



SPECIAL NEEDS EDUCATION/ORTHOPEPAGOGIEK

(DISABILITY STUDIES) AND SOCIAL- EMOTIONAL

DEVELOPMENT

You can't see the wood for the trees – Geert Van Hove UGent – 11/05/2017



TASK FOR THIS CONFERENCE AS
FORMULATED BY THE ORGANIZERS



3

TASK FOR THIS CONFERENCE AS FORMULATED BY THE ORGANIZERS

- Thema symposium: na enkele jaren samenwerking in NEED, wordt steeds meer de nood gevoeld tot het helder conceptualiseren van het gemeenschappelijk thema. Emoties, affecten, emotionele ontwikkeling, emotioneel functioneren, emotieregulatie, ... zijn verschillende termen die vaak door elkaar gebruikt worden en waar andere zaken onder (kunnen) verstaan worden. Daarnaast blijft de samenhang met sociale en cognitieve ontwikkeling een 'hot issue'. Er wordt wel eens gezegd dat emotionele, sociale en cognitieve ontwikkeling te onderscheiden, maar niet te scheiden zijn: maar wat betekent dat? Is het ene belangrijker dan het andere en wat was er eerst?
- Om tussen deze bomen terug het bos te zien worden 3 eminente sprekers gevraagd hun perspectief te geven vanuit hun wetenschap/discipline om zo een state of the art te schetsen: Prof. Dr. Evert Thiery vanuit de neurobiologie / psychiatrie, Prof. Dr. Sarah De Pauw vanuit de ontwikkelingspsychologie en Prof. Dr. Geert Van Hove vanuit de orthopedagogiek."



4

SPECIAL NEEDS EDUCATION/ORTHOPEDAGOGIEK HAS DIFFERENT (DI)VISIONS



5

SPECIAL NEEDS EDUCATION HAS DIFFERENT (DI)VISIONS → DISABILITY STUDIES AT GHEENT UNIVERSITY -0-

–DISABILITY STUDIES



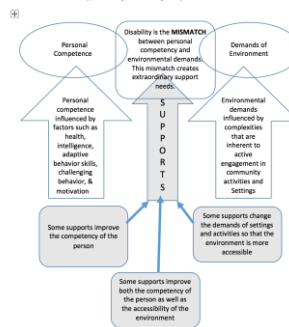
6

SPECIAL NEEDS EDUCATION HAS DIFFERENT (DI)VISIONS → DISABILITY STUDIES AT GHEENT UNIVERSITY -1-

- Working with/in CONTEXTS (contexts are more than family or 'natural networks')
- Thinking in/with the SUPPORT paradigm → difference is the norm (support as defined by James/Jim Thompson - Dr. Thompson is a Professor and Senior Scientist at the Beach Center on Disability and Associate Director of the Kansas University Center on Developmental Disabilities. He is a Fellow and past president of the Board of Directors of AAIDD and the lead author of the *Supports Intensity Scale*, *Supports Intensity Scale-Adult Version*, and the *Supports Intensity Scale-Children's Version*)



7



SUPPORTS
PARADIGM



8

SPECIAL NEEDS EDUCATION HAS DIFFERENT (DI)VISIONS → DISABILITY STUDIES AT GHEENT UNIVERSITY -2 -

- RELATIONAL ETHICS → listening pedagogy – dialogue – not knowing – diffraction – linking/connecting ...
- VOICE → embodied experiences – fluidity – subjective perspectives
- INTERSECTING SPACES → Mad Studies – Neurodiversity – Deaf Studies – Crip – Queer...



9

SPECIAL NEEDS EDUCATION HAS DIFFERENT (DI)VISIONS → DISABILITY STUDIES AT GHEENT UNIVERSITY -3 -

- **NORMATIVITY** → label/stigma – ableism/saneism – power constructions...
- **ACTIVISM** → Indignez-Vous ! - decolonizing – critical inquiry - imagination



10

SPECIAL NEEDS EDUCATION/ORTHOPEDAGOGIEK: KNOWING YOUR HISTORY



11

SPECIAL NEEDS EDUCATION → KNOWING OUR HISTORY -1 -

- A lot of members of New Education movement ("L'Education Nouvelle") were working for/with children with disabilities (e.g. Maria Montessori – e.g. Ovide Decroly) before they got involved in establishing schools for the 'normal' children. What can we learn from them in connection with the theme of this conference?



12

SPECIAL NEEDS EDUCATION → KNOWING OUR HISTORY -2 -

- "To educate in its fullest sense is to create conditions in which the child can live - and is led by these conditions to live-as fully as possible through each succeeding stage of his development, meeting and solving in his own experience the problems of each stage as it comes, and so gaining the power to meet and to solve the problems that await him in further stages. Such conditions it is for a school to provide". (Decroly cited by J.H. Badley, Dr. Ovide Decroly ed. Albert Decordier, Amicale Rijksbasisonderwijs, Renaix, Belgium)



13

SPECIAL NEEDS EDUCATION → KNOWING OUR HISTORY -3-

- "The old education philosophy: children have to be 'taught' the values which adults admire. The 'new education' philosophy: to help children's auto-construction." "The new education is a revolution, but a revolution without violence. It is the nonviolent revolution." (Montessori, Maria. *The Absorbent Mind*. Translated from Italian by Claude A. Claremont. New York: Holt, Rinehart and Winston 1967. 215)



