



*EFeCT symposium Munich 29 – 30 april 2010*

*European pathways for conflict management.  
Challenges in group, class and family.*



Implementation of LSCI in flemish  
schools for children with special  
needs.

A teachers special need ?

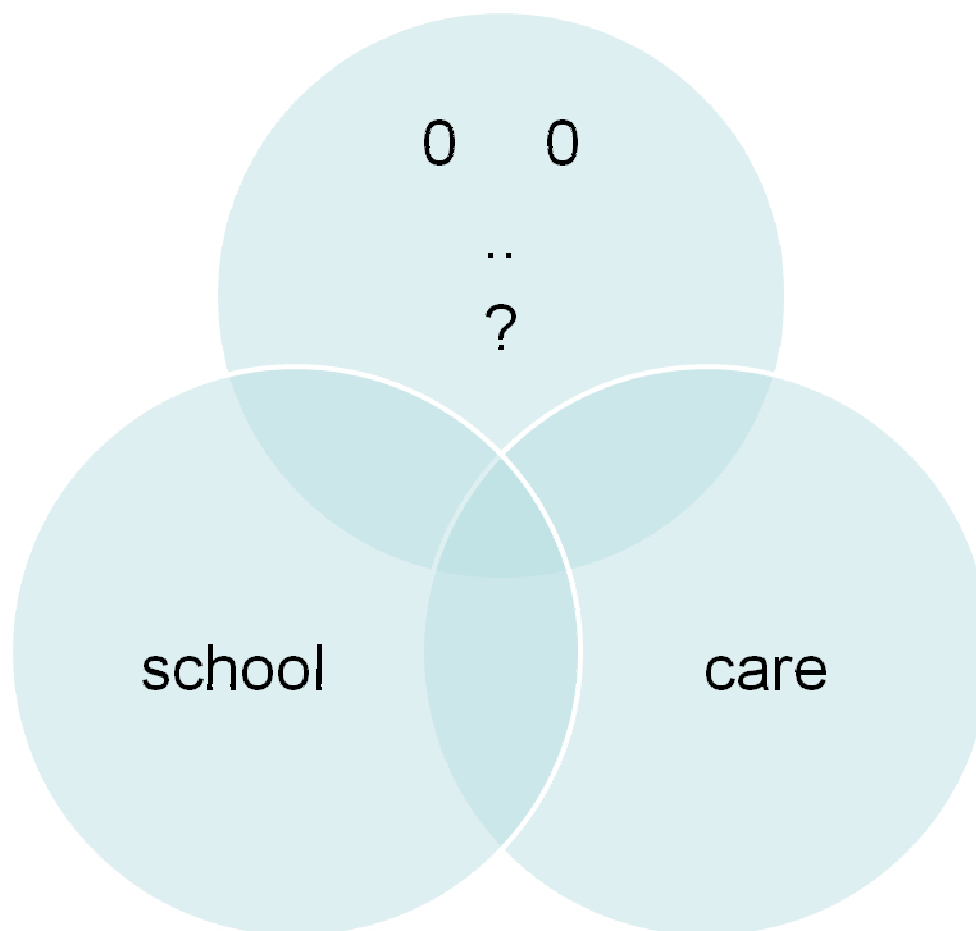
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- Two worlds
  - school education
  - special needs / youth care
- Organization school education
- Teachers training
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# Two worlds / one child



# School

- Didactics
- Program goals
- Organisation
- Classification

# Care

- Orthoped. Method.
- Treatment goals
- Organisation
- Classification

family / child  
crisis & conflict  
recent evolution  
location

# Organization (mainstream)

- **ELEMENTARY EDUCATION** (nursery 2,5-6j / and primary school 6-12j)
- **SECONDARY EDUCATION** (12-18j)  
GSE, ASE, TSE, VSE  
Secondary education diploma.

