

# MARTEMEO *magazine*

Professional Journal of the Marte Meo Method

- **MAGAZINE SPECIAL: The Marte Meo Elderly Care Programme - Maria Aarts, Lone Bakke, Birgit Ulma**
- **Marte Meo: en veilednings- og behandlingsmetode (Part I) – Reidun Hafstad & Haldor Øvreeide**
- **Checklist: 'Marte Meo School Programme' (Part I) – Josje Aarts**

April 2005 | 2, Vol. 31



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## **in the next issue of the Marte Meo Magazine:**

(available August 2005 – Mentioned articles with reservation)

Checklist: Marte Meo School Programme (Part II) – (**Josje Aarts**); Marte Meo: en veilednings- og behandlingsmetode (Part II) – (**Reidun Hafstad & Haldor Øvreeide**); Marte Meo Method (**Petra Gsell**); Frühe Erziehungsberatung (**Christian Hawellek, Walburga Rolfes**); Die Chancen der Marte Meo-Methode bei der Vermittlung von Kindern in Pflegefamilien (**Christoph Elling**); Marte Meo in der Jugendhilfe (**Elfi Bär & Bernd Stade**); Long Distance Supervision (start-up of a serial by **Maria Aarts**). And further: A Portrait of...; New Certificate Holders; Short News; Information about Courses & Presentations, etc.

...from Maria Aarts' Editors Desk

## a Lot to Tell you since *Magazine no. 1*...

The first edition of the MARTE MEO MAGAZINE was heartily welcomed by several hundreds of professionals in the field. Readers recognised in the concept and the articles of the new MAGAZINE the Marte Meo atmosphere as the authentic element of Marte Meo, which they got familiar with. That was one of the goals. Another aim of the MAGAZINE concerns the being of an own accessible platform for Marte Meo professionals to publish about their thoughts and activities, new applications, stories from the work floor and the like. The first MAGAZINE turned out to fulfil this point as well. Readers were enthusiastic and triggered about the information and instantly several new authors presented their material and ideas to me. As you see, that is why we had to postpone some promised articles of "in the next issue..." and again this actual issue of the MAGAZINE is crammed with information and bits of Marte Meo news. So, since no. 1 there is already a lot to tell.

But this issue also has a *very special core: Elderly Care*. After working for about 10 years in this direction of the care, elderly care became at first gradually but now quickly growing, a very important part of the Marte Meo method. In my article I give you an overview how I got into it and I mention briefly a number of projects and applications. Ingeborg Kristensen from Jutland (Denmark) organises courses and other events for the health care. We thought it a nice idea to let you know what 12 elderly care-trainees of the Holstebro/Ringkjøbing region has to say about the Marte Meo method / information on elderly care. After that Birgit Ulma presents her experiences with her first steps on the path of elderly care, how it amazingly works and gives quick but permanent results, and how her colleagues of the social work context reacts to the Marte Meo Elderly Care Method. (Her article is in German language, but directly after that followed by an English translation.) Lone Bakke put her story of her developments within the Marte Meo elderly care in Denmark on paper in a substantial article. Which article closes this issue's *special part about elderly care*.

**Reidun Hafstad and Haldor Øvreeide**, in this sequence, are the first Marte Meo certificates ever. Reidun's certificate number shows: *number 1*, and Haldor's: *number 2*! Since our first contact in Maastricht in 1988 so much happened, so much was developed, we thought and talked about so many Marte Meo subjects, that I think we covered almost every angle of the Method. A warm and lasting friendship came of that. Part I of their previously in the "Tidsskrift for Norsk Psykologforening" published article makes much of this clear to you (if you are a reader of Norwegian). And in "A Portrait of..." they introduce themselves to you. And of course, these numbers 1 and 2 belong on the cover of this issue of the MAGAZINE.

My sister **Josje Aarts** enters upon another actual Marte Meo direction: the School Programme. Part 1 of the checklist developed by her is published here. In the next issue she will enlarge the checklist with more penetrating explanations. She works on a publication in the serial "Six Information Sessions..." (book & DVD). Her articles give you the opportunity to have a first glance in her material.

And then, the first **Marte Meo ReVision Days** became memorable history already. Copenhagen and Stockholm were the first cities, **Oslo** will follow at the **1st of June** (see web site, [www.martemeo.com](http://www.martemeo.com), for information and registering). How did participants experience that day? I give you their evaluation quotation in this issue. **Josje and I** also supply you with an outline of the main topics of the day. The participants and we were so surprised what a load of information, clips, tips and news could be transmitted in such a good spirit in only one day...!

**Maria Aarts**,  
Director of Marte Meo International  
April 2005, Harderwijk

# Marte Meo Programme for the Elderly Care

**Maria Aarts**, Director Marte Meo International, Harderwijk

In this *MARTE MEO MAGAZINE* you will read about some examples of the use of the Marte Meo Elderly Care Programme (see hereafter the articles by Lone Bakke, Birgit Ulma and myself).

About ten years ago Pia Svensson from Skövde (Sweden) asked me to look into a film with an elderly person. I was not too keen on that, but she believed Marte Meo might be of use in that field too. So, I looked at the film and immediately saw which kind of Marte Meo basic information we could use. Like it mostly happened with my other Marte Meo programmes the outcome was, that I started to supervise professionals who work in the elderly care in several countries, such as Denmark, Norway, Switzerland, Germany and The Netherlands. During each new supervision session and by means of the input of the trainees, I step by step discovered the main orientation points that should be utilised in the Marte Meo training programme for the elderly.

Since five years I run now bigger and more substantial Marte Meo elderly care training programmes of which I like to make you acquainted with in this *MAGAZINE*. I will give you some examples of Marte Meo Projects of different levels within the elderly care.

## **ELDERLY CARE IN THE REGIONS OF HOLSTEBRO & RINGKJØBING**

One example is the evaluation of the 6-day course I taught in Holstebro (Jutland, Denmark). In Holstebro I co-operated the last four years with Ingeborg Kristensen. She organises courses and revision days for the professionals working in the elderly care in the whole region of Holstebro and Ringkjøbing (Jutland, Denmark). From the reactions of the professionals on the work floor, who got trained once a month, you can read what their experiences have been while using the Marte Meo Programme on their own work floor and how much they were able to learn in such a short period. (See the article in this *MAGAZINE*: ‘Elderly Care Training Course in Holstebro’, by Maria Aarts).

After the initial six days course a selected group carry on with a training to become a Marte Meo Colleague Trainer, which takes those students twelve days of extra training.

## **BIRGIT ULMA’S FIRST EXPERIENCES IN ELDERLY CARE**

Another example of new activities on behalf of the Marte Meo Elderly Care Programme is that of a supervisor in training at this moment: Birgit Ulma, Germany. I am amazed how quick she learned guiding processes in dealing with elderly people who have dementia. She is a natural talent! (See her article in this *MAGAZINE*: ‘Marte Meo in the Elderly Care: First Experiences’, Birgit Ulma; also printed in German: “Marte Meo in der Altenarbeit: erste Erfahrungen”).

## **LONE BAKKE: MARTE MEO ELDERLY CARE IN AN ORIGINAL WAY**

Lone Bakke I know already for a very, very long time. I trained her as Marte Meo Therapist, Supervisor and in the end as Licensed Supervisor. I supervised projects in Ribe (Denmark) in the field of healthcare. I followed her start and process in working with the Marte Meo Programme within in the elderly care. She describes her own experiences in a very original way. Lone phones me now and then telling me the most exiting stories about things for which she finds most original solutions. Lone and her activities are a good example of the Marte Meo slogan/meaning ‘*On One’s Own Strength*’. For instance by the way of combining the programme with your own talent, wisdom, professional/life experience, education and culture.

**IRELAND & AUSTRIA (MARTE MEO GERO-PSYCHIATRISCHE STATION) & SWITZERLAND**

In one of the next MARTE MEO *Magazines* I will present to you the elderly projects in Ireland and Austria together with a very touching story from Switzerland. Ulrike Schulz (from Austria) told me that she started the first Marte Meo “gero-psychiatrische Station” in Austria.

**SIX INFORMATION SESSIONS ON THE MARTE MEO ELDERLY CARE PROGRAMME**

But in this *MAGAZINE* I will give you a first short glance into the rough material of the chapters from my book to come, accompanied by a DVD production. At the moment the work title of the book is:

“SIX INFORMATION SESSIONS ON THE MARTE MEO ELDERLY CARE PROGRAMME.  
*A Manual for Marte Meo supervisors within the Elderly Care*”

My orientation points in training of the professionals within the elderly care field are:

- a. The client's needs are central in the Marte Meo training.
- b. The professional must have developed the professional skills to meet the client's needs.

**A Bird-eye's View at the Book:**

**“Six Information Sessions on the Marte Meo Elderly Care Programme”**

(soon to come by Maria Aarts)

**I like to give you a first glance of the line-up of my next “Six Information Sessions”-project. The first one was a book & DVD/Video about autism: “Marte Meo Programme For Autism. Six Information Sessions On How To Stimulate Social And Emotional Development” (DVD/or Video & Book, ISBN 90-75455-07-0. Ordering: See web site: [www.martemeeo.com](http://www.martemeeo.com)). The next publication will be: “Marte Meo Programme For Elderly Care. Six Information Sessions on how...” (work title). So here is a bird-eye's view of it:**

**INTRODUCTION:**

*In developing the Marte Meo Elderly Care Programme I had a lot of profit from:*

- The information of developmental processes I developed for the Marte Meo basic information package.
- The specific information I developed about autism and children with special needs.
- The Marte Meo developmental dialogue checklist.

**I TRAIN THE PROFESSIONALS IN THE WWW STYLE: “WHEN – WHAT – WHY”**

- WHEN : At the moment that the client smiles.
- WHAT : They can smile back.
- WHY : To make emotional connection.

**THE USE OF VIDEO:**

*Video is a Fantastic Tool for Learning to See More:*

- To see, to hear, to follow, to see opportunities for leading, to enjoy the clients' reactions, to enjoy your own quality...
- Learn to know the client's world. Per day, even per interaction moment it can be different.
- See what works and what not.

### *Reading the Message Behind the Behaviour*

For example, the message behind aggressive behaviour is: I need connection, time and structure. Disconnection wakes up aggression or the client locks her/himself up in her/his own world.

#### **IN THE PROCESS OF THE MARTE MEO PROGRAMME FOR THE ELDERLY CARE I TRAIN PROFESSIONALS IN:**

- Following.
- Leading.
- Taking care for yourself as helper. I pay a lot of attention to train professionals in “keeping alive” as a person in such a demanding job (“Anti-burned out”-technique).

The following and leading should always be in balance. Like in the basic Marte Meo information “following and leading” must be in the same balance as in education of children and developmental dialogues.

#### **FOLLOWING:**

##### *In Building Connection / Togetherness Moments / Communication Skill Training:*

##### *Some of the Elements of Building Connection etc.:*

- Follow initiatives, read signs at different levels: Action, tone, non-verbal and verbal level.
- Give words to the initiatives. – By following the initiatives you learn to know the world of the client. When the client turns his/her head, follow him/her focus and name what he/she is looking at to give him/her one moment of connection to the world based on his/her own initiatives, from his/her inside world. For this part of the training I use the Marte Meo checklist “developmental dialogues”.
- Mirror non-verbal expressions.
- Give words to non-verbal initiatives.
- Use bigger signs and on a shorter distance, together with a low speed.
- Use good tones.
- Use a good face. (This makes such a difference to the client.)
- Look for the client’s reactions. Does the client react on music, touching, persons, animals?
- Take turns. By making more ‘turns’ the contact gets deeper and you as a helper will build more connection.
- Link up the clients.

Practical aspects of these and other elements will be shown on the accompanying DVD/video of the publication.

