to memorise a list of 25 words, which were classified according to five categories. The 30 pupils of the control group had to memorise the same words in an unstructured order. The results of the study indicate that the retention performance was not only associated with the group affiliation but also with the reading comprehension of the students. While there was barely any positive correlation between the reading comprehension and the number of correctly remembered words in the control group, the relationship proved to be highly significant in the experimental group. The authors discuss the practical relevance of these outcomes in view of the importance of an intensive reading skills training for pupils with learning disabilities

Schnoor, Heike, Hergesell, Mandy and Burghard, Björn: Quality circles for school teachers? - A scientific coaching of problem solving groups at a special school for educational assistance

Quality circles are considered to be an efficient instrument in the process of school development. In this pilot study the authors have explored the work of quality circles at a special school for educational assistance during a period of two

years. They have identified the successful effects but also the problems of this special kind of collaboration between teachers. They also have analysed the factors which had an impact on the group work as well as the conditional factors for the acceptance of quality circles by the teachers.

Richardt, Michael: Living standard, quality of life and contentment - A rough draft of a model for the quality development in residential homes for mentally disabled adults

Quality of life has been discussed in special education for children and adults since the beginning of the nineties. Due to reforms in social legislation this topic becomes even more relevant at present. The impending changes lead to fundamental transformations on the institutional level. These changes involve the risk that the quality of social services will focus on the operational efficiency of an institution. - This rough draft of a model for quality management describes an approach to quality development and quality protection in residential homes for mentally disabled adults, which focuses on the individual person and his/her aptitudes, possibilities and needs based on the contentment of each person.

Grimm, Res: Suicide tendencies of adolescents - A responsibility also for special education?

This study analyses the question in what way suicidal adolescents are a client group for special education and how practitioners see their approach to this group of youths. A synopsis of the literature shows a serious lack of approaches for a thorough debate of this topic. To fill this gap, the author interviewed a number of social pedagogues who work in an institution for socially deviant adolescents. The answers prove that all interview partners take the suicide tendencies of the youngsters very seriously and that all institutions concerned have various measures at hand for this group of adolescents. But it also becomes clear that the practitioners have not yet found their assignment with regard to this topic.

Summaries of Number 1/2004

Mall, Winfried: Does communication have to be learned? - Communication without preconditions

On the one hand Watzlawick quotes that it is not possible „not to communicate“, on the other hand the communicative abilities of severely disabled individuals are often denied. However communication as a mutual process of „accommodation and assimilation“ (Piaget) always happens when our behaviour is perceived as an expression by another person and when this expression is answered in an adequate way. Only a reliable experience of this circular process allows the baby a healthy undisturbed development. If the baby cannot make this experience or if this process abruptly comes to an end, this can lead to persistent disabilities in later years. Basal communication takes up all the behaviour patterns of our partner - from sound to mimics to breathing rhythm -, understands them as a way of expression and communication and tries to find adequate answers. Basal communication takes up the interrupted circular process of „accommodation and assimilation“ which quite often leads to surprisingly new developments.

Jacobs, Kurt: Communication possibilities and limitations of individuals suffering from a severe visual impairment - A biographical perspective from the point of view of self-determination

Firstly, the author deals with the theoretical aspects of the various forms of severe visual impairment and the limitations in everyday life attaching thereto. Special attention is drawn to the possibilities and above all to the limitations of communication. A severely visually impaired person has only partial or no access at all to nonverbal communication which often strongly irritates people without visual problems. This restriction aggravates the conversational situation, because nonverbal communication is more essential and effective in the communication process than verbal communication. - By describing his own experiences, the author then illustrates the difficulties caused by his severe visual impairment and the reactions in different social environments such as family, school and job situation. He points out the endeavours for a normalised and self-determined life.

Hartmann, Boris: Mutism at school - an unsolvable problem?

Already in early childhood, (s)elective mutism becomes apparent on two levels: On the one hand the child is silent only in special (extra-familiar) or in all communicative situations, on the other hand the psychological inhibition manifests itself in a social withdrawal, which often overlaps with social phobia. However in most cases mutism develops as a distinct biographical crisis only when the child starts school. While mutism has been neither diagnosed nor therapeutically treated during preschool years, teachers and parents now are confronted with the problem of adequate assessment and care of the mute child. The author portrays twelve case studies and the biographical correspondences between these pupils, and he describes the specific school-related remedial assistance for teachers and parents. He intends to draw attention to the old trauma of the inadequate treatment of children suffering from mutism

Lin, Margrit: Culturally different expectations of communication as a „handicap“ for the school success of children of migrant families

In Switzerland, special classes for pupils with learning difficulties and behaviour problems are attended by a growing number of children from other cultural backgrounds. In our schools, children of migrant families are discriminated because they are confronted with alien classroom conventions of communication and their implicit expectations. They mostly cannot cope with this situation as these conventions and expectations do not correspond with the practices and rules of their own form of living. Many of our classroom expectations are not expressed explicitly because in our cultural context they are so common that they are considered to be „natural" and not worthy to be explained. However experiences prove, that the conception of the „good pupil" varies from culture to culture and sometimes the conceptions are even diametrically opposed. Therefore the reason for the school failure of children from other cultural backgrounds is mostly not a lack of talent and aptitude or social competency but their „handicap" is based on our lacking awareness of their cultural view and definition of „normal" behaviour.