# Organization (special education)

- About 4% of the overall school population
- GON project
- Structured in 8 types
- **Type 1** is meant for pupils with mild mental retardation
- **Type 2** is meant for pupils with severe mental retardation
- **Type 3** is meant for children with severe emotional and/or behavioural problems

- **Type 4** is meant for pupils with a physical handicap
- **Type 5** is meant for pupils with severe health problems or long term illness
- **Type 6** is meant for children with a visual handicap
- **Type 7** is meant for pupils with a hearing problem
- **Type 8** is meant for pupils with severe learning problems that cannot be explained by a mental disorder ( not for nursery school or secondary education)

## 4 Training Forms

- **Training form 1** aims at contributing to an active and worthwhile life for those who are unable to take part in active work life because of the seriousness of their handicap. Pupils are taught to live as independently as possible in a sheltered living environment.
- **Training form 2** in addition to general and social learning, it also provides work-training order to enable pupils to integrate into a sheltered work environment.

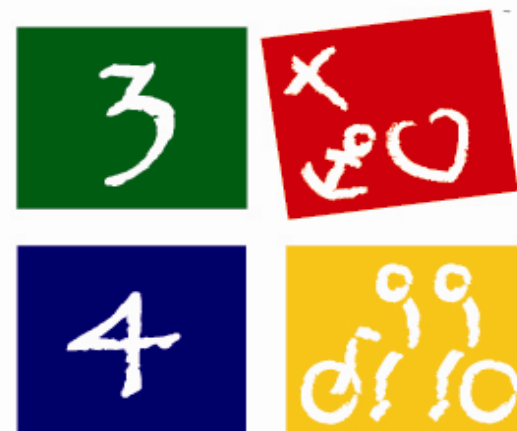
- **Training form 3** provides pupils with general, social and vocational training. Pupils are prepared for integration into a normal employment and living environment.
- **Training form 4** provides secondary education similar to mainstream full-time secondary education; it prepares youngsters for studying higher education and integration into active life.

# Teachers training

- Master + 1y
- Prof Bachelor:      Nursery  
                                 Primary  
                                 Secondary
- Prof. + extra licence

