



International further training  
for school and kindergarten doctors

# The therapeutic tools of Waldorf education for children's distress and parents' worries

26–29 October 2024

In collaboration with the  
Association of Anthroposophic Physicians  
in Germany/GAÄD

*It was in ancient times,  
That there lived in the souls of initiates  
Powerfully the thought that  
By nature every human being is sick.  
And education was seen  
As a healing process,  
Which, as they matured  
Gave children the health  
To be complete human beings in life.*

*Rudolf Steiner in the first Newsletter for Physicians, 11 March 1924*

Dear Colleagues,

One hundred years ago, Rudolf Steiner with his *Special Needs Education Course* gave us a new perspective on children who follow a special, sometimes difficult or simply slower developmental path. In this course, he emphasises how crucially important it is to be familiar with the archetype of healthy development and the education based on it, and to learn to see the so-called divergences as a basic disposition in *every* person. Against this background, we would like to dedicate our upcoming advanced training conference to the characteristic features in the development of children today and to the worries of parents and carers, as well as to the healing potential of Waldorf education.

Digitalisation and virtualisation are enriching our lifeworlds and at the same time presenting us, and children and young people in particular, with enormous new challenges in terms of perception processing, learning, self-regulation, sleeping, waking, social behaviour and much else besides.

We are living in a highly dynamic turning point in time. Imagining the world in 10 years' time is overwhelming and unsettling. Not only the new media world, but also wars, pandemic planning, economic uncertainty and concern about the earth and climate occupy our minds and move our souls.

Alongside central inspirations from the *Special Needs Education Course* and the constitutional types described there, the conference will focus on restless children in a restless world, language and perceptual development, as well as the possibilities of good inclusive support and encouragement in our Waldorf schools in line with current conditions. Additionally, we also want to exchange views on current issues in school medicine and explore the question of what we can contribute to educational and therapeutic community building in our schools.

Looking forward to meeting and working with you, the preparatory group sends its warmest regards,

*Michaela Glöckler, Johannes Kux, Ulrike Lorenz, Claudia McKeen, Karin Michael, Bettina Pump and Martina Schmidt*

## Saturday, 26 Oct

08.45–09.00

### Welcome

09.00–10.15

### Lecture

100 years of the *Special Needs Education Course*  
– the constitutional types  
*Jan Göschel*

10.15–10.45

### Discussion on the lecture in plenum

### 10.45–11.30 Coffee break

11.30–12.15

### Textual work

The constitutional types in the Special Needs  
Education Course  
*Renate Karutz, Ulrike Lorenz, Bettina Pump*

12.15–13.15

### Workshops A

The constitutional types and  
restless children  
Eurythmy therapy *Helga Kühl*  
Creative speech *Eva Sonnleitner*

### 13.15–15.15 Lunch break

15.15–16.30

### Workshops B

### 16.30–17.00 Coffee break

17.00–17.45

### Introduction of a media concept

Experience report from the Cologne FWS  
*Renate Karutz*

17.50–18.30

### Singing

*Lena Zipperle*

### 18.30–19.30 Evening break

19.30–21.00

### Plenum

Introduction of participants,  
Discussion of questions brought along  
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### Introduction to the Act of Consecration of Man

*Claudia McKeen*

## Sunday, 27 Oct

08.15–08.45

### Act of Consecration of Man

09.00–10.15

### Lecture

Restless children in a restless world and ADHD-  
related symptoms  
*Silke Schwarz*

10.15–10.45

### Discussion on the lecture in small groups

### 10.45–11.30 Coffee break

11.30–12.15

### Textual work

The constitutional types in the Special Needs  
Education Course  
*Renate Karutz, Ulrike Lorenz, Bettina Pump*

12.15–13.15

### Workshops A

The constitutional types and  
restless children  
Eurythmy therapy *Helga Kühl*  
Creative speech *Eva Sonnleitner*

### 13.15–15.15 Lunch break

15.15–16.30

### Workshops B

### 16.30–17.00 Coffee break

17.00–17.45

### Case presentation

*Ulrike Lorenz*

17.50–18.30

### Singing

*Lena Zipperle*

### 18.30–19.30 Evening break

19.30–21.00

### Plenum

Deepening topics, with keynote presentation  
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### On meditation for school doctors

*Michaela Glöckler, Silke Schwarz and  
Karin Michael*

## Monday, 28 Oct

08.15–08.45

### Act of Consecration of Man

09.00–10.15

#### Lecture

Auditory perception processing and language development disorders

*Karin Michael*

10.15–10.45

### Discussion on the lecture in small groups

### 10.45–11.30 Coffee break

11.30–12.15

#### Textual work

The constitutional types in the Special Needs Education Course

*Renate Karutz, Ulrike Lorenz, Bettina Pump*

12.15–13.15

#### Workshops A

The constitutional types and restless children

Eurythmy therapy *Helga Kühl*

Creative speech *Eva Sonnleitner*

### 13.15–15.15 Lunch break

15.15–16.30

#### Workshops B

### 16.30–17.00 Coffee break

17.00–18.30

#### Lecture with discussion

Collaboration between multiprofessional teams at Waldorf schools

*Martina Schmidt*

### 18.30–19.30 Evening break

19.30–21.00

#### Plenum

Deepening topics, with keynote presentation

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#### The subsidiary exercises