Kühl, Jürgen: Communication and co-operation between specialists in early education for developmentally retarded children

The work of the specialists in interdisciplinary early education is fundamentally determined by the specific scientific paradigms of their field of activity. These paradigms become manifest in their professional bearing, their way of acting and their image of man, i.e. the perspective from which they see the child and her/his parents, which influences the relationship with the family. A productive interprofessional communication has to be based on frankness, mutual interest as well as on basic knowledge of the theoretical and practical foundations of the neighbouring professional groups. These preconditions are essential for a positive interdisciplinary co-operation. - The author delineates and compares four models of a 30 years' development in early intervention from a medico-therapeutic and a pedagog-psychologic point of view. This comparison proves that there never has been and never will be any static period in the context of early intervention. Concerning the communication and co-operation, the professionals have to keep their interdisciplinary discourse constantly alive, above all with regard to the following questions: 1) What children do need early education? 2) Which common aims do we want and have to pursue in co-operation with the child and her/his family? 3) What can each specialist and professional contribute to this process?

Weiss, Hans: Information-based communication with families in difficult life situations - An (im-)possible task for middle-class special educationists?

The co-operation with families in difficult life situations (e.g. poverty and social marginal position) is often considered a difficult, if not hopeless task for middle-class special educationists. They often delegate such families to social workers (child and youth welfare). On the background of this unsatisfactory situation, the author tries to outline a concept of an information-based communication with families in problematic life situations and to analyse the hidden motives of the impeded communication. On the other hand, he points out the conditions for a successful information-based communication on the basis of the experiences in early intervention.

Mürner, Christian: The influence of the development in culture and media history on the image of disabled individuals - Examples from art and literature

The idea of „normality" dominates the position of disabled individuals in the society as well as in art and literature. Disabled individuals are mostly presented either as allegory or antagonist. What consequences do such aesthetic models have on individuals who don't match social norms? What influence do the growing genetic possibilities have on body images and the selection of the perfect body? Guided by various examples - sculptures, paintings, historical leaflets, photographs, medical pictures and present-day advertising material - the author depicts and discusses the representation of disabled individuals in connection with health and illness, with beauty and unsightliness.

Summaries of Number 2/2004

Sutter, Bettina : The effects of dementia in handicapped individuals living in in-patient institutions

Dementia in handicapped individuals living in in-patient institutions has an impact on the individuals themselves, on their environment and on the whole institution. The effects of dementia become manifest in physical and psychical changes, in the relationships within the immediate surroundings and they also have an influence on the methods of working of the staff as well as on the adaptation of the support system. Dementia of a resident affects the basic conception and attitude of an institution and the cooperation between the different organisational units. Considered from the perspective of everyday life in the residential setting, possible procedures to handle such difficulties are located on the structural level of the institution and in the management of the staff as well as in the application of gerontological methods and the cooperation with specialists from outside.

Klicpera, Christian and Gasteiger Klicpera Barbara: Extra-familiar care for adults with autistic disorders in residential settings: Do they need special support?

Based on a literary analysis of the experiences in extra-familiar residential settings and on the knowledge of the difficulties of youths and adults with autistic disorders, the authors comment on the need of extra-familiar dwelling places for this group of persons and on the requirements for their care and furtherance in such settings. They focus on the additional requirements for residential homes for individuals with autistic behaviour and on the possible need for special institutions for this group of adults. They have good evidence that specialised measures could be highly beneficial.

Rothweiler, Monika: Specific language impairment and early second language acquisition

Specific language impairment in early second language acquisition is of growing interest in psycholinguistics, speech pathology and in speech and language therapy in schools. Up until now, no reliable empirical results exist on the question of how specific language impairment becomes manifest in bilingual children with German as second language. The paper deals with some central questions on specific language impairment and multilingualism. The main issue is the discussion of the relevant variables for the question of how language development and specific language impairment can be assessed in multilingual settings. The paper concludes with a short presentation of a research project that investigates specific language impairment and second language acquisition in Turkish children acquiring German as an early second language.

Moser Opitz Elisabeth: Dyscalculia: Illness, invention, myth, label ... ? A discussion of a common, but not yet clarified notion

On the basis of the latest research outcomes the author expounds - in the context of the notion "dyscalculia" - the definition of discrepancy, the notion "Teilleistungsstörung" (deficit in certain domains [visuospatial, memory etc.]) and she discusses intelligence as a criterion for diagnosis. She requests to consider difficulties in mathematics as learning disabilities in connection with inadequate classroom teaching. Finally she presents the research project "Learning disabilities in mathematics in grade 5 and 8". The current results promise new and helpful insights into the problem and will lead to further research into the matter.

Gutschner, Daniel and Doreleijers, Theo: The BARO.ch screening for adolescents with antisocial behaviour

The criteria for deciding to assess an antisocial adolescent are not defined in Switzerland. The BARO.ch is a standardized instrument to screen an adolescent to decide whether a special treatment is necessary and what help would be useful. With the BARO.ch, all important areas of development information that are important for an antisocial development can be collected. The BARO was first developed in the Netherlands and adapted for the application in Switzerland. The BARO.ch gives information about the measures and supportive treatment that have to be established for the adolescent, for example establishing a guardian, finding a place in a special educational setting. Further it gives supportive information in the process of finding adequate sanctions. In this paper the development and first experience with the BARO.ch will be reported.

Stein, Roland: Methodological procedure for generating items for a questionnaire - the questionnaire for the collection of data on the "personal constructs" of teachers in special education

There can hardly be found any research on the professional self-concept of teachers in special education. Such an investigation could lead to important conclusions with regard to the basis training, the advanced and continuation training, to vocational guidance, supervision and guidance in the classroom. In his article, the author presents a pre-study of an investigation on this matter. It treats with the methodological procedure for generating items for an extensive questionnaire for the collection of data on the professional self-concept of teachers in various fields of special education. In this pre-study the researchers used a modified version of the "repertory-grid-technique" by Kelly in order to collect information on the subjective professional constructs of such teachers. The methodological procedure as well as the results (constructs on different levels of abstraction) are being presented and the inclusion of these results in the main investigation and their importance for the final questionnaire are being discussed.