# LSCI in school

- Frathers of charity  
BUSO St Ferdinand  
Lummen



- TF 3 TF4
- Type 1 163 pupils
- Type 3 163 pupils

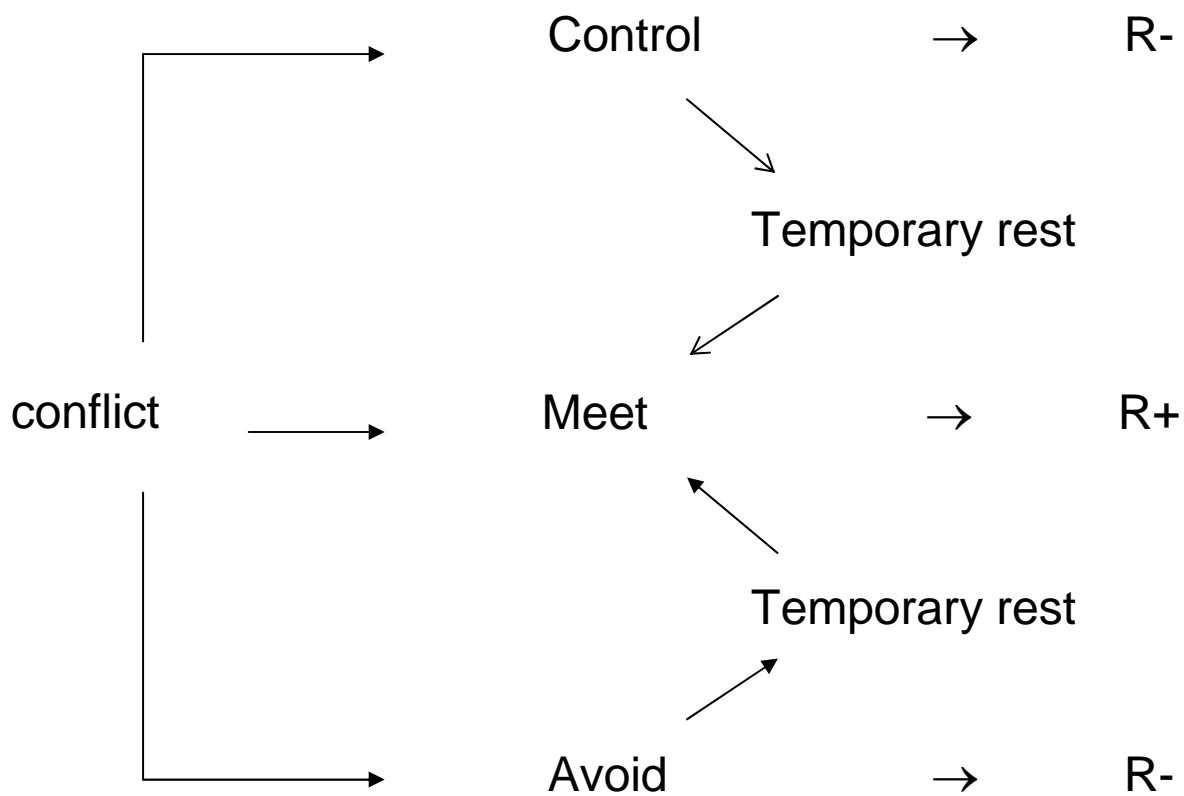






# Pre LSCI

- Communication
- Values
- Aggression
- Contact & conflict

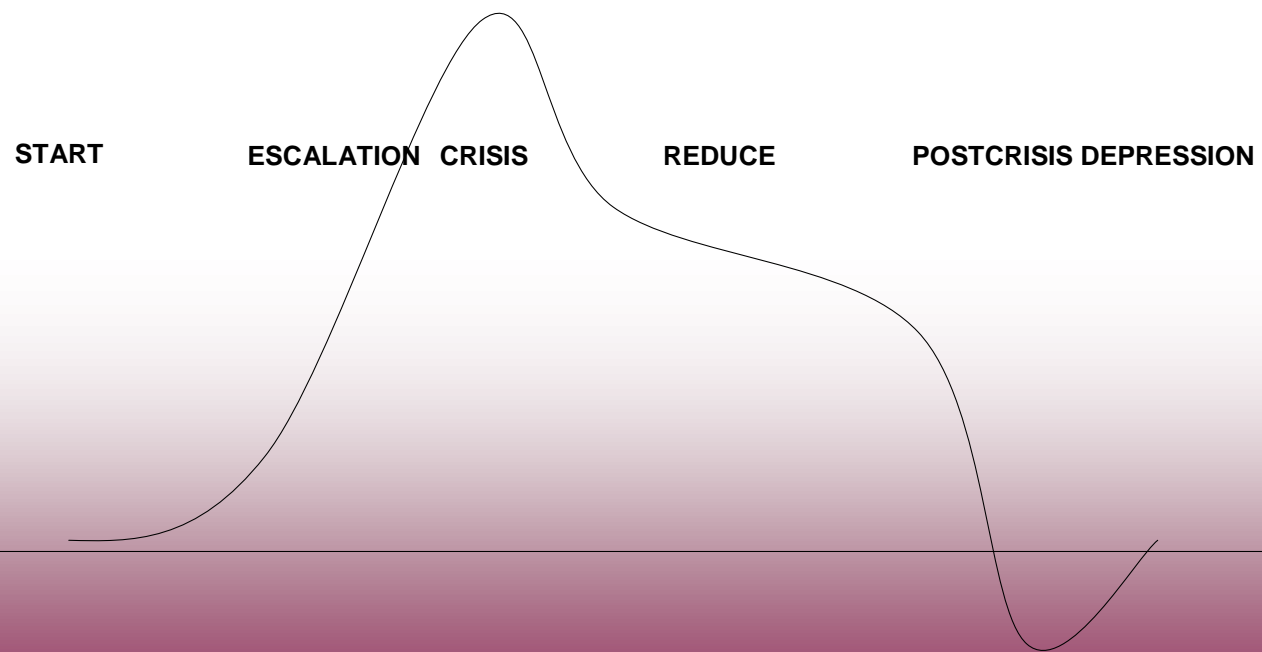


|                               | <b>CONTROL</b> | <b>MEETING WITH THE PERSON</b> | <b>AVOIDING</b> |
|-------------------------------|----------------|--------------------------------|-----------------|
| <b>1.INTERPRETATION</b>       |                |                                |                 |
| <b>2.AIM</b>                  |                |                                |                 |
| <b>3. METHOD</b>              |                |                                |                 |
| <b>4. OUTCOME</b>             |                |                                |                 |
| <b>5. FEELINGS AFTERWARDS</b> |                |                                |                 |
| <b>6. IDEAS</b>               |                |                                |                 |
| <b>7.WAY TO SEARCH</b>        |                |                                |                 |