Michaela Glöckler, Silke Schwarz and

Karin Michael

## Tuesday, 29 Oct

08.15–08.45

### Act of Consecration of Man

09.00–10.15

#### Lecture

Inclusive Waldorf school – from an idea to lived reality. Fundamentals and experiences

*Johannes Kux*

10.15–10.45

### Discussion on the lecture in small groups

### 10.45–11.30 Coffee break

11.30–13.00

Questions and discussion in plenum, review and outlook

*\*Subject to change\**

1. **Eurythmy Therapy (DE)**  
*Helga Kühl*
2. **Creative speech (DE)**  
*Eva Sonnleitner*

3. **School difficulties in lower school and child observation (DE)**  
This working group will focus on the perception of the child at school enrolment, in year 2 observation, or during class visits. In addition, school readiness, perceptual processing, attentiveness, language skills, but also developmental disorders or obstacles will be discussed. See module 5 of the medical-educational and school medical advanced training programme. Accordingly, the participation of all educational and therapeutic professional groups is sought in this working group.  
*Karin Michael*
4. **Inclusion at Waldorf schools – how can it succeed? (DE)**  
Work on important prerequisites, specific areas of responsibility for school doctors, therapeutic issues, exchange of personal experiences.  
*Johannes Kux*
5. **Causes of ADHD-related symptoms in children and approaches to solutions (DE)**  
The occurrence of ADHD-related symptoms in children is very closely linked to the environment in which they find themselves. Adapting to the respective living environment can be a major challenge. Be it in the family, nursery/daycare, school or other contexts, unsuccessful adaptation can affect children's behaviour and lead to considerable abnormalities and stress in the surroundings. We will look at the causes of ADHD-related symptoms at the different ages and in the different life situations. Changes and transitions in particular, such as starting school, can be accompanied preventively through the doctor's perception and advice. For it is very important, especially with these symptoms, to work with parents and carers to find the right care and support for the next stage of the child's development.  
*Martina Schmid*
6. **"Fundamentals of the kindergarten and school doctor's work" (DE)**  
This workshop is primarily aimed at new Waldorf school doctors in order to gain confidence in dealing with therapists, teachers and pupils and to outline the broad spectrum of possibilities in this profession. Plenty of space will also be provided for questions that have already arisen from beginning to work in schools.  
*Wolfgang Kersten*
7. **The therapeutic spectrum of Waldorf education and the basic conditions of a healthy school organism (DE/EN)**  
With the founding of Waldorf and special needs education, Rudolf Steiner created the conditions for all children to be able to experience their aptitudes and possibilities in accordance with their development towards health and fitness for life. We intend to look at these conditions with regard to the school environment and the educational and therapeutic tools required in this respect for daily practice, and discuss what we can contribute to success from a medical perspective.  
*Michaela Glöckler*

## Workshops B

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**8. Aspects arising from our understanding of the human being regarding relationship education (including sex education) and its methodology in Waldorf schools. (DE)**

Experiences from practice.

*Barbara Zaar, Christian Breme*

**9. Anxiety, depression, school refusal and bullying (DE)**

These problems affect all age groups in various forms. What are the causes, what can we do and how can we recognise the distress of children and young people at an early stage?

*Claudia McKeen*

**10. Deepening exchange on children's constitution on the basis of the different accounts by Rudolf Steiner in the Special Needs Education Course and in school conferences (DE)**

As a supplement to the textual work in the morning, we intend to work through the differences and similarities between the constitutional types in special needs education (hysterical, epileptic, sulphur-rich, low sulphur/iron-rich, weak in the senses, maniacal) in comparison to the types of schoolchildren (large-headed, small-headed, cosmic, earthly, rich in imagination, poor in imagination).

Literature for preparation:

*Education for Special Needs* CW 317, fourth, fifth and sixth lecture

*Education for Adolescents* CW 302, lecture of 13 June 1921 and conference of 6 February 1923

*Renate Karutz, Ulrike Lorenz, Bettina Pump*

## Translation

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Alongside the English translation being provided, we are happy to organise additional simultaneous interpretation as required for other languages. We hope you will understand that this is only financially viable for us if there are fifteen or more participants, i.e. if there are fewer registrations from a language area we would kindly ask you to organise to bring your own translator with you whom we will, of course, offer a conference ticket free of charge. In such an event please inform the conference organisers in the Medical Section by email ([conferences@medsektion-goetheanum.ch](mailto:conferences@medsektion-goetheanum.ch)) by no later than **8 October 2024**.

## Certification

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This conference is part of the certified further training to become a school and kindergarten doctor. GAÄD and VAOAS certificates with accreditation points will be available at the conference.

## Conference rates

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### Conference rate

(incl. all lunches, evening meals can be booked separately online as required)

Support price *CHF 500*

Normal price *CHF 395*

Concessionary price *CHF 275*

Link for online registration: <https://tickets.goetheanum.ch/4SAE>