MentEd
Mentalisierungsbasierte Pädagogik

Erasmus+ mentalization training for educational professionals

Module 4: Mentalizing pedagogical stance

Overview

1. Learning objectives

2. Introduction

3. Pedagogical stance (basics)

4. Mentalizing stance

5. Supervision

Learning objectives I

Promotion of self-development and self-regulation

Fostering

group processes

Encouraging curiosity, social learning and knowledge growth

Bildquelle H. Kirsch

Learning objectives II

Theoretical foundations

- You know the underlying pedagogical stance and its rationale.

- You know the important aspects of a mentalizing stance

- You know the importance of supervision, case reflection and collegial exchange for maintaining a mentalizing stance.

Relationship building

- You will learn about aspects of a supportive relationship.

- Taking on the perspective of a child or young person promotes attachment security. You can find examples of how dealing with misunderstandings promotes trust.

- You will reflect on how children and young people perceive the professionals.

Social learning and arousal regulation

- Epistemic trust is a central learning requirement for social learning and culture.

- They can name examples of how to promote epistemic trust and apply them in practice.

- They develop ideas on how to support affect and self-regulation

What characterises a mentalizing stance?

- Respect, curiosity and attitude of not-knowing

- Calm approach and flexibility in interaction

- Being able to take the perspective of the other person

- Forming a helpful relationship

- Helping to regulate emotions

- Inner space for play and humorous approachability

(Ramberg & Nolte, 2020, S. 43, Brockmann, J.; Kirsch H. 2020)

Core aspects: Interest and not-knowing attitude

„(…) the worker tries to hold in mind the truth that *all minds are opaque to one another*, accepting the fact (…) that they do not, and cannot, ever fully know. The very opposite of mentalizing is „mind-reading", in which we simply assume to „know" the experiences, hopes, fears, and beliefs that explain someone else´s behaviors at a point in time"

(Bevington et al., 2017, S. 125).

Basic anthropological assumptions

The Lion Man, early symbolisation, approx. 40,000 years old.

Imagination of physically non-manifest content requires symbol formation and serves to communicate previously incommunicable content and is the starting point for understanding = mentalising.

Humans are the only living beings that communicate across time and space through symbols (social learning, culture, tools) and can pass this on

(vgl. Förstl 2012, Tomasello, 2014).

Communication signals

Our natural ability to teach and learn (natural pedagogical attitude) uses certain communication signals that indicate to the learner that important information follows that is personal and of general importance. These signals are called "ostensive cues" and reduce epistemic vigilance (Csibra and Gergely 2009):

➢ Relatedness, continuous attunement to a counterpart;

➢ eye contact and joint attention;

➢ personal address, naming and e.g. child-friendly language;

➢ the ability to include the other(s) ("having mind in mind" = mentalizing).

Group discussion

Please discuss in small groups (3-5 participants), approx. 15-20 min.

Which basic assumptions (theoretical, personal, experience-based) determine my professional actions ?

e.g. relationship building, educational and training goals

Pedagogy and relationship

Hillenbrand speaks of the "primacy of relationship" in pedagogy and rightly criticises that the term often has "more of a stopgap function" (Hillenbrand, 2006, p. 222): *"A systematic and evaluated pedagogical theory of relationships is lacking"*.

The mentalization approach aims to close this gap and provides a systematic and evaluated pedagogical theory of relationships.

(Gingelmaier, 2016)

Pedagogy and relationship II

What does relationship mean here?

✓ Pedagogical relationships are the "carriers" of children's development (affective, cognitive, practical) in the pedagogical process.

✓ The relationship is both a necessary foundation and a pedagogical form of work, e.g. in the sense of diagnostics or interventions.

✓ This is all the more true the younger and/or more psychosocially burdened the children and adolescents are.

(Gingelmaier, 2016, S. 203)

Pedagogy and relationship III

Example school: Results from empirical educational research clearly show positive effects of a good pupil-teacher relationship:

➢ On pupil motivation (Cornelius-White, 2007; Den Brok, 2001).

➢ On academic achievement (Hamre & Pianta, 2001; Henderson & Fisher, 2008).

➢ On teacher well-being (Evertson & Weinstein, 2006; Spilt, 2011; Wubbels et al 2006).