14

SPECIAL NEEDS EDUCATION → KNOWING OUR HISTORY - 4 – DECROLY AND EMOTIONAL DEVELOPMENT

- the preventive education became the steadfast ideology for Decroly. 'I contend that [these state schools] have a harmful influence, and an unquestionable antisocial effect; not only do they fail to prepare us for life, but they also turn many of us into life's derelicts, the underclass, or at least they do nothing to prevent us from entering into that class—which amounts to the same thing' (1904b). School could nevertheless be 'perhaps the most powerful means of preventing idleness, poverty and crime, [. . .] not as it is organized at present, since it is itself to a large extent the direct or indirect cause of these ills, but as it ought to be organized and as it is already organized in some fortunate places where they have understood the evil that it does and the good that it can do' (1904b).



15

SPECIAL NEEDS EDUCATION → KNOWING OUR HISTORY - 5 – MONTESSORI AND EMOTIONAL DEVELOPMENT

- Emotional factors, such as the child's close relationship with the adults who care for him or her, help form the child's personality. By age three, if children are not rejected, they respond with gratitude, trust and respect for those who are willing to help them orient themselves in their world. They evolve a sense of worth, security and a means for emotional expression, along with autonomy and independence. If babies are treated with love and respect within the family and without violence or oppression, they will grow to have confidence and feelings of adequacy (<http://www.livingmontessori.com/development.htm>)



16

SPECIAL NEEDS EDUCATION/ORTHOPEDAGOGIEK: INDUSTRIAL ESPIONAGE AT THE NEIGHBOURS

SPECIAL NEEDS EDUCATION → INDUSTRIAL ESPIONAGE AT THE NEIGHBOURS TO FIND USEFUL INSIGHTS AND TOOLS

- Framework of Prof. Dosen as a necessity to move to a better estimation of the emotional-cognitive-social development of persons with disabilities
- Stress models (see: Wijnroks, 2013) as alternative for 'over demanding'-idea's as formulated in e.g. Heykoop's framework
- Self-Determination Theory (Deci & Ryan, 2000) as framework to make sure environments give support to 'autonomy', 'relatedness' and 'competence' as basic psychological needs (Frielink, 2017)
- Attachment and emotion-regulation strategies (see: Baisier et. al. 2017) and their connection to psychopathology

SPECIAL NEEDS EDUCATION/ORTHOPEDAGOGIEK:
DIVERSITY OF IDEA'S+ KNOWING OUR HISTORY+ LEARNING
FROM THE NEIGHBOURS + GOING ON WITH A LOT OF
STUBBORNNESS

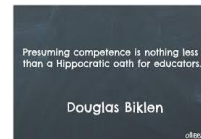
SPECIAL NEEDS EDUCATION → STUBBORNNESS – 1 -

- Belonging – Presumed Competence – Interdependence
- Essential factors in processes of 'flourishing' -- of subjective well-being -- protection for mental health problems → following a 'cartography exercise' (continually renegotiating a sense of self AND a place in the world – navigating a changing body in a world full of privileges for the 'normal people' – a habitable body in a habitable world (Cella, 2017 in Ray and Sibara)

SPECIAL NEEDS EDUCATION → STUBORNNESS

- BELONGING: ... → multiple – fluid – power related – desire and resistance – continuous narratives about positioning (who am I in relation to you?) (Sumsion and Wong, 2011)
- ... Our findings show how belonging to a family is the starting point for existence and life. Without recognition of the child by the family a child is not given a name, and is not a member of the clan... When children are seen as part of the 'we' in the ubuntu concept, this enables care, support and inclusion of children with disabilities in communities ('I am because we are – humanity to others) (Bannink, 2017) (cultural differences thinking about 'being – belonging – becoming)

PRESUMING COMPETENCE



SPECIAL NEEDS EDUCATION → STUBORNNESS

- PRESUMED COMPETENCE VS. 'NOTHINGNESS' (Kliewer, Biklen and Petersen, 2015)
- Central questions:
 - → are we involved in building a social-intellectual disconnectedness or...??
 - → are we active partners building a deficit-ideology or...??
 - → are we organizers of dehumanizing practices or....??
 - → are we disconnecting somebody from his/her 'culture and settings' or...??

SPECIAL NEEDS EDUCATION → STUBORNNESS

– INTERDEPENDENCE (Reindal, 1999)

- Some tend to define independence in terms of self-care activities. So, independence is measured against skills in relation to performance of these activities. Disabled people however, define independence as an ability to be in control of and make decisions about one's life. Independence is then not linked to doing things alone or without help, but by obtaining assistance when and how one requires it (p. 353)

SPECIAL NEEDS EDUCATION → STUBORNESS (REINDAL, 365)

Independence	Interdependence
The subject is 'substance/essence' (Essentialist) →	The subject is embodied and embedded (Relational) →
The dependence-independence dichotomy individualises independence'	Interdependence 'independence is partnership'

DANK VOOR JULLIE AANDACHT!