#### **LEADING:**

##### *Using Positive Leading Skills*

##### *Some of the Elements of Positive Leading:*

- Make a good atmosphere by means of a good face, good tones and good body language.
- Start with a connection moment / contact moment. The rhythm should be: contact moment followed by an action moment. For instance, when the professional feeds the client the rhythm should be: one spoon of love/communication, one spoon of food, one spoon of love/communication, etc.
- Make a clear start.
- The right distance for communication with these elderly is 20 centimetre.

- Looking at the client whether he/she understands you.
- Look if the client is still with you.
- Name the structure and social situation: yes you are in bed, you get up now, I will help you...
- React on the client's initiatives. Use "naming" to help the client to find a starting point: oh, I see you are ... still sleepy, ... not yet awake ...
- Timing: only when the other person is ready, you should start and name your action.
- Name your own action so you are predictable and give the client in this way an opportunity to connect to you and/or to open up co-operation circles.
- Activating co-operation ("I DO – YOU DO"): "I do..." "I will take off your shirt..." "You can do..." "You can hold..."
- Select the right initiatives that connect to your goal.
- The elderly lost the model, so they need detailed guidance. They need detailed guidance like you do with young children. If young children don't know yet the right model you must say: "We go to the bathroom..." "Yes, you can take that toothbrush..." "I turn the water on..." "You can ..."
- Give instruction: One thing at the time. I call this "small sequences": starting and ending each small sequence.
- However, when the child knows the model you can say: "Go ahead, brush your teeth."
- Lead initiatives of the client by means of detailed guidance.
- "Do-s" in stead of "don't-s". When the client makes a mistake, make clear to the client ("telling") what he/she can do in the next action moment and not what the client should not do.
- Use the limited energy of the client in an effective way.
- The client also sometimes needs double instruction: telling and showing!
- Make a clear end.

These elements will be visualised by video clips (DVD), connected to the book.

### **TRAINING IN TAKING CARE FOR YOURSELF AS HELPER**

- I give the professional feedback about the importance of the work they do by showing their natural supportive moments and mention what that means for the client.
- I realise quality improvement for the worker and the department/institution the professional is working in. Many people like to help other persons. But when you work among a not so workable situation and/or warm atmosphere and you can't do much to improve the circumstances, you might get frustrated. So I train the professional to pull down the barrier of frustration as far as possible. And thus train the professional to build a better work situation. I teach the professionals that there are prospects of solutions within reach.
- I train the professionals in charging their own battery. Within the Marte Meo method I use the metaphor (= "parallel", or "liken to the situation") of the "HAP-HAP-moments" \*. When you realised a good support moment, take your time to realise that and "eat" that glorious feeling. Let that gorgeous feeling sink into your belly, enjoy it for a moment, think back about it during the day. Store that created energy in your body. The professional can rely on that positive energy and use it in a next moment of need. The professional in this way possesses a resource at moments that investing of extra energy is needed. That is what I call in the Marte Meo method "HAP – HAP-MOMENTS".

# Elderly Care Training Course in Holstebro (DK)

**Maria Aarts** (ed.) | Director of Marte Meo International, Harderwijk

Since ten years I have been supervising on films about the elderly in Sweden, Norway and Denmark. So it was five years ago that I started to supervise Marte Meo projects concerning the field of the elderly care in countries like Denmark, Ireland, Germany, Switzerland and Austria. In Austria they even set up now the first “Marte Meo Gerontopsychiatrische Station”. I myself am busy to make a film, which also will include an accompanying manual, about the use of the Marte Meo principles in Elderly Care. The publication will be a guideline for Marte Meo supervisors who are involved in training courses in the elderly field. I choose “Six Information Sessions about the Use of the Marte Meo Programme for Elderly with Dementia” as a working title for it. As you notice my/our work of the previous years transforms into interesting new projects in the field of elderly care.

During the last four years I co-operated closely with Ingeborg Kristensen in the field of Elderly Care in Holstebro, right in the middle of Jutland, Denmark. She took up the organisation of several courses and revision days for the professionals working in the whole region of Holstebro and Ringkjøbing. I trained the workers having a job in the elderly care attending those courses.

Training the last Holstebro group (again six times of one day during a period of six months in 2004/2005) I taped every session of this last 6-days course, which tapes I will work out to use in the “Six information sessions” on the subject.

Now that the last of “Holstebro Courses” came to an end I thought it a good idea to publish the reactions from all of the professional participants who attended the six days “Marte Meo training course for professionals in the elderly care in Holstebro”. You will find some repetition in the answers as a whole, but it might be of interest to you to learn what every single member of the training group thought of her education. That is why I give you their reactions unabridged. So on the 15<sup>th</sup> of March 2005, the last course day, they all put their feelings and opinions about the elderly care course on paper, which you can read hereafter.

## SMALL CHANGES CAN MAKE A DIFFERENCE

*Susanne Pedersen – Nurse*

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- It has been a very interesting and inspiring course.
- It is amazing how just small changes in the interaction with the client can change the whole situation.
- After the six times I am able to see more and more things, when I see a video.
- During the teaching the same things have been repeated and in this way it was possible to see the patterns in the Marte Meo as there are for instance the 3W's:  
WHEN > WHAT > WHY.
- Maria, you are a very good and inspiring teacher with a very nice personality.
- The *very* good thing with Marte Meo is that you *always* focus on the positive things.
- I see a lot of possibilities of using Marte Meo in my job with old demented people and I look forward to get more experience.

### THE POWER OF VIDEO

*Bodil Mouritzen* – Occupational therapist

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- I can see the possibilities when I am using video.
- Analysing is important.
- Being behind the camera is quite different from seeing the results on the TV screen; you see afterwards a lot of different interesting moments.
- I have learned some important things, like:
  - to see the positive angle,
  - to follow initiatives,
  - to name what is done,
  - to confirm actions,
  - to give time,
  - to give a detailed instruction,
  - to give a good face,
  - contact moment > action moment
  - WHEN > WHAT > WHY
- And I want to learn how to train colleagues.
- It's been a "HAP – HAP – COURSE".

(Reference is made to my principle: "swallow" happily your successes and store them within your belly to feed yourself with; mostly I mime frantic and enthusiastic bites along my saying. *Maria Aarts, ed.*).

### MARTE MEO SAVES TIME

*Dorthe Hvisthule* – Nurse; District leader

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- The Marte Meo principles take no extra time. I have learned about the principles:
  - Take your time to do it.
  - 3W's: WHEN > WHAT > WHY
  - Confirming
  - Video gives you opportunities for learning
  - Contact moment > Action moment
  - Eye contact
  - Detailed guidance
  - Double instruction
  - Positive leading
  - Building togetherness.
- Maria, you give a lot of inspiration with your naturally personality.
- I have improved my English language.
- I have seen a lot of exiting video clips.

### MARTE MEO: A GOOD WORKING TOOL

*Synnøve Søndersholm* – Elderly care

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- MM is a good working tool / method which gives the staff good possibilities:
  - to develop quality in their work
  - to develop more joy of working
  - to develop better contact to their 'patients'
  - to see the 'patients' needs
  - to get less aggressive 'patients'.

- It is a method where you work with practical tools and that is always what the staff wishes and asks for.
- It opened my eyes to see how easy it is to say things in a positive way like Maria showed us during the course. I learned during the course how much that means to the staff.

### **MORE TIME**

*Trine Kjægaard Bjerg* – Social & Health assistant (nursing home)

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- I started to spend more time when I am with a residence. To start with more time, I found out in the end I used the same or less time and it was a better experience for the residence and for me.
- To look at the video. I found out how much I missed, and how many sorts of information video can give.
- Remember to give a good face has given me a lot of positive reactions from colleagues and residences.
- To be aware about action and contact moments results in a better co-operation.
- Thank you Maria, it has been inspiring and learning.

### **WHAT THE COURSE MADE ME THINK ABOUT**

*Lissi Thuen* – Nurse

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- How important it is to look at the things that went well.
- That quality in care is about quality of the “small” things in the daily care and communication.
- How you can profit from looking at the small signs / observing carefully.
- The importance of being present, focussing on the patient, giving them the feeling of success and togetherness.
- That you can practice Marte Meo principles in all kind of situations just by using the thoughts behind Marte Meo Method. It does not cost anything. On the contrary, if you are lucky you save energy.

It has been very inspiring!

### **GIVING THEM A BETTER DAY**

*Gitte Jensen* – Pedagogue

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- It was very inspiring.
- It gave me a tool to give the kind of people I work with a better day.
- After this I need to learn more to be better to it and give my colleagues the same opportunity to learn and use it.
- Maria, you are a very special person.

### **POSITIVE FEEDBACK**

*Dorthe Dør Sørensen* – Nurse

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This course has given me a lot of positive feedback in my work with the elderly. It has been positive to see several films from other countries and from Denmark as well. I learned that there is not a situation that is (too) difficult, but to use it as an opportunity and to see the situation from a different angle. In the institution where I work, Lindegarden, we worked with Marte Meo and we spend a lot of time practising it; this gave us a lot of positive feedback and helped us in our work.

Every time I have left your course I am filled with energy and was looking forward to work with the elderly and give my colleague some lessons in what I learned at the course. I learned to give the elderly more time; in this way you give the elderly so much more joy and also it works out well for yourself, like “HAP – HAP”. And finely I hope that when I am getting older and I have to be in an institution that they use Marte Meo there. I myself will give Marte Meo more space and time in my work. So thank you for a good course. “Always look on the bright sight of life” (this song reminded me of your course).

### **LEARNING BY OBSERVING**

*Lisa Knudsen – Nurse*

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- Interesting to see video’s from other places, especially about the elderly / old people.
- I think that the principles of Marte Meo are very useful, and I have become more aware of those in my own nursing. And when I work with my colleagues I can’t help observing them, and think of Marte Meo.
- It has been very good to hear your comments on the video clips; I learn very much from that.
- You have a good, exciting and inspiring way of teaching.

### **PRACTICAL AND USEFUL**

*Lisbeth Hedegaard Nielsen – Nurse*

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- It was a very exciting course, in a very practical and useful way.
- The Marte Meo elements were very useful, such as:
  - positive leading
  - following initiatives
  - WHEN > WHAT > WHY – the 3W’s System
  - Confirming
  - Contact moments – Action moments.
- I have written down these elements / words, but it would have been nice if we could have that information from you on paper from the beginning. As a kind of “Marte Meo dictionary” from the start, for the elderly care.

### **CO-OPERATION**

*Kirstine Plesner – Health nurse*

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- Everyday I meet residences who do not co-operate, because the helpers do not understand their signs. Because of that they get a lot of negative contacts instead of a lot of necessarily good moments and smiles.
- I needed tools to break this circle, to get some joy in the residence lives and to bring back the joy of working for some of the workers.
- I have learned that when I give the residences time to express their needs, when I started to see their signs, everything went easier and the residences don’t get so many negative contact moments.
- It gives me as well as the residences a feeling of victory when we together succeed in co-operation. They like it!
- I have now learned how to read their signs, how to react on their initiatives, how to lead them in a positive way.
- And I am surprised at how much it means to everybody!
- I am looking forward to practice it more and more during my daily work and being able to teach the other workers how they can use Marte Meo too.

Maria, you are a very good teacher, full of inspiration, thank you!

## A GOOD MOOD GIVES OPPORTUNITIES TO MAKE CHANGES WITH A SMILE

*Helle Risbjerg Jensen* – Districts Leader

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- The video clips show very clear:
  - what is good
  - what works out well
  - where should we do it different.
- It is important to make a good mood both for the elderly and the helper.
- A good mood gives opportunities to make changes with a smile.
- Important is to give a good face, give detailed instruction, give leading, give contact.