(Quelle: Gingelmaier 2016)

Mentalizing stance

Mentalizing is "everyday psychology".   In everyday life, people usually cannot help but mentalize!

This is central to psycho-social and pedagogical work:

Every beneficial pedagogical intervention requires (directly or indirectly) mentalizing pedagogical professionals and institutions.

Mentalizing produces mentalizing and Non-mentalizing leads to non-mentalizing

(Gingelmaier, 2016)

13

„Having the child in mind"

A mentalization-based pedagogy asks: *What are the issues of the child and its environment?* (Kautter, 2003)

Where is the child or young person as an individual:

      a) situationally,

      b) biographically

      c) in their self-development, and

      d) in social development against his/her socio-cultural background,

      as well as within the group and in the pedagogical institution?

and what mental states (needs, desires, motives, etc.) are associated with this in the child/adolescent but also in the pedagogical staff?

Quelle Gingelmaier, 2016
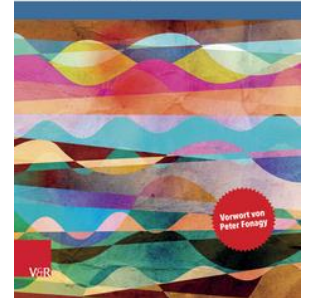
Systematics of the meanings of relationship

Relationships: They shape one's entire life - how one enters into relationships, how one conducts them (Strauß & Schauenburg, 2016).

Social learning: Being able to learn from social interactions. (Förstl, 2012; Fonagy & Allison, 2014).

Social-cognitive learning: Positive relationship experiences stimulate cognition (Nolte &Fonagy 2017; Gerspach, 2020, Gingelmaier 2022).

Coping and prevention: Mentalizing relationship experiences can help to process stressful experiences. (Gingelmaier, 2018; Holl, Blachowiak, Wiehmann & Taubner, 2020).

Diagnostics: Mentalizing relationships can be a very important building block in diagnostics and developmental support. (Gingelmaier, 2020)

Consequences for a mentalization-based pedagogy

"The first consequence is that we have to consider all educational institutions as a relevant social environment influencing a child or a young person. A (school) environment that is not capable of stimulating effective mentalizing and recognising the subjectivity and authorship of individual children and young people will have a lasting negative impact on their development".

2. "The second implication of mentalizing and epistemic trust theory arises from what it can teach us about how individual educators teach knowledge." (Fonagy, 2018, p. 11)

The importance of misunderstandings

The professional initially takes responsibility for misunderstandings and helps to reduce the emotional arousal (vgl. Bateman & Fonagy, 2013, p. 601).

The other person is appreciated as a human being with his/her own affects and perspectives.

Attention regulation: shared attention

Human thinking begins with cooperation, a pointing gesture and joint attention to something third.

"[T]he early humans at a certain point [...] were forced into cooperative ways of living and therefore their thinking became more directed towards devising ways of cooperating with others to achieve common goals. That changed everything" (Tomasello, 2014, p. 18).

It's not just about looking at the same thing.

It is about a shared experience of looking at something third.

It's about a sequence, an intense communication: We look at the same thing and it has meaning neither the object nor the other are interchangeable or arbitrary

Willingness to pay attention is tested beforehand - are you willing to look with me?

Attention regulation II

"The failure of volitionally directed attention appears to be directly related to unstable affect (...). Inadequate attentional control combined with difficulties in affect regulation are likely to be sufficient to directly or indirectly undermine individual competence to act adequately in the interpersonal context" (Bateman & Fonagy, 2013, p. 8)

Self regulation

Self-regulation skills as characteristics of the self

➢ Decreased in stress, trauma, disorganised attachment.

➢ When the self is insecure,

➢ social interactions/groups are often stressful.

➢ In insecure/disorganised attachment: Punishment often ineffective, no fear of love withdrawal

➢ Criticism is perceived as an attack on the self

➢ Sometimes provocatively escalating behaviour (shame avoidance)

➢ Goal: Arousal regulation and understanding of intentions instead of control

What helps with self-regulation?