**Gieles, Frans E.J.**

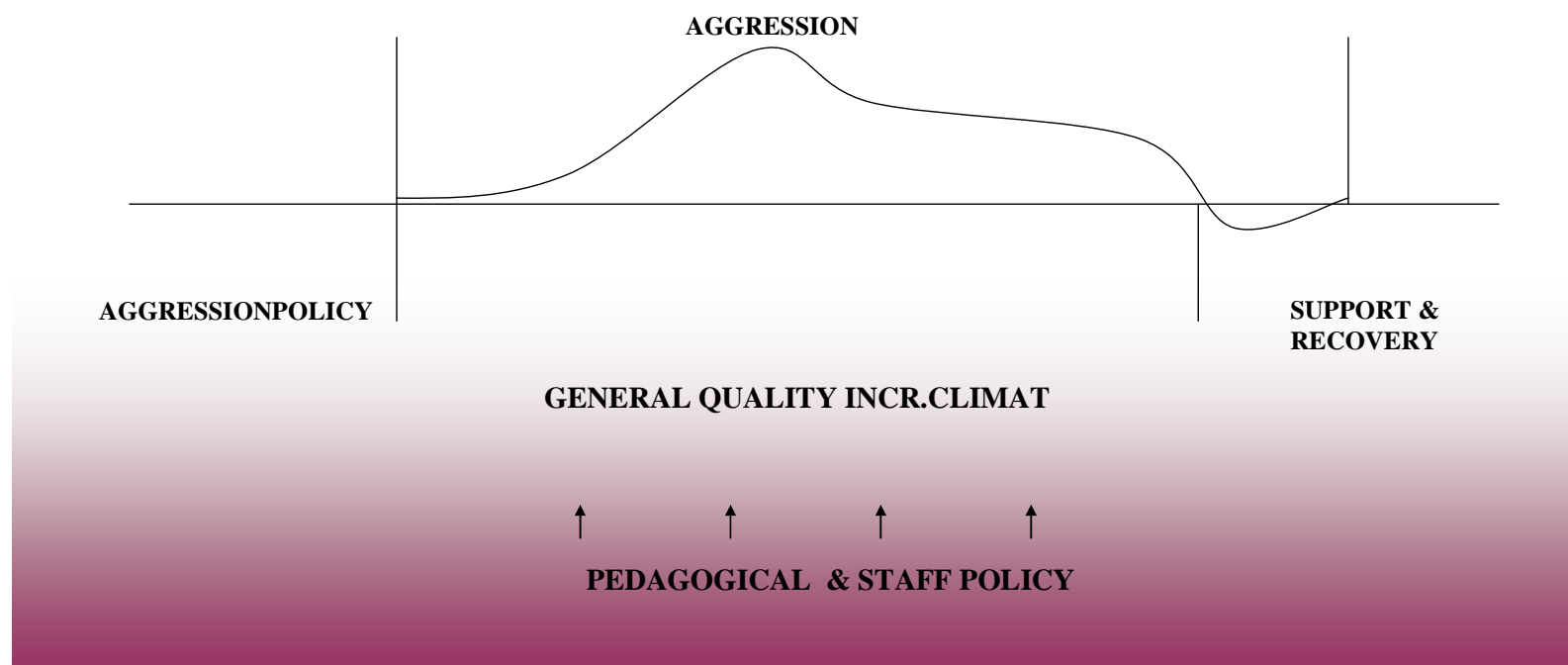
**Conflict and contact;** dissertation University of Groningen, The Netherlands, 1992; p.304-307.

# Aggression curve



Breakwell G.M. Coping with  
aggressive behaviour, 1997

# integral approach



- LSCI as crowbar to cause change in the vision, values, methods...
- Questions
- Thank you

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