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**SHORT NEWS** | MARTE MEO PROJECT, DUBLIN, IS HOSTING A

### **10 year Celebratory Conference**

Date: Thursday 13<sup>th</sup> October 2005  
Venue: Great Southern Hotel, Dublin Airport  
Time: 9.00 am - 4.30 pm

**Conference Aim:**

This conference is a celebration of the development of *Marte Meo* over a decade. There will be one plenary session and ten *Marte Meo* workshops to choose from. Workshops will demonstrate the application of the *Marte Meo* method in Ireland in the following areas:

- Family Work with Children with Autism
- School Situations with Children with Autism
- Foster Care
- Domestic and Inter-country Adoption
- Children and Adults with Intellectual Disability
- Family Work - Early Intervention with vulnerable families
- Services for People with acquired disability
- Child Psychiatry
- Preschool / Play-school Settings
- After School / Neighborhood Youth Project

Maria Aarts will give the plenary session and each person will have the opportunity to attend two workshops of their choice. Conference will be in English. The hotel is on the grounds of Dublin Airport for easy accessibility. I will make enquiries about the cost of accommodation and will forward it to you.

Details of Conference cost will be in the brochure, which will follow in June 2005

Tel. 00 353 1 8601648; Fax 00 353 1 8601674; E-mail: [martemeeo@eircom.net](mailto:martemeeo@eircom.net).

**Marte Meo Project, 17, Middle Mountjoy Street, Dublin 7, Ireland**

(MAGAZINE keep you informed on: [www.martemeeo.com](http://www.martemeeo.com) > Short News)

# Marte Meo in der Altenarbeit: erste Erfahrungen

**Birgit Ulma**, Marte Meo Supervisor in Training, Oldenburg

## Englische Übersetzung / English Translation

Nachgehend an diesem Artikel finden Sie in diesem *MAGAZINE* auch eine englische Übersetzung abgedruckt. / In the following article in this *MAGAZINE* the English version is published.

**Seit Juli 2004 begleite ich im Rahmen meiner Ausbildung zur Marte Meo Supervisor in Training bei Maria Aarts MitarbeiterInnen einer Altenpflegeeinrichtung in Ostfriesland mit Marte Meo. Aufgrund meiner langjährigen Tätigkeit als Sozialarbeiterin in einem soziotherapeutischen Langzeitwohnheim für chronisch Suchtkranke, habe ich Erfahrung in der Begleitung und Betreuung von Menschen mit hirnorganischen Beeinträchtigungen. Diese Vorerfahrung ermöglichte mir einen schnellen Zugang zu den altersdementen Menschen als auch den MitarbeiterInnen mit ihrem anspruchsvollen Arbeitsalltag.**

## ERFAHRUNGEN AUS DEN SUPERVISIONEN

In den Supervisionen bei Maria lernte ich, dass die Marte Meo Informationen, die für Kinder hilfreich sind, um sich bestmöglich entwickeln zu können, ebenso altersdementen Menschen helfen können, ihr Leben noch bestmöglich zu leben. Häufig fühlen sich alte verwirrte Menschen überfordert, haben Modelle von Handlungsabläufen verloren und reagieren aufgrund dessen u.U. aggressiv, mit Widerständen oder Rückzug in die innere Welt und Isolation.

Maria vermittelte mir, dass alte Menschen viel Struktur, Leitung und die Erfahrung „gehört zu werden“ benötigen, um ein, ihren Umständen entsprechendes, gutes Leben führen zu können. Sie zeigte mir anhand von Beispielen, wie man die Elemente einer unterstützenden Kommunikation, wie positives Leiten, Atmosphäre einbringen usw. in die praktische Arbeit einbringen kann. Anfangs benötigte ich Unterstützung bei der Durchführung von Videointeraktionsanalysen: Zu sehen, was die alte Person zeigt was sie nicht mehr kann, wo sie Hilfe benötigt, und zu sehen, was die betreuende Person schon unterstützend tut und was sie noch entwickeln könnte; sowie die entsprechenden Bilder mit den entsprechenden Marte Meo Informationen zu verbinden und umgekehrt.

Dies erfordert nach wie vor viel Übung!

Bei der Supervision meiner Review Gespräche profitiere ich selber sehr von Marte Meo: Die Bilder zeigen mir mein persönliches Potential, eröffnen mir neue Entwicklungsräume und ich sehe, wie viel Freude mir die Arbeit mit Marte Meo machen kann.

## AKTUELLE PRAXISERFAHRUNGEN

Derzeit begleite ich vier Mitarbeiterinnen mit Marte Meo. Gefilmt werden Situationen wie Nahrungsanreicherung, angeleitete Gruppenaktivitäten (Begleitender Sozialer Dienst) und themenbezogene Gesprächssituationen (Pflegevisite).

Zu Beginn waren für die Mitarbeiterinnen die Kamera und das Betrachten der eigenen Person im Film ungewohnt und es kostete Überwindung, wurde aber recht schnell selbstverständlicher. Für die alten Menschen, die beteiligt sind, war die Kamera meist kein Problem, weckte eher die Neugierde und sorgte für manch humorvolle Momente.

Schon nach dem ersten Review Gesprächen meldeten die Mitarbeiterinnen zurück, wie hilfreich die Bilder sind, um das eigene Tun zu reflektieren und individuelle Unterstützungsangebote für die alten Menschen entwickeln zu können.

**Beispiel:**

So zeigte sich bei einer Mitarbeiterin, dass sie während einer angeleiteten Aktion (Kuchenbacken) der beteiligten altersdementen Dame viele Fragen stellte: „Sollen wir Anfangen?“ ... „Meinen Sie der Teig ist jetzt gut?“ ...

Die Mitarbeiterin wollte, dass sich die alte Dame als Gegenüber ernst genommen fühlte und möglichst eigenständig handeln sollte. Für die alte Dame war dies aber eine Überforderung. Die Filmsequenz verdeutlichte, dass sie die Handlungsmodelle wie man Kuchen backt oder einen Mixer bedient, verloren hatte. Von daher war es nötig, die alte Dame in der Form zu unterstützen, indem all das benannt wird, was sie Schritt für Schritt (the Marte Meo „Step by Step“-principle) tun kann: „So, jetzt beginnen wir mit dem Kuchenbacken.“ ... „Den Mixer auf die erste Stufe einstellen.“ ... usw.

Die Umsetzung der Marte Meo Information „Benennen statt Fragen“ führte dazu, dass die alte Dame durch die Aktion geleitet wurde, entspannt mitmachen konnte und mit einem Erfolgserlebnis abschließen konnte.

Marte Meo Informationen können die Kooperationsbereitschaft der alten Menschen erhöhen und auf diese Weise die Pflegetätigkeiten der Mitarbeiterinnen erleichtern und ggf. auch beschleunigen, sowie die Lebensqualität der alten Menschen und die Arbeitsfreude der MitarbeiterInnen erhöhen.

**TRAINIEREN ZU „LESEN“**

Mit Marte Meo geht der Blick zu dem alten Menschen, zeigt ihn in seiner Einzigartigkeit. Wir trainieren, gemeinsam zu „lesen“, wo der alte Mensch ist, und ihn dort abzuholen; das ist die Basis dafür, dass die alten Menschen und die betreuenden Personen den gemeinsamen Alltag bewältigen und genießen können.

Als Zwischenbilanz kann gesagt werden, dass die Mitarbeiterinnen die Begleitung mit der Marte Meo Methode sehr schätzen und von den Bildern und Informationen profitieren: „Ich wusste gar nicht, dass ich das so gut mache und welche Wirkung mein Verhalten hat.“ (Rückmeldung einer Altenpflegerin).

**AUSBLICK:**

Geplant ist, dass noch weitere MitarbeiterInnen der Einrichtung mit Marte Meo begleitet werden. Parallel dazu hat bereits ein erster Basiskurs, an dem drei MitarbeiterInnen aus der genannten Einrichtung und drei weitere MitarbeiterInnen aus einer Nachbareinrichtung teilnehmen, begonnen.

Am 9. Mai 2005 findet ein Informationstag mit Maria zu dem Thema „Marte Meo: Videogestützte Hilfen in der Arbeit mit alten und demenzkranken Menschen“ im PFL in Oldenburg statt.

Nähere Informationen hierzu unter: [www.nmmi.de](http://www.nmmi.de).

# Marte Meo in the Elderly Care: First Experiences

**Birgit Ulma** | Marte Meo Supervisor in Training, Oldenburg, Germany

## English Translation of „Marte Meo in der Altenarbeit“

In the preceding article in this *MAGAZINE* the German version is published. / Vorhergend an diesem Artikel finden Sie in diesem *MAGAZINE* auch eine deutsche Übersetzung abgedruckt.

**Since July 2004 I train in the context of my education as a Marte Meo Supervisor in Training with Maria Aarts colleagues of geriatric care facilities in the region of Ostfriesland (in the northern region of Germany) with Marte Meo.**

**I am experienced in the company and support of people with addiction who have brain organic impairments due to my long-standing job as social worker in a socio-therapeutic long time hostel for chronic patients. This pre-experience made it possible to join rather fast to the elderly and demented people as well as to the colleagues with her demanding work weekday.**

## Experiences From The Supervisions

I learned in the supervisions with Maria that the Marte Meo information, which is helpful to children to be able to develop in the best possible way, can help elderly demented people as well to live their life still in the best possible way.

Frequently old confused people feel overtaxed, have lost models of plots and react due to these circumstances aggressive, with resistances or retreat into the inner world and isolation.

Maria showed me, that the old people have a need for clear structure and line. In the same way they need the experience to be seen and heard to have a good life in the best possible way. Maria showed me with examples how one can bring in a supporting way of communication with positive leading and good atmosphere into the practical work.

At first I needed support to do video interaction analyses:

Learning to see what the old person lost, where she needs help and learning to see what the supporting person already does and what she still could develop as well as connecting the corresponding pictures with the corresponding Marte Meo information, was a hard job.

This still requires much exercise!

I profit from Marte Meo very much concerning the supervision of my review sessions.

The pictures show me my personal potential, new development rooms reveal to me and I see what a lot of joy the work with Marte Meo can make to me.

## CURRENT PRACTICE EXPERIENCES

At the present I train four colleagues with Marte Meo. Situations like giving food, taught group activities (accompanying social service) and conversation situations topic obtained, (care visit), are filmed.

At the beginning the presence of the camera and looking themselves was a little bit strange for the colleagues and they had to overcome it. But everyone got used to it after some time. For the old people who are involved the camera usually wasn't a problem. Sometimes it aroused the curiosity of the old people and even allowed some jokes about the situation.

After the first review the colleagues already reported back how helpful the pictures are to reflect their own actions and to develop individual assistance offers for the old people.

### *Example:*

In this way one of the colleagues saw that she asked the involved demented lady many questions during a taught action (baking a cake): “Shall we begin”, “Do you mean the dough is good now?”. The colleague wanted to give the old lady the impression that she took her seriously and further that she would be able to act as independently as possible. For the old lady this level was far too high. The film sequence clarifies that she lost the action models for baking a cake or using a blender. It therefore was necessary to support the old lady by naming what she step for step actually could do: “Now we start to bake a cake”, “The blender adjust” to the first step etc. “Naming instead of asking” was here the important Marte Meo information. In this way it became possible that the old lady was escorted by the action, could go along more easily and end the action with a success moment.

Marte Meo information can increase the co-operation of the old people and make it easier and also accelerate the care activities of the colleagues. As well it can increase the quality of life for the old people and the willingness to work of the colleagues.

With Marte Meo the look goes to the old person, shows him in his uniqueness.

We exercise to “read” where the old person is and join him/her there. This is the base that old people and the persons next to them can cope and to enjoy the daily life together.

As a provisional appraisal it can be said that the colleagues estimate the work with the Marte Meo method very much and profit from the pictures and information: “I didn't know that I did my work so well and what effect my behaviour has at all.” (Feedback of an old people's nurse.)

#### VIEW

It is planned that more colleagues of the institution will be trained with Marte Meo. In addition to this a first basic course with three colleagues from the mentioned facilities and another three colleagues from neighbour facilities has already started.