Security

➢ attachment security

➢ Transparency, reliability; predictability

➢ 'Holding mind in mind'

De-escalation/arousal regulation

➢ Eye contact, personal address (ostensive cues)

➢ Find a quiet place (time out)

➢ Assumption of perspective

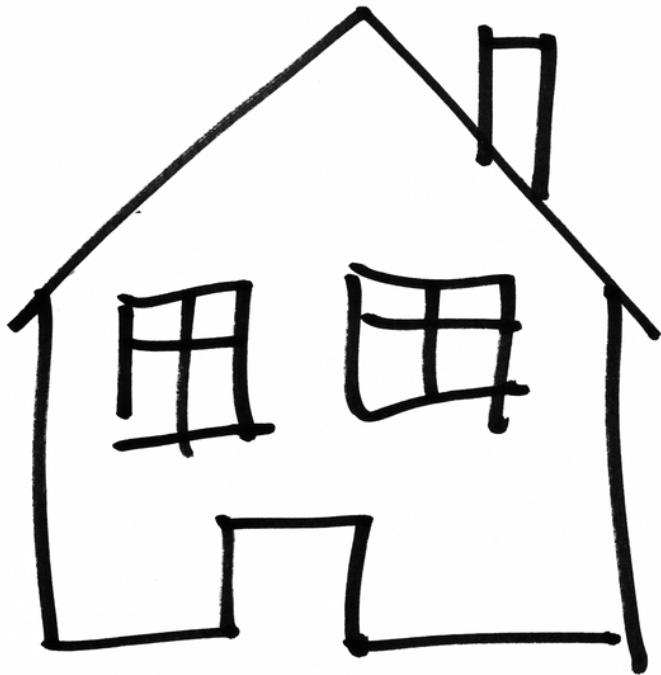➢ See the task from the children's or young people's point of view

Structure and task orientation

Tasks must be

➢ comprehensible to the child or young person

➢ be achievable

➢ have a structure and be divisible into steps

➢ be able to link up with what is already known

➢ ......

Goal: explicit, conscious mentalising can Modify implicit, automatic mentalising

21

What helps with self-regulation?

The house building metaphor

Top floor: Mentalizing relationships

First floor: Simple mentalizing

Ground floor: Affect regulation, naming affects, marked mirroring.

Foundation: Attention regulation, shared focus in play/conversation, naming activities, supporting, de-escalating

(Diez Gieser & Müller, 2018, p. 87ff)

Viewing problems in slow motion

Stress and breakdown of mentalizing often manifest in:

- Rapid pace

- Urgent behaviour

- Concrete descriptions, accusations

- Pseudo-mentalizing

Invitation to describe the difficulties with emphasis on interactions and motives, feelings

Slow down the pace

Who said what, when, how was it answered (exact facts like director's book), then develop narrative and work out affects involved, what are the affects now?

Involvement of other group members

Appreciation of different perspectives

Inclusion of feelings

The importance of supervision and case reflection

The task of the professional is to maintain and/or restore mentalizing in him/herself and the child or young person.

Supervision and mental health

Pedagogical professionals in all fields of work are confronted with considerable stress and strain.

Example school:

Increased stress among teachers has an inhibiting influence on the quality of pedagogical work.

(Klusmann, et al 2006; Klusmann, Klusmann & Richter, 2014, Gingelmaier et al 2022)

Supervision and mental health II

The following can be named as overriding stress factors:

➢ High density of individual and group interactions in the coercive context of school with a large number of interaction partners (pupils, parents, colleagues, superiors),

➢ great openness in the organisation of work inside and outside the classroom with simultaneously high expectations, e.g. from supervisors, parents and evaluations, and thus

associated with the danger of an increasing mental and active mixing of the private and the official.

(vgl. Rothland, 2012; Aktionsrat Bildung, 2014, Schwarzer 2019, Gingelmaier et al 2022)

With the collaboration of A. Dlugosch, M. Henter, S. Gingelmaier, A. Turner, T. Nolte, J. Brockmann, B. Zemke and H. Kirsch (responsible for the module)

Recommended citation:

Kirsch, Holger (2021).