An information day with Maria to the topic will be held at the 9th of May 2005: “Marte Meo - video supported help in the work with old and demented persons.”

Location: in the PFL in Oldenburg, Germany. Further information, see the web site: [www.nmmi.de](http://www.nmmi.de).

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### SHORT NEWS REVISION DAY 2006 COPENHAGEN

In **2006** the International Marte Meo ReVision Day in **Copenhagen**, Denmark, will be held at the **10th of April 2006**. Registering is already possible on the web site at Courses & Presentations > ReVision Courses & Days. Because of the actuality of the subjects of the ReVision Day the programme details shall be published later on.

See for a rather detailed survey of the first Marte Meo International ReVision Day, page 39 of this *MAGAZINE*. Josje and Maria Aarts give you an overview of the ReVision Day. A train of subjects rolled through the day. A not-complete list:

- Research & Co-operation projects
- Various Marte Meo Checklists
- Training for parents with children with special needs
- New Marte Meo countries
- On-stage-analyses
- The Marte Meo 3W's Principle
- Marte Meo presentation style
- How to build good moments
- Marte Meo C A-Wave
- How to use Marte Meo information for transfer know how
- Following & Leading
- Developing empathy
- Marte Meo therapeutic process
- Marte Meo Quality improvement programme
- Six information sessions-formula
- Elderly care; people with dementia
- Training co-operation skills
- Positive leading skills
- Marte Meo Programme for School, Day Care & Kindergarten
- How to function well on school
- Checklist Marte Meo School Programme
- Stimulation and stay focussed (school)
- New learning model
- New Course for Teacher Supervisors
- Anti burned-out for teachers
- A bird-eyes' view of Maria Aarts' work in the field of elderly care and people with dementia

The participants of this first ReVision Day evaluated the first ReVision Day and put it on paper. You can read in full about their findings on pages 41 & 42.

### SHORT NEWS REVISION DAY 2006 OSLO, NORWAY

The last of the three **Marte Meo ReVision Days** this year will be held on **the 1st of June in Oslo**. See for information, programme and registering the web site 'www.martemeo.com' > ReVision Courses & Days.



## Video Supervision Gives Better Interaction with Demented People

**Lone Bakke** | Marte Meo  
Licensed Supervisor; Independent  
Consultant

### MARTE MEO MAKES CARE FOR DEMENTED PEOPLE MANAGEABLE AND SATISFACTORY

**Marte Meo: Supervision by staff at rest homes by means of the Marte Meo method makes the care for demented people manageable and satisfactory both for the helper and the demented person.**

**At a rest home it was difficult to get a resident to have her bath because each time she cried out and resisted. In a video cut, the resident herself tells in few words and gestures why she does not want her bath: “Because they are so ‘oh’-‘oh’ and it is so ‘rush’-‘rush’.” Her face expresses great discomfort.**

**Through analysis of the video cut, it became clear that the resident needed the staff to:**

- use an emotional tone of voice,
- show a friendly face,
- formulate their own actions and feelings as well as those of the resident,
- wait for a reaction from the resident before continuing. As the staff became conscious of using the above-mentioned elements of communication, it became easy to give the resident her bath.

**Once in a while a demented resident hits out at the staff or becomes verbally aggressive so that the staff feel molested. The video shots clearly show that the most frequent cause is that the person in question does not understand the situation, becomes frightened and therefore defends himself/herself by hitting or scolding.**

**In the ‘cardex’ it often says: “Mr. Hansen again has been aggressive this morning.” It does not say that once more the helper has been unpredictable and too quick. But it is important to understand that we always affect each other in an interaction.**

The secret of working with demented persons is to see what need of support the individual person has right now. In fact the demented person himself/herself shows how great the need of support is. This need may vary as demented people have good or bad days like everyone else. Besides, each individual resident has his/her personality and life experience and is at his/her individual place in the development of senile dementia.

#### **TEN MINUTES ON VIDEO**

It is my experience that the Marte Meo method is very useful for furthering a positive communication with demented people or for finding a specific solution to a problem. The Marte Meo method is based on video recordings. As the basic elements of communication are repeated within five to ten minutes, only five to ten minutes are shot, naturally always with the consent of the resident or his/her relatives.

People with dementia phase out competence and skills at the same pace as children do when they develop competence and skills (1). Demented people who move into rest homes in Denmark are often so advanced in their dementia that they function like children from five to two and downwards.

The immediate focus is not to start a development of the demented person, which is the aim in our work with children. On the contrary, the focus is to find a form of communication, which supports the resources of the demented person. The basic elements of communication are the same throughout life, and therefore the basic elements, which develop the child, are the same as those which support the resources of demented people. Each of the parties is very dependent on the person they are together with. The child is developing a self, the demented person is phasing out a self. Therefore they are both in need of stable persons in whom to be reflected.

Analysis of many video recordings of demented people in rest homes and their interaction with a helper in the daily care situations has shown how communication with demented people is to take place so that everyday life can be positive to the resident as well as to the helper.

#### **GIVE PEACE AND TIME**

In the video shots, we often see a quick helper who with the best of intentions wants to hurry a resident out of bed. He/she becomes confused and difficult to co-operate with and the situation ends up by lacking dignity for both helper and resident.

Demented people need helpers who radiate calm so they do not feel pushed. Besides, the reaction time of demented people is reduced, therefore they need time to react. Sometimes it is necessary for the helper figuratively to jam on the brakes to a halt to be able to slow down before she enters the room of a demented resident. Whenever the staff say they need to hurry, I ask them to time how long it takes them to hurry and have conflicts compared to working at the resident's pace and avoiding conflicts. It turns out to take equally long. The meaning of what is being said, is not always understood by the demented person. It is posture, facial expression and tone of voice that demented people register and react on. In comparison to cognitive knowledge, it is the emotional side, which the resident keeps for the longest time and this is where you can most easily reach the demented person. Many of the intellectual defences, which the person used earlier on in interaction with others are gone.

#### **FOCUS ON THE RESIDENT**

Often the resident is sitting down or lying down and the helper is standing, thus it can be difficult to

be in a situation of equality. The helper needs to be at eye level when she is about to say something. If the resident has difficulties understanding the helper, it is a good idea to move up closely. In that way the demented person can more easily focus on the helper and understand what is being said. Even though the demented person has cognitive problems, his/her feelings are still there. A helper who only talks in a tone of action will, by accident, sound commanding and unfriendly. The resident is far more likely to follow a helper who uses an emotional tone of voice.

You create a warm atmosphere with a pleasant tone of voice and by showing a friendly face.

Furthermore it is a good thing to use a language with 'yes' said very often.

A good atmosphere forms the basis of the resident being able to or daring to take initiatives and using the resources he/she has. A resident who really does not want to be washed withdraws if the helper is too optimistic in her tone. The helper should at most be slightly higher on the scale of moods than the resident for the resident to feel understood and respected.

In a video recording, it is obvious that the resident becomes attentive when his/her name is mentioned, so the helper should use the resident's name at suitable intervals. When the name is mentioned at the beginning of the sentence, it helps the resident to focus on the helper and to become more attentive. When your name is mentioned in a positive context, the attention of that individual person is strengthened, as your name is an important part of your self-concept.

In any communication there is something which begins it and ends it. For instance, the resident is to be washed, have his/her teeth brushed, get dressed. When a person is losing his/her broad view of things, it is especially important that there is a clear structure, which an unmistakable beginning and ending can help giving: "There, you had your teeth brushed, now your hair will be combed."

#### **ADD WORDS**

A resident is putting on his trousers and the helper says: "That was one leg and that was the other leg. Now you have buttoned...." When the helper adds words to what the resident does, the demented person's language is supported by the words being repeated together with the action. At the same time, the words help to encourage the resident's concentration on the situation and that is a way of acknowledging the resident. It is always easiest to put words to positive feelings, e.g. "you are in a good mood today". On the other hand, it seems to be more difficult to name them when the resident shows negative feelings. A situation when the resident does not want his/her diaper to be taken off or does not want to be washed often ends by the helper saying, "let's hurry to get this over with".

Here it will be easier to the resident if the helper adds words to the resident's feelings that this is not nice. In this way the helper respects the resident's feelings rather than disregarding them. When the resident feels understood and respected, he/she can more easily manage the situation.

When the helper says what she is doing, she becomes predictable to the resident, who can more easily co-operate. The helper says: "I'm just going to take your watch off", and the resident holds out his/her arm. If the helper had not said anything, the resident could not hold out his/her arm and co-operate.

It can be difficult to co-operate with someone who is not predictable and if the helper begins to take off the night-dress without saying so, it creates resistance in the resident.

#### **TALK ABOUT THE PRESENT ONLY**

The demented person lives in the present. Therefore it can be difficult for the resident to keep up if, for instance, the helper talks about what is going to happen at Easter at the same time as he/she is getting dressed. The resident's face shows evident signs of confusion when the information does not match what is happening at the moment. If the helper mentions several actions at the same time, the resident's face also shows evident signs of confusion and the situation can often have a negative outcome. For instance: "Now you have to get up and go to the bathroom to be washed." Here the

helper mentions three actions in one sentence. On the contrary, if she says one thing at a time and waits for the resident's reaction, the interaction will be positive.

Often the helper believes that she can both make the bed, chatter and at the same time set the resident to wash. For instance the helper has just finished making the bed and goes into the bathroom, where the resident is sitting at the washbasin ready to have a wash. The helper asks if she should dry the resident, but the resident says that he/she is not wet. The helper does not discover that the resident has not started washing at all because she is busy making the bed. She does not see that the resident has lost the ability to start washing on his/her own.

Questions should only be asked persons who can answer, otherwise they will be on the defensive and may feel powerless. Often questions are asked as some kind of politeness and to show that the helper does not decide everything. But if the resident cannot answer, it is more respectful to say what he/she can do at the moment of action, so that he/she can do the right thing.

For instance a helper asks if the resident can swing his/her legs out. It is obvious that he/she does not understand what is being said. Instead of asking questions, the helper can just say: "Now I'm swinging your legs out."

If you ask questions, you have to wait until the resident has had a chance to answer. As demented persons need more time to answer, it is important to wait until there is an answer.

A resident is having a wash and the helper is standing, quite relaxed, next to him/her, observing in a friendly manner. She follows discretely what is being done and watches when the resident comes to a stop. With a friendly face and a neutral voice she says: "You can smear there", while pointing. The resident gets the support which he/she needs and the helper makes sure that she does not do something which the resident could master himself/herself.

When the helper is always one step behind the resident she is helping, she is certain that she does not take over in fields that the resident can cope with himself/herself.

If the helper is ahead, she will lose sight of the resident, and the helper will easily work on what the helper in question thinks and not on what the demented person shows a need of.

It can be difficult for the helper to wait without doing anything herself, especially if she is generally of the opinion that she has to help others. But when the helper is relaxed, the resident can relax more easily and use his/her own resources.

If the helper has taken the initiative, it is important to wait for a reaction from the resident. This means that the demented person gets the time, which is needed to move from thought to action. Sometimes there is a very long latent time. The longest I have seen was a situation when a helper and three residents were eating. The helper asked one of them a question and waited for a reaction. There was no reaction immediately, so the helper asked another resident a new question. After three minutes, the resident answered the first question, but because other things had happened in the meantime, the answer seemed to be out of context although it was relevant. This shows how important it is to be able to wait, so that the individual resident's resources become noticeable. But three minutes, that is a long time for a helper to wait and it can be hard work for the helper. Pace and waiting can amount to the same thing, but not always. The fundamental types of individuals are different and an introvert demented person will always require a slower pace than the extrovert person.

It will often be easier for the staff to come into contact with the extrovert person and they may be more likely to pay more attention to the person concerned because they themselves get more out of the interaction. Generally it can be difficult for the helper to slow down to the pace which is often needed in the interaction with introvert demented persons.

"You're going to have your breakfast. I'll just raise the head of your bed." The resident looks frightened, so he/she is showing that things happen too quickly and that he/she needs one instruction at a time. After each instruction, the helper has to wait for the resident to show when the next step can be taken. This resident needs everything to be done at a slow pace, but in turn he/she

understands what is happening.

The helper can feel if she is working at the right pace by observing whether the resident can follow and whether he/she looks satisfied.

### **ADD WORDS**

The helper says: “Now you had a wash under one arm.” The resident starts by himself/herself to wash the other arm and the helper says: “Well, now it is the other arm.” When words are added, language is supported and the resident is confirmed in what he/she is doing. Another kind of confirmation could be a nod or a smile.

To confirm by adding words to actions makes you avoid loading the action, e.g. by saying: “That was fine.” Loaded praise may get the other party to feel that you are being condescending or that he/she has to make more of an effort. As demented people live a lot in the present, the fact of sharing happiness here and now, of smiling to each other or laughing together can give the resident a nice impression and an experience of feeling good. Of course there is no question of laughing at the demented person, but together with him/her.

Activation of demented persons can take place in many ways, but it is important to find ways that give meaning to the individual resident. If a resident can cope with the same things as a child of two, many natural occasions will be the everyday situations of care. It is exactly the personal care which gives helper and resident a possibility of a peaceful and positive time together, in which the individual resident can feel seen and can be filled emotionally. Therefore the everyday care situations are not something which should be got over with in a hurry, but the occasion for helper and resident to have a meaningful time together.

### **THREE WARNINGS**

The films show that the demented person sends three signals before he/she hits or becomes angry. That is, he/she shows or says what he/she wants three times in an ordinary way before hitting or getting angry verbally. This is not special to demented persons, but is also seen in children. It often happens that the helper does not notice the three warnings and experiences the resident's reaction like a bolt from the blue.

For instance a helper was jumped on verbally every morning when she was to help a resident with his morning toilet. In the film, the resident shows that he needs more time to do the various things. The helper is too quick at helping and unpredictable in her actions, as she does not put words to what she is doing. Each time the resident shows that he gives her three warnings before he scolds her verbally. He growls quietly once, then louder and louder and finally makes the verbal attack. The resident's bursts of anger stopped when the helper realised she should wait to see when the resident could not get any further and when she herself started adding words to what she was doing. Furthermore she became aware of the signals, she could hear them and wait.

### **SHOW RESPECT**

When demented people move into rest homes, they do not move out again and they are subject to the staff in their daily contact with others. This makes demands on the staff.

If demented people are to experience happiness of life and being understood and respected in the present, it is necessary for the helpers to make use of the fundamental elements of communication. Some helpers are natural talents and easily establish a good co-operation with the residents. Others need training in seeing the residents.

It can be difficult for a helper who has a positive contact to a resident to tell her colleagues what exactly she is doing in her interaction with the resident to make this useful to others. With the Marte Meo method the staff get a tool for analysing what happens in the individual situations so that they can hand it on to others. You always need two people for an interaction. Therefore it is essential to

look behind the resident's actions to see the resident's intention when errors of communication appear.

The comparison between children and demented persons often makes the staff underline that demented people must not be treated like children. Here it appears that people have many ideas of what it means to be treated like a child.

Both children and demented people are human beings and should be treated with respect and care. Both parties should be met with at the stage of development where they are and as the persons they are to be able to keep their dignity and to use their own resources.

#### **INTERACTION WITH DEMENTED RESIDENTS**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>- Be patient and use the time needed</li><li>- Create a positive atmosphere</li><li>- Be at eye level</li><li>- Put emotions into your voice</li><li>- Feel the resident's state of mind</li><li>- Use the resident's name</li><li>- Create a beginning and an ending</li><li>- Add words to the resident's actions</li><li>- Add words to the resident's emotions</li><li>- Add words to your own actions</li><li>- Only talk about what is happening right now</li></ul> | <ul style="list-style-type: none"><li>- Say and do only one thing at a time</li><li>- Be sparing of questions</li><li>- Say what the resident can do</li><li>- Do not continue until the resident has reacted</li><li>- Adjust pace</li><li>- Confirm the resident</li><li>- Share happiness</li><li>- Make use of the care situation</li><li>- Listen to the signals</li><li>- Train your ability to see the resident</li><li>- Remember respect</li></ul> |
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#### **INFORMATION**

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#### **LITERATURE**

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# Checklist: 'Marte Meo School PROGRAMME' (Part I)

**JOSJE AARTS** |  
Developer Marte Meo  
School Programme



**The Marte Meo School Programme contains two points of particular interest. At first: which necessarily skills should a teacher has developed to run a school class successfully. And second: which skills should a child has developed to perform well in a school class. At the moment I am working intensively on a publication about this subject being a successful teacher and school child. The publication should be available during 2005. Integrated in that publication will be my “Checklist Marte Meo School Programme” for teachers and school children. During the last several years a lot of participants at my several Marte Meo courses and days already got familiar with my information on this subject and they often received mostly ‘live on stage’ parts of my checklists concerning the Marte Meo School Programme.**

I transmitted most of it to the participants of the courses by means of my “ballet film” and other film material of distinguished every day school moments. Incidentally printed versions of parts of my checklist(s) were sometimes hand out to students and participants. But I think the time has come to put not only the school programme checklist on paper but also full analyses reproducing my knowledge as a former special teacher, Marte Meo supervisor and developer of the Marte Meo School Programme.

### **ROUGH DRAFT OF THE ‘PRE-CHECKLIST’**

At our first Marte Meo International ReVision Day at Copenhagen (on 15-3-2005) every visitor has been hand out in a rough draft a copy of the ‘Checklist Marte Meo School Programme’. Of course only a limited part of the people interested in this Marte Meo tool for schools were able to get acquainted with my information in Copenhagen on that 15th day of March. Therefor I thought it a good idea to publish my rough draft as a pre-publication in this issue of the *MARTE MEO MAGAZINE*, so you don’t have to wait too long to lay your

hands on the list. In the next issue of the *MAGAZINE* I will write a detailed explanation to every item of my checklist for the Marte Meo School Programme.

#### **A FIRST GLANCE AT THE CHECKLIST**

A part of the Checklist of the Marte Meo School Programme and Co-operation Skills is given hereafter. In the next issue of the *MARTE MEO MAGAZINE* I will publish the detailed checklist along with explanatory paragraphs. But here is already a first glance behind the scenes:

By means of some clips of my “ballet film” I often start to make clear some of the skills a child should have developed to

perform well in a school class. It is for instance about:

the child being able to profile himself, to focus on the teacher, being able to get the task in, to fulfil his task (and with how much support), being able to concentrate, being social attentive enough to pick up extra information within a bigger group, can the child wait for his turn, etc. etc. I will go into details in the next issue, but now I will give some of the checklist items concerning the skills a child should have developed to accomplish successfully a project in co-operation with other children:

### **A Rough Draft of a Part of the Marte Meo School Programme Checklist**

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#### **• What kind of skills should a child have developed to accomplish successfully a project in co-operation with other children:**

- To be able to bring itself in a good mood to start is activity.
- To be able to make a clear start.
- To name his own initiatives.
- To have sufficient language to express himself.
- To present himself in a clear way (e.g. to present his own work idea).
- To have play / work ideas.
- To work out his work ideas in a structured way.
- To be effectively social attentive to follow the initiatives of other children.
- To make the roles clear (e.g. who is going to do what).
- To be able to select his own initiatives.
- To be able to stop his own initiatives at a proper moment.
- To tune in with children of different characters.
- To have a good self-registration.
- To be able to give and take (action level).
- To take turns (verbal level).
- To control his energy.
- To use co-operation tones (e.g. instead of fighting tones).
- To name / express his feelings and emotions.
- To share experiences.
- To be able to cope with disappointments and criticism.
- To have confidence in his own ability of problem solving.
- To show the ability of a long attention span.
- To show behaviour models of a clear already developed pattern.
- To be able to bring activities to a good end.

In Part II of this article in the next issue of the MARTE MEO MAGAZINE I will work out this checklist. And also I will give my first impressions of the skills needed by a teacher to run a school class successfully. (*To be continued in Magazine 2005/3*)

\* See also the article ‘*Marte Meo Workshop Focusing on the Use of Marte Meo in Schools and Play Schools*’, by Colette O’Donovan and Patricia Byrne, in MARTE MEO MAGAZINE, issue January 2005 | 1, Vol. 29/30, p. 17.

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### **SHORt NeWs** Marte Meo Course for School Teachers

Next year there will be organised a Marte Meo Course especially for School Teachers. Of course the ‘Checklist, Marte Meo School Programme’ will play an important role during that course, which Josje Aarts will teach. A for taste of the Marte Meo school programme was already given by Josje during her presentation at the first Marte Meo ReVision Day in Copenhagen (15-3-2005) and also at several of her course days of the last years.

Exact time and place of the course about the Marte Meo School Programme will be communicate as soon as possible in the **MARTE MEO MAGAZINE**, as well on the Marte Meo web site: [www.martemeeo.com](http://www.martemeeo.com). People who have let us know that they like to be informed by e-mail, will get an e-mail in time.

In the meantime Josje Aarts is working on a publication on the School Programme, which will appear according to the formula of “Six Information Sessions”. The publication is accompanied by a DVD-production.

For the moment see her article about the “Checklist Marte Meo School Programme” (Part I) on page 23 of this *MAGAZINE*. In the next **MARTE MEO MAGAZINE** Part II will be published.

### **SHORt NeWs** REVISION DAY 2006 STOCKHOLM

In **2006** the International Marte Meo ReVision Day in Stockholm, Sweden, is planned at the **28th of March 2006**. Registering is already possible on the web site at Courses & Presentations > ReVision Courses & Days. Because of the actuality of the subjects of the ReVision Day the programme details shall be published later on (in *MAGAZINE* as well on [www.martemeeo.com](http://www.martemeeo.com)). See for a rather detailed survey of the first Marte Meo International ReVision Day and what participants thought about that day, page 39 of this *MAGAZINE*. Josje and Maria Aarts give you an overview of the many subjects that rolled through that ReVision Day.

## A Portrait of...

# Reidun Hafstad & Haldor Øvreeide



### **WHO WE ARE:**

*Reidun Hafstad* – Lic. Marte Meo supervisor, no. 1. Clinical social worker with specialisation in family therapy. Experience from school psychology, family therapy and somatic hospital. Since 1987 private practice together with, and since 1965 married to:

*Haldor Øvreeide* – Lic. Marte Meo supervisor no. 2. Specialist in clinical psychology with practice in school psychology, child psychiatry and since 1987 private practice.

Our private practice – “*Institutt for familie og relasjonsutvikling*” ([www.ifru.no](http://www.ifru.no)) is situated at Os, 30 km south of Bergen, Norway.

*Our activity* is doing therapy with children, families and couples, and supervision and consultation to professionals from different fields and working places. We teach and train on programs of different length and topics, mostly connected to development and communication.

### **HOW WE LEARNED TO KNOW ‘MARTE MEO’:**

In 1985 we started an experimental family therapy group together with Toril Havik and Bjørg Grova at the University of Bergen. We worked together, video taped our therapy sessions and we travelled to visit family therapy congresses and relevant institutions around Europe. In 1988 we happened to see some videotapes with Maria Aarts from the Orion institute in Holland. We were

immediately amazed by the effect that her interventions seemed to have on the relation between drug addicted mothers and their children. Bjørg made contact with Maria and we decided to visit her instead of the yearly family therapy congress.

In the autumn of 1988 we went to Maastricht (in the South of The Netherlands) to see Maria who at once started to train us to do interaction analysis. That decision has never been regretted as it made a profound impact on our professional development. We learned to *see* developmental process competencies and the basic human interaction patterns. The match with Maria – personal and professional – was very good and we made appointments to be further trained. For some years we met Maria in Maastricht, Den Haag (The Hague), Zandvoort and Bergen. In 1991 we were certified as the *first* ‘Marte Meo Licensed Supervisors’ ever.