Modul 4 Mentalisierende pädagogische Haltung

Curriculum Mentalisierungstraining für pädagogische Fachkräfte des Netzwerkes Mentalisierungsbasierte Pädagogik. URL. (Datum Abruf)

MentEd
Mentalisierungsbasierte Pädagogik

Evangelische Hochschule Darmstadt
University of Applied Sciences
eh-darmstadt.de

Literature I

Aktionsrat Bildung (2014) Psychische Belastungen und Burnout beim Bildungspersonal. Empfehlungen zur Kompetenz- und Organisationsentwicklung. Münster : Waxmann 2014, 201 URN: urn:nbn:de:0111-pedocs-140045

Bateman, A., Fonagy, P. (2013) Mentalization based Treatment. Psychoanalytic Inquiry 33: 595-613. DOI 10.1080/07351690.2013.835170

Bevington, D., Fuggle, P., Cracknell, L. & Fonagy, P. (2017). Adaptive Mentalization-Based Integrative Treatment. A Guide for Teams to Develop Systems of Care. Oxford: Oxford University Press.

Brockmann, J. & Kirsch, H. (2020) Mentalisieren in der Psychotherapie. www.mentalisierung.net.

Cornelius-White, J (2007) Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. https://doi.org/10.3102/003465430298563

Csibra, G. u. Gergely G. (2009) Natural pedagogy. Trend in Cognitive Sciences 13: 148-153.

Den Brok, P. (2001). Teaching and student outcomes: A study on teachers' thoughts and actions from an interpersonal and a learning activities perspective. Utrecht, The Netherlands: W.C.C.

Diez Grieser, M.T. & Müller, R. (2018) Mentalisieren mit Kindern und Jugendlichen. Stuttgart. Klett-Cotta

Dlugosch, A. & Henter, M. (2020): Mentalisieren auf mehreren Ebenen? Zum Fall einer exemplarischen Maßnahmenkarriere in der Kinder- und Jugendhilfe. In: Gingelmaier, S., & Kirsch, H. (Hrsg.): Praxisbuch mentalisierungsbasierte Pädagogik. Göttingen: Vandenhoeck & Ruprecht, S. 204-218.

Literature II

Evertson C.M.; & Weinstein, C.S. (ed) (2006) Handbook of Classroom Management: Research, Practice, and Contemporary Issues. London, Routledge.

Förstl, H. (Hg.) (2012): Theory of Mind (2. Aufl.). Heidelberg: Springer.

Fonagy, P. 2018 Eingeschränkte Mentalisierung: eine bedeutende Barriere für das Lernen. In: S. Gingelmaier, S. Taubner & A.Ramberg (Hrsg) Handbuch mentalisierungsbasierte Pädagogik, Göttingen, Vandenhoeck & Ruprecht. S. 9-13

Fonagy, P., Allison, E. (2014) The Role of Mentalizing and Epistemic Trust in the Therapeutic Relationship. In: Psychotherapy 51/3:372-380.

Gerspach, M. (2020) Epistemologische Anmerkungen zur Bedeutung der Mentalisierung für die Pädagogik. In: S. Gingelmaier, H.Kirsch (Hrsg) Praxisbuch mentalisierungsbasierte Pädagogik, Göttingen, Vandenhoeck & Ruprecht. S. 9-18.

Gingelmaier, S. 2016 Schwierige Beziehungsdynamiken mentalisieren. Familienberatung als Frühförderung eines Jungen, der auffälliges Verhalten zeigt. Sonderpädagogische Förderung heute. 02: 203-216.

Gingelmaier, S (2020) Beziehungsdynamiken eines Familiensystems mentalisieren. Pädagogische Frühförderung als Paarberatung. In S. Gingelmaier & H. Kirsch (Hrsg.) Praxisband Mentalisierungsbasierte Pädagogik (S. 234-243). Göttingen: Vandenhoeck & Ruprecht.

Literature III

Gingelmaier, S. (2022) Psychosoziale Inklusion. In: H. Kirsch, T. Nolte & S. Gingelmaier (Hrsg) Soziales Lernen, Beziehung und Mentalisieren, Göttingen, V+ R

Gingelmaier, S. (2018) Die Bedeutung des Mentalisierens für das Beratungsformat Supervision am Beispiel von Schulen. In: S. Gingelmaier, S. Taubner & A.Ramberg (Hrsg) Handbuch mentalisierungsbasierte Pädagogik, Göttingen, Vandenhoeck & Ruprecht. S. 9-13

Gingelmaier, S. & Kirsch, H. (2020) Muss Strafe sein? In S. Gingelmaier & H. Kirsch 8Hrsg) Praxisbuch mentalisierugnsbasierte Pädagogik, Göttingen, V+ R

Gingelmaier, S., Kirsch, H.; Nolte, T.; Link, P., Turner A.; Schwarzer N. (2022) Mentalisierungsfähigkeit. Eine schützende und förderbare Ressource für das schulische Setting. Reportpsychologie 47.September 2022. S. 6-9.

Gingelmaier, S.; Taubner,S. & Ramberg A. (Hrsg) (2018) Handbuch mentalisierungsbasierte Pädagogik, Göttingen, Vandenhoeck & Ruprecht.

Hillenbrand, C. (2006) Einführung in die Pädagogik bei Verhaltensstörungen. Stuttgart. UTB. 3. Auflage

Literature IV

Kautter H. (2003) Schule und Emotion. Heidelberg. Winter Verlag Edition S.

Klusmann, U. & Richter, D. (2014) Beanspruchungserleben von Lehrkräften und Schülerleistung. Eine Analyse des IQB-Ländervergleichs in der Primarstufe. Zeitschrift für Pädagogik 60 (2014) 2, S. 202-224.

Klusmann, U.; Kunter, M.; Trautwein U. & Baumert,J. (2006) Lehrerbelastung und Unterrichtsqualität aus der Perspektive von Lehrenden und Lernenden. Zschr. Für Pädagogische Psychologie. https://doi.org/10.1024/1010-0652.20.3.161

Nolte, T. & Fonagy P. 2017 Zur Rolle von epistemischem Vertrauen . Wie lassen sich mentlaisierugnsfördernde Ssoziale Systeme schaffen . In: S. Kotte, S. (Hrsg) Taubner. Mentalisieren in Organisationen. Heidelberg. Springer.

Ramberg A.; & Nolte, T. (2020) Einführung in das Konzept der Mentalisierung. In: S. Gingelmaier & H. Kirsch (Hrsg.) Praxisbuch mentalisierungsbasierte Pädagogik. Göttingen. Vandenhoeck & Ruprecht.

Rothland, M. (2012) Beruf: Lehrer/Lehrerin – Arbeitsplatz: Schule Charakteristika der Arbeitstätigkeit und Bedingungen der Berufssituation. In. M. Rothland (Hrsg.) Belastung und Beanspruchung im Lehrerberuf. Heidelberg. Springer. S. 21-39.

Literature V

Schwarzer, N.H. (2019) Mentalisieren als schützende Ressource. Eine Studie zur gesundheitserhaltenden Funktion der Mentalisierungsfähigkeit. Heidelberg. Springer.

Sperber, D. ; Clement, F.; Heintz, C. et al. (2010) Epistemic Vigilance. Mind & Langauge 25: 359-393.

Spilt, J.L., Koomen, H.M.Y. Thijs J.T. 2011 Teacher Wellbeing: The Importance of Teacher–Student Relationships. Educational Psychology Review. 23: 457–477.

Strauß, B. & Schauenburg, H. (2016) Bindung in Psychologie und Medizin. Grundlagen, Klinik und Forschung - Ein Handbuch. Stuttgart. Kohlhammer.

Tomasello, M. 2006 Die kulturelle Entwicklung des menschlichen Denkens.Zur Evolution der Kognition. Frankfurt/M. Suhrkamp

Tomasello, M. (2014): Eine Naturgeschichte des menschlichen Denkens. Berlin: Suhrkamp.

Unterbrink, T.; Zimmermann, L., Pfeifer, R., Wirsching, M.; Brähler, E. & Bauer (2008) Parameters influencing health variables in a sample of 949 German teachers. Intern. Archives of Occupationals and Environmental Health. 82:117-23. DOI:10.1007/s00420-008-0336-y

Wubbels, T. Brekelmans, M. Den Brok, P. & Van Tartwijk, J. (2006) An Interpersonal Perspective on Classroom Management in Secondary Classrooms in the Netherlands. In: C.M. Evertson & C.S. Weinstein (ed.) Handbook of Classroom Management. Research, Practice, and Contemporary Issues. https://doi.org/10.4324/9780203874783

Zemke, B. (2020) Seminar Mentalisieren in der Psychotherapie. Brockmann, J. Kirsch H. Mentalisieren in der Psychotherapie www.mentalisierung.net