#### **WHAT WE HAVE DONE WITH THE INFORMATION:**

After our certification we created together with Maria the basic course line for training professionals to become Marte Meo therapists, with the 17 days of training and preferable 6 persons in each group. We started several training groups, first at our institute at Os and later in different places in Norway, Sweden and Denmark.

*Reidun* has been the most eager to work with training groups and has until March 2005 trained 27 groups of therapists and 5 groups of supervisors. The trainees have been professionals working with children and youngsters, but in the last years also staff caring for elderly with dementia.

She is using Marte Meo interaction analysis in working with couples and combines that with communication training. She has also transferred the Marte Meo elements of supportive communication to describe professional dialogues in general. Many of her trainees meet regularly for brush-up workshops.

*Haldor* has not had Marte Meo training groups in the last years, but has developed the idea of developmental supportive communication to be used for talking with children for assessment and therapies, helping them express their experiences, motives and thoughts. Parents, teachers or other significant persons for the child are invited to work together with the child and therapist / helper. In this way these significant others can deepen their understanding and respect for the child. Working close to the basic communicative competencies of the child has a profound effect on the child’s ability to express him / herself, necessary for the child to elicit adequate care and support. Haldor has workshops and training groups in all the Scandinavian countries in this way of working with children.

We find the information about natural supportive elements in developmental communication and the detailed analysis of communication, relevant for all our work. We have a lot of supervision of professionals working with health nursing, child custody, child psychiatry, adult psychiatry and elderly care. All the time we use both the basic communication elements from Marte Meo. It combines very nicely with a solution and outcome focused way of working.

In our writings we have described some of our work and how we have combined the basic Marte Meo information with developmental psychology and systemic theory and practice. Lately we have been occupied with how we can combine developmental processes (Marte Meo) with experiential content (significant experiences and relational narration) in our work with children’s problems.

Some of our books and articles can be found in the list below.

**PUBLICATIONS RELATED TO MARTE MEO:****Books:**

- Øvreeide, H., Hafstad, R. (1996). Kap. 6. Systemterapeutisk arbeid som utviklingsstøttende dialog, Kap. 10. Marte Meo-metoden Styrking av foreldres kompetanse. I Reichelt S og Haavind H. (red) *Aktiv psykoterapi*. Ad Notam Gyldendal. ISBN: 82-417-0720-7. (Two chapters on the Marte Meo method and developmental supportive dialogues as a model for therapeutic dialogues. Edited handbook on clinical psychology. Norwegian edition)
- Hafstad, R. (1996). Kap. 8. Utviklingsstøttende dialoger i skolen; Kap. 9. Elever med emosjonelle og sosiale problemer; Kap. 10. Kommunikasjon med foreldre. Helgeland, I. (Ed.). *Forebyggende arbeid i skolen*. Kommuneforlaget. ISBN 82-446-0285-6. Dansk utgave: *Forebyggende arbejde i skolen*. Psykologisk forlag. ISBN 87-7706-229-9. (Three chapters based on the Marte Meo information, applied to interactions in schools. Edited book on preventive measures in schools. Available in Norwegian and Danish editions)
- Øvreeide H., Hafstad R. (1998). *Marte Meo metoden og utviklingsfremmende dialoger*. Systime. ISBN 87-616-0025-3. (Danish edition of: Øvreeide, H. and Hafstad, R. (1996), *The Marte Meo Method And Developmental Supportive Dialogues*. Aarts Productions)
- Hafstad, R., Øvreeide, H. (1998). *Foreldrefokusert arbeid med barn*. Høyskoleforlaget. ISBN 82-7634-137-3. Svensk utgave: (2001). *Föräldrafokuserat arbete med barn*. Liber forlag. ISBN 91-47-05078-0. Dansk utgave: (2004). *Föräldrefokuseret arbejde med børn*. Systime Academic. ISBN 87-616-0684-7. (How to work with parent and child as an indivisible relation. The Marte Meo elements constitute an important part, together with systemic, social and developmental psychological information. Apart from using the MM-elements to explain the process of child development, the elements are used to outline a model for the professional dialogues. Available in Norwegian, Swedish and Danish editions).
- Øvreeide, H. (2002). *Samtaler med barn. 2. utg. Metodiske samtaler med barn i vanskelige livssituasjoner*. Høyskoleforlaget. ISBN 82-7634-282-5. Svensk utgave: (2003) *Samtal med barn. 2. uppl.* Studentlitteratur. ISBN 91-44-01567-4. Dansk utgave: (2004) *At tale med børn. Samtalen som redskap i børnesager*. Hans Reitzels forlag. ISBN 87-412-2381-0. (How to talk with children about difficult life-experiences. Together with other information on development, the Marte Meo principles for supportive communication have been transformed so as to make them useful for social workers, teachers and therapists in helping children to express themselves about difficulties in their life. Available in Norwegian, Swedish and Danish editions).
- Hafstad, R. (2003). *Funksjonsstøttende kommunikasjon med eldre som har vanskelig tolkbare signaler*. IFRU kompendiumserie nr. 4. ISBN 82-92448-00-4. (Booklet on how to communicate with elderly with dementia, based on Marte Meo information. Norwegian edition)

**Articles:**

- Hyldmo, I., Nordhus, I.H., Hafstad, R. (2004). *Marte Meo –en veiledningsmetode anvendt i demensomsorgen*. Tidsskrift for Norsk Psykologforening. Vol 41, 16-21. (The Marte Meo method in working with persons with dementia: A method emphasising communication. English abstract. The Journal of the Norwegian Psychological Association)
- Hafstad, R., Haldor Øvreeide. (2004). *Marte meo –en veilednings og behandlingsmetode*. Tidsskrift for Norsk psykologforening. Vol 41. 447-457. (Marte Meo – a method of supervision and therapy. English abstract. The Journal of the Norwegian Psychological Association)
- Hafstad, R. (2004). *Bruk av video i parterapi*. Fokus på familien. Vol 32. 184-183. (Using video analysis and Marte Meo elements in couple therapy. English abstract. Nordic Journal on Family Therapy)

## MARTE MEO: en veilednings- og behandlingsmetode

(Part I)

Analyser av video-opptak av samspillet mellom omsorgsperson og barn danner utgangspunkt for veiledning og behandling. Terapeuten balanserer mellom å formidle ideer og gi rom for at den andre får reagert på informasjonen

### REIDUN HAFSTAD & HALDOR ØVREEIDE

Marte Meo Licensed Supervisors  
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### BAKGRUNN

Marte Meo-metoden er en kommunikasjons- og relasjonsorientert veilednings- og behandlingsmetode. Den nyttes i familier, barnehager, skoler og institusjoner ved bekymring rundt barns utvikling og atferd. Metoden er i utstrakt bruk i Skandinavia og flere andre land (Aarts, 2000; Hafstad, 1997; Hedenbro & Wirtberg, 2000; Neander, 1997; Roug, 2002; Sørensen, 2002; Øvreide & Hafstad, 1996). I den senere tid er den tatt i bruk på flere områder enn voksen/barn-relasjonen, for eksempel i arbeid med personer med demens (Hafstad, 2002a) og i annet habiliteringsarbeid (Sollied, 1998). Da metoden er bygget på interaksjonsanalyse, har vi sett at grunnideene også kan tilpasses innen lederveiledning, generell faglig veiledning og i ulike former for samtaleterapi (Øvreide & Hafstad, 1996, Hafstad, 2002b).

Marte Meo, som betyr *av egen styrke*, er knyttet til Maria Aarts, Nederland. Hun arbeidet med videoanalyse av samhandling, brukt for veiledning til foreldre og andre som er i omsorgsansvarlige og utviklingsstøttende posisjoner til barn (Aarts, 2002). Hennes arbeid kan sees som en praktisk anvendelse av utviklingspsykologi, basert på forskning om spedbarnets utvikling av dialogkompetanse og evne til å danne relasjoner (Brazelton & Cramer, 1990; Bråten, 1993; Hansen, 1991; Rutter, 1995; Stern, 1985; Trevarthen, 1993). Maria Aarts forankrer imidlertid ikke selv metoden direkte til utviklingspsykologisk empiri og teori. I denne artikkelen beskriver vi hvordan vi bruker metoden i vårt behandlingsarbeid med barn. Vår anvendelse har en terapeutisk vinkling, mens de som arbeider med veiledning, rådgivning og pedagogikk, kan ha en mer pedagogisk og til dels manualisert anvendelse av metodens prinsipper. Kort beskrevet går metoden ut på å bruke videoanalyse av samspill mellom barn og omsorgspersoner som terapeutisk intervensjon. Behandlingen er indirekte ved at det er barnets

omsorgspersoner som via videobildene, sammen med terapeuten, får hjelp til å se barnet på nye måter og til å reflektere over hvilken støtte som kan hjelpe barnet til bedre mestring og utvikling.

Marte Meo-metoden er rettet mot kommunikasjonshandlinger og -mønstre i barnets viktige relasjoner. Barns sosiale, så vel som emosjonelle og kognitive vansker viser seg i deres dialoger med de nære omgivelsene, for noen barn i enkelte relasjoner, for andre i de fleste relasjoner. Det er i dialog kontakt etableres, relasjoner utvikles og mening oppstår, endres og utvikles. Ikke bare mening om verden, men også om spørsmål som: «Hvem er jeg?» og «Hva kan jeg utløse hos andre?» – altså mening om *meg i relasjoner og mine selv-andre-modeller for samhandling*.

Dialog kan sees som en gjensidig rytme mellom et *meg* og et *deg*, der det er rom for begge parter til å agere og reagere og til å samregulere prosessen, til å være *subjekter* (Vogel, 1993; Øvreide, 2001). Spedbarnsforskning (Bråten, 1993; Trevarthen, 1993) viser at barn fra fødselen av har kompetanse til å søke etter og å gå inn i et rytmisk samspill, i dialog. De fleste voksne har en tilsvarende, ubevisst kompetanse til å utløse og svare på spedbarnets signaler (Stern, 1995). Dialogrytmen mellom barnet og dets viktige omsorgspersoner er regenererende og derved mønster- og tilknytningsdannende. Slik blir den avgjørende for barnets utvikling og for etablering av senere relasjoner (Crittenden, 1995; Hafstad & Øvreide, 1998).

Barn som på en forutsigbar måte blir møtt i sin oppmerksomhet og tilstand, som blir emosjonelt bekreftet og som får tilstrekkelig veiledning og omsorg, vil fremstå som trygge, og sosialt og praktisk mestrende barn. De vil få en kommunikasjonsorganisering som aktiverer nye personer til tilsvarende støttende og bekreftende dialoger med seg. De vil også få et sammenhengende begrepsapparat for verden, egne opplevelser og tilstander. Det terapeutiske arbeidet med Marte Meo-metoden er å etablere eller reetablere slike utviklingsstøttende dialoger mellom barnet og omsorgspersonen og/eller andre.

### BEHANDLINGSPROSESSEN

Marte Meo-behandlingen starter med avklaring om hva som blir opplevd som problem eller bekymring. Dette skjer i forhold til dem som direkte skal støtte barnet, henholdsvis foreldre, fosterforeldre, førskolelærere, lærere eller institusjonspersonale, i det følgende kalt omsorgsperson. Terapeuten prøver å få frem løsnings- og utviklingsfokuserte problembeskrivelser. Gjennom våre spørsmål hjelper vi omsorgspersonen til å komme med beskrivelser av situasjoner der barnet viser problemer eller der den voksne er bekymret. Slik får vi konkrete handlingsbeskrivelser i interaktive termer. Det gir oss mulighet til å oversette beskrivelser av egenskaper ved barnet til: *Hva er det barnet viser at det trenger hjelp til å utvikle*. For eksempel:

MOR: «Han er så umulig, han lyder ikke ...»

TERAPEUT: «Han lyder ikke ... Fortell om siste gang da det skjedde ...»

MOR: «Jo det var i dag morges ...»

TERAPEUT: «Fortell ... hva var det som skjedde?»

MOR: «Han nektet å kle på seg ... bare fortsatte å leke selv om jeg sa at han skulle kle på seg!»

TERAPEUT: «Så når han er opptatt av noe, har han problemer med å gå over på noe annet, kanskje han trenger ekstra støtte til å avslutte?»

Fra starten blir det da mulig å dreie oppmerksomheten fra bekymring og negative beskrivelser av barnet, det vil si fra negative erfaringer i fortid som er blitt et generalisert problem, til mulige løsningshandlinger i fremtid. Hva viser barnet i dag at det trenger hjelp til å utvikle?

Når terapeuten har klarert problemet eller bekymringen i interaktive termer, informer vi om at filmopptak av barnet i dagligdagse situasjoner kan brukes for at vi sammen kan studere hva som skjer, og så finne ut hva som skal til for å støtte barnet. Omsorgspersonen får vite at filmopptakene er på 3–7 minutter og at de fortrinnsvis skjer hjemme hos dem, på skolen, i barnehagen, det vil si i dagliglivets situasjoner. Dessuten at vi kommer, filmer og går igjen, uten å inngå i spesiell kontakt med barnet, fordi slik kontakt lett kan forstyrre opptaket.

Korte opptak muliggjør en grundig aksjon-reaksjonsanalyse. Analyse av de små, levde øyeblikkene av dialog mellom barnet og omsorgsperson, er en avgjørende del av behandlingen. Selv om 3–7 minutter er et kort utdrag av det «levde livet», fungerer disse utdragene som en «biopsi» av «det større levde livet» og gir oss derfor bilde-eksempler både på problem og løsninger.

Barn med gjennomgående problemer i sitt samspill med andre, trenger å bli støttet både hjemme og på skolen eller i barnehagen. Vi kan velge å filme strukturerte (spill, lekser, arbeid i klassen), halv-strukturerte (måltid, stell, påkledning) eller ikke-strukturerte (lek, samtaler) situasjoner, avhengig av hva som blir definert som problem. Målet er å få opptak som kan gi oss gode bilder av samspillet i viktige relasjoner. Da kan vi analysere barnets behov for støtte og hvilken informasjon de voksne trenger for å kunne gi barnet slik støtte.

Etter filming analyserer terapeuten hver sekvens av samspillet i filmen, både verbale og ikke-verbale reaksjoner og oppmerksomhetsfokus. I sin analyse har terapeuten sin oppmerksomhet både på omsorgspersonens problemopplevelse og egne vurderinger av hva barnet viser av kompetanse og utviklingsbehov: *Hva viser barnet av kompetanse i forhold til det de voksne spør om?, og deretter: Hva trenger barnet støtte til å utvikle, eller hjelp til å overkomme?*

Omsorgspersonen kan ha forventninger og krav til barnet som ikke er i tråd med barnets utviklingsnivå og forutsetninger. Bildene gjør at barnets behov blir tydeligere. Terapeuten kan her komme til å fokusere negativt på det hun eller han opplever som manglende støtte eller uhensiktsmessige, overstyrende handlinger fra omsorgspersonen. Det er imidlertid viktig å finne frem til handlinger og reaksjoner som kan støtte barnet, og ikke bli opptatt av hva den voksne gjorde eller burde ha gjort. Det vil si å fremme hva som er barnets utviklingsbehov og hvilken informasjon omsorgspersonen synes å trenge for å dekke disse.

### **Løsningsøyeblikk**

Terapeuten leter så etter handlingssekvenser i filmen som kan vise dette til omsorgspersonen. Fortrinnsvis vil terapeuten se etter øyeblikk der barnet får elementer av den støtten som en mener at barnet trenger mer av, det vil si *løsningsøyeblikk*. Hvis slike fins, er det de som blir vist, slik at omsorgspersonen får se hva han eller hun allerede gjør som støtter barnet. Det må imidlertid være relevant for omsorgspersonens spørsmål. Et eksempel er overstående situasjon der mor har spurt om hjelp til ledelse, at barnet skal lyde: Terapeuten finner i filmopptaket mange eksempler på at mor sier ting til barnet med en spørrende og usikker stemme og barnet fortsetter med sitt. Så er det et øyeblikk der mor sier med tydelig og ikke-spørrende stemme: *«Du liker å leke med lego, du kan bygge ferdig den bilen og så sette den på hyllen.»* Barnet bygger ferdig, mor sier *«ja!»*, barnet setter så bilen på hyllen, og mor sier: *«Fint ... så kan du hente klærne dine!»* Gjennom å vise mor denne sekvensen, kan hun skritt for skritt studere hva hun sier og hvordan barnet får hjelp til å avslutte og begynne på noe nytt. På denne måten får hun konkrete handlingsbeskrivelser av hva hun kan gjøre mer av. Hun får bekreftet seg selv som funksjonell mor. Finner vi slike løsningsøyeblikk i filmen er det gjerne bare dem vi viser, dersom de også tydelig viser barnets behov. Kommentarene og sekvensene må springe ut av terapeutens grunnkunnskap om barns psykologiske utvikling.

En hovedidé i Marte Meo-metoden er å arbeide frem slike løsningshandling. At det er løsningshandling viser seg i og evalueres alltid opp mot at barnet får bedre organisert atferd og funksjon på de områdene som har vært bekymringsfulle. Barnets funksjon utover i behandlingen er alltid «fasit». Noen ganger blir barnets opprinnelige atferd akseptert fordi omsorgspersonen oppdager at den likevel er situasjons- og aldersadekvat. Filmanalysen og veiledningen har skapt en reorganisering av omsorgspersonens tenkning og følelser for barnet.

Hvis slike løsningsøyeblikk ikke fins i filmen, leter terapeuten etter bilder som kan vise barnets behov for støtte. Filmene kan brukes til å analysere barnets behov og til å reflektere om hva den voksne kan gjøre. På den måten er vi ikke avhengige av løsningsbilder i innledningsfilmene.

Noen ganger får terapeuten problemer med å forstå sammenhengen mellom hva som skjer i samspillet og hva det er spurt om. Terapeuten kan dessuten oppfatte at omsorgspersonen har et oppgitt og negativt bilde av barnet. Da bruker terapeuten filmen til sammen med omsorgspersonen å studere barnets oppmerksomhet, initiativ og opplevelser. På den måten får en hjelp til å se barnet, dets faktiske signaler og tilstander, nettopp det som kan være så vanskelig i et daglig samspill fylt av negative eller oppgitte konstruksjoner om barnet. Nye oppdagelser gir grunnlag for nye handlinger.

Hvis omsorgspersonen er fastlåst i problembeskrivelser og ikke klar til å se løsninger, og terapeuten blir møtt med «*ja, men ...*»-svar, kan det være nyttig å vise bilder også av problemet, slik at omsorgspersonen kan oppleve at terapeuten har forstått dennes bekymring. Etske dilemmaer knyttet til å filme de mest negative interaksjonene som forekommer i relasjonen, må alltid vurderes.

### **«Viter»-posisjon**

Gjennom grundig forberedelse har terapeuten klare ideer for hva hun/han ønsker å vise når omsorgspersonen kommer til veiledning. Terapeuten inntar en «viter»-posisjon i forhold til hva barn generelt og dette barnet spesielt synes å trenge av utviklingsstøtte ut fra analyseelementene (se senere), og dermed hva omsorgspersonen trenger å oppdage og gjøre mer eller mindre av. Kunnskapen og ideene må likevel ha en klar hypoteseform som kan bekreftes, avkreftes eller reorganiseres i det videre arbeidet, og ikke minst erfares i omsorgspersonenes daglige liv.

Dette er forskjellig fra familierapeuten som ofte søker etter å være i en «ikke-viter»-posisjon. I Marte Meo-arbeid blir «viter»-posisjonen tydelig kommunisert med omsorgspersonen, samtidig som veiledningssituasjonen legges opp slik at relasjonen mellom omsorgsperson og terapeut blir mest mulig symmetrisk. Terapeuten tilrettelegger veiledningen slik at det blir «oss voksne» som sammen studerer barnet, og «jeg» som terapeut har noen ideer, hypoteser til «deg» som omsorgsperson, og som «jeg» viser «deg» gjennom bildene. «Du» blir hele tiden invitert til selv å se om «min» informasjon er til nytte for «deg». Ved at ny film tas opp etter 1–2 uker, får terapeuten tilbakemelding på om omsorgspersonen har kunnet bruke informasjonen i sitt samspill med barnet. Hvis ikke, har ikke terapeuten nådd frem, og hypoteser og formidlingsform må revurderes.

Veiledningen foregår vanligvis på vårt kontor noen dager etter opptak. Da møter bare omsorgspersonen og ikke barnet. Veiledningen organiseres ved at terapeuten og omsorgsperson plasserer seg foran TV, der terapeuten med en gang tar opp et stillbilde av familien på skjermen. Terapeuten plasserer seg slik at hun/han både kan følge med på skjermen og registrere den andres reaksjoner underveis i veiledningen. Vi starter med en kort informasjon om hva som skal skje, og en oppsummering av hva vi har oppfattet at omsorgspersonen er opptatt av. Det omsorgspersonen er opptatt av skal alltid danne utgangspunkt for veiledningen.

Den unike muligheten til å studere barnets psykologiske og sosiale prosesser i detalj gjennom bildene, gir omsorgspersonen en intersubjektiv erfaring med terapeuten på et viktig ansvarsområde. Personen får ved dette medopplevelse i sitt liv, i sine spørsmål og bekymringer og ikke minst i sine løsningshandling. Bildene hjelper oss til å holde oppmerksomheten på barnet og på de konkrete øyeblikkene hvor handlingsvalgene ligger. Problembeskrivelser er ofte formulert som generaliserte beskrivelser av erfaringer som omsorgspersonen har med barnet, der detaljene i interaksjonen blir utelatt eller vanskelig lar seg beskrive slik stillbilder og «replay» av aksjon/reaksjon kan demonstrere. Omsorgspersonen får både via bilder og ord hjelp til å oppdage barnets behov og kompetanse.

Terapeutens analyse av barnets utviklingsbehov og hva det trenger å støttes i, avledes fra noen få kommunikasjonselementer (se under). Elementene hjelper terapeuten til å identifisere behov

for utviklingsstøtte. En trent Marte Meo-terapeut vil raskt kunne kople ulike barneproblemer til disse utviklingsstøttende elementene. På denne måten har terapeuten en guide for hva hun/han skal se etter i filmen. Studiet av aksjon og reaksjon i filmen, bilde for bilde og i repetisjoner, gir en enestående mulighet til å gjøre nye oppdagelser av barnet og seg selv. Slik kan det oppstå dekonstruksjon av uhensiktsmessige ideer omsorgspersonen har om barnet og relasjonen. Det blir plass til en åpnere og mer utviklingsfremmende forståelse.

Ved å rette oppmerksomheten mot barnet i veiledningen, reetableres den voksnes nysgjerrighet på barnet. Vi unngår at omsorgspersonen blir selvcentrert og opptatt av å være «flink» overfor terapeuten. Dette er en terapeutisk utfordring fordi det å være på film nettopp utløser at omsorgspersonen kan bli selvopptatt og unødig selvkritisk.

#### **ANALYSEMODELLEN**

Marte Meo-arbeidet rettes mot analyse av barnets behov for emosjonelt og kognitivt tilpasset støtte, omsorg og beskyttelse i dagliglivets øyeblikk. Dette er en naturgitt og mer eller mindre bevisst kompetanse som omsorgspersoner har tilgjengelig overfor barnet (Bråten, 1993, Stern, 1995). Omsorgspersoner har denne kompetansen tilgjengelig i ulik grad, trolig noe avhengig av egne relasjonelle oppveksterfaringer. Dessuten forstyrres omsorgskompetansen av bekymring, spesielle forutsetninger hos barnet og forhold i relasjonens kontekst (Hafstad & Øvreeide, 1998). Både omsorgsperson og barn kan altså ha sine sårbare punkter som vil påvirke utviklingsstøtten og relasjonen.

Kommunikasjon er uendelig nyansert. Beskrivelser vil alltid innebære grove forenklinger. Marte Meo-metoden innebærer én slik forenkling ved at vi er mer opptatt av noen dialogelementer enn andre. Vi erfarer imidlertid at vi ved hjelp av videobilder og dialogelementene, kan få en ytterst nyansert beskrivelse av sekvensene som vises. De forenklete «overskriftene» hjelper oss til å holde oppmerksomheten på noen grunnleggende prinsipper av betydning for barnets utvikling, men vi må alltid være åpen for at vi både utelater og tar for gitt andre elementer. I det følgende vil vi presentere de mest sentrale elementene vi arbeider etter.

#### ***Observasjon***

Blir barnet sett i sitt fokus slik at omsorgspersonen får informasjon om hvor barnet har plassert sin energi?

Barnets energi kan være rettet mot andre personer, mot objekter eller forhold i barnet selv, som emosjon, refleksjon eller behov. Det at den voksne er innstilt mot barnet og oppfatter barnets psykologiske og somatiske tilstand, danner basis for enhver utviklingsstøtte. Dette gjøres ved at den voksne registrerer barnets signaler, for eksempel hvor barnet har sitt blikk. Den voksne har et dobbelt perspektiv for sin observasjon, på hvordan barnets initiativ og oppmerksomhet er rettet mot den ytre verden, og på barnets opplevelser og psykologiske prosesser. Ved aktivt å følge hvilke fokuseringer og opplevelser barnet har, kan den voksne utlede hva barnet trenger av støtte, informasjon og gjensidighet. Denne aktive observasjonen av barnet fra den voksnes side, er et grunnleggende element for å få etablert en medopplevende posisjon til barnet. Den voksne må gjøre en desentrerende bevegelse mot barnet. Selve observasjonsatferden fra den voksne vil registreres av barnet og kan utløse sosiale initiativer og reaksjoner fra barnet. Ofte fører det til forsterket konsentrasjon om hva barnet er opptatt av. Det er som om selve observasjonen fra den voksne gir medopplevende støtte til barnet og forsterker barnets vitalitet.

Kapasiteten til å finne ut av barnets sentrering kolliderer når omsorgspersonen er i en tvingende «må»- eller «bør»-posisjon overfor barnet, eller når den voksne er deprimert eller har sin oppmerksomhet andre steder (Berg-Nielsen, Dahl & Vikan, 2002). Barn med svake og vanskelig tolkbare signaler, eller barn med negative sosiale initiativer, utløser også at omsorgspersonen blir mer opptatt av hvordan barnet skulle ha vært, enn den tilstanden det er i. Mange av våre profesjonelle mål for barn kan bli oppfattet som «må»/«bør»-påbud av omsorgspersonen. Slike

mål blir gjerne uttrykt i utredninger og sakkyndige uttalelser, og kan like gjerne ytterligere belaste relasjonen, som å støtte den.

### *Anerkjennelse*

Får barnet erfare seg selv og sin relevans for den voksne ved at den voksne reagerer med anerkjennende inntoning, tilpasset rytme og intensitet til barnets initiativ, oppmerksomhetsfokus og følelser?

Den mer direkte intersubjektivt rettede handlingen fra den voksne er å gi bekreftelse på barnets fokus og opplevelse. Dette skjer ved ulike gester, ansiktsuttrykk, lyder eller beskrivelser. Reaksjonene er gjerne inviterende og anerkjennende i sine uttrykk. Stemmeleie og tempo er tilpasset barnets tilstand, og overfor mindre barn, gjerne litt overdrevet det som er barnets uttrykk eller antatte stemning. Denne overdrivelsen bidrar til å støtte barnets affektive utvikling (Trevarthen, 1993). Barnet får anerkjennelse på sine emosjonelle uttrykk gjennom at den voksnes aksjon slik punktuierer barnets opplevelse. Derved kan det holde fast ved og tydeligere erfare sin tilstand: «*Jeg er sett hvor jeg er og hva jeg gjør og opplever. Jeg registrerer meg selv og at den voksne er interessert i meg. Den som reagerer på meg er interessert i meg, og blir interessant for meg*».

Bekreftelsen legger grunnen for en intersubjektiv, felles punktuering av opplevelse og erfaring. Vi benevner dette som den emosjonelle inntoningen i dialogen, jf. Bråtens begrep *følt umiddelbarhet* («felt immediacy») av den andres tilstand som et kjennetegn ved dialogen (Bråten, 1993), eller Sterns begrep «moments of meeting» (Stern, 1998). Resultatet av inntoningen kan sees som en spontan, refleksiv utveksling av «kjærlighetsbekreftelse» eller som deling av glede og vitalitet i å ha felles opplevelse. Det blir en anerkjennelse av den andres tilstand. Deling av emosjonalitet synes å være et grunnleggende kjennetegn i naturlig utviklingsstøttende relasjoner. Det understøtter et gjensidig ønske om å være i relasjonen, fortsette dialogen og derved dele ressurser. Den voksnes reaksjon på barnets fokus utløser nesten refleksivt en reaksjon fra barnet. Barnet får noe å reagere på, og dette danner startgrunnlag for en rytmisk veksling mellom den voksne og barnet. Den voksnes bekreftelse går inn i barnets strøm av oppmerksomhet og gir en selektiv markering av noe spesifikt i det barnet erfarer i øyeblikket. Derved etableres dialog. Det styrker barnets konsentrasjon om det punktet den voksne bekreftet. Det blir også en punktuering av barnets oppmerksomhet ut fra den voksnes perspektiv. Slik vil det vise den voksnes ledende intensjon overfor barnet. Den selektive bekreftelsen vil stå i et mer eller mindre bevisst forhold til omsorgspersonens overordnede ideer, sosialiseringintensjonene og ansvaret som den voksne har overfor barnet.

### *Tid og rom til å reagere*

Etter at den voksne har reagert på eller vist initiativ mot barnet, kan vi observere at den voksne igjen inntar en aktivt observerende, avventende og gjerne inviterende posisjon overfor barnet. Denne holdningen gir barnet rom til selv å reagere og få støtte til å reagere. På den måten hjelpes barnet til å reagere sammenhengende ut fra sine egne prosesser, og samtidig være i en dialogrytme med den voksne: «*Den som gir meg tid og forventning til å presentere min erfaring må oppfatte meg som viktig*.» For at dialogen skal fortsette, er det avgjørende at den voksne igjen kommer med sin anerkjennelse av barnets reaksjon. Det er den relasjonelle anerkjennelsen det er snakk om, ikke innholdet. Det er i sammenhengende rytme mellom «meg» og «deg», der to subjekter gjensidig anerkjennes, at utviklingsstøtte kan skje.

Barn med anerkjennende selv – andre-erfaringer, vil ha motivasjon for og kapasitet til å søke etter og utløse slik kvalitet også i nye relasjoner. Om omsorgspersonen opplever barnets energi og initiativ som overveldende, kan denne komme til først og fremst å prøve å begrense barnets subjektposisjon i dialogen. Tvang og aggresjon oppstår. Om barnet reagerer sent, kan omsorgspersonen komme til å kompensere og fylle for raskt inn slik at barnet overstyres og da

også taper subjektposisjon. Slik mangel på samsvar vil det for eksempel være lett å komme i ved foster- og adopsjonsplasseringer (Howe & Fearnley, 2003).

### ***Støtte til konsentrasjon***

Et sentralt element for barnets utvikling er at barnet fortløpende får sine handlinger og opplevelser beskrevet her og nå. Dette er særlig fremtredende før barnet selv er blitt nyansert i å kunne uttrykke seg språklig. Det støtter barnet til selvregistrering og til å kunne formulere sine behov og erfaringer. Ved at den voksne sier: «*Nå koser du deg ...*», «*Nå er du lei deg ...*», «*Du fryser ...*» støttes barnet til selvregistrering. Ved at den voksne sier: «*Du ser på ...*», «*Du skriver ...*», «*Du spiser ...*» støttes barnet til konsentrasjon. Benevningen støtter barnet språklig ved at det får ord for sine opplevelser og handlinger. Det leder og støtter barnets prosesser. At barnet blir sett og benevnt uten å ha bedt om det, synes å ha en særlig relasjonsåpnende virkning. Det kan virke som at barnet på denne måten blir vitalisert både i forhold til konsentrasjon og opplevelse gjennom deling med andre. Barnet får en erfaring med å være betydningsfull i relasjonen.

### ***Hjelp til struktur og forutsigbarhet***

Tilpasset barnets behov for oversikt, hjelper den voksne barnet til å orientere seg ved å benevne både barnets, den voksnes og eventuelle andres handlinger og opplevelser, her og nå, men også i fortid og fremtid. Ved at barnet får benevnt handlingsrekker, i samhandling og individuelt, lages en struktur som gjør at barnet kan skape seg sosiale og praktiske forventninger. Barnet får forutsigbarhet og sammenheng i tid, sosiale relasjoner og reaksjoner. Den voksnes benevning av barnet og barnets kontekst, gir barnet et utvidet, desentrert perspektiv på sine opplevelser. Benevningen blir et kognitivt og emosjonelt stimulerende element. Dette og de to følgende elementene utgjør til sammen en ledelse som er relevant for barnets utviklingsbehov, og blir atferdsregulerende for barnet.

### ***Ledelse til mestring***

Dette elementet henger nært sammen med det foregående. Vi finner det likevel viktig å skille det ut som et eget element som vi kan benevne som *ledelse til mestring*.

Ledelse til mestring oppstår ved at barnet får tilpasset skrittvis informasjon om hva det kan gjøre og anerkjennelse når ønsket atferd er i ferd med å oppstå. Dette innebærer at den voksne har klare mål for hva barnet skal kunne mestre og at hun/han følger nøye med på hva barnet faktisk mestrer og når barnet trenger informasjon om hva det kan gjøre. Det er vesentlig at barnet får informasjon som er tilpasset dets mestringsnivå i øyeblikket. Mestringsnivået til barnet kan være preget av manglende informasjon, manglende erfaring eller manglende motivasjon. For eksempel: «*Du kan ta boken ... ja! Så kan du legge den på bordet ... fint!*» Eller: «*Løft opp foten din ... ja ... så kan du dra i sokken ... ja ... Dra litt i kanten ... fint ... Nå er den på!*» Eller: «*Du kan rydde på rommet ditt .... kom ... Du kan begynne med å legge bøkene i denne hyllen ... ja ... Nå er de på plass .... Da kan du ...*». Jo mer utfordrende og ny situasjonen er for barnet, eller jo lavere motivasjon barnet har i utgangspunktet, desto tettere trenger det å få benevnt hva det kan gjøre. Barnet får vite at det er på rett vei, og kan derved oppleve mestring og få energi til å gå videre. Barnet får også en opplevelse av fullføring, noe som igjen gir energi til å gå videre eller å avslutte positivt. Vi skiller mellom det å rose barnet og det å gi anerkjennende signaler underveis i barnets gjennomføring. Ros flytter oppmerksomheten fra handlingen til relasjonen og ferdig produkt, mens tilpasset anerkjennelse ved fullføring av delmål og mål, støtter handling og fullføring.

### ***Hjelp gjennom nødvendige ubehag***

Den voksne deler barnets ubehag ved inntonende signaler og benevning. Man må gjennom barnets gråt for å lede barnet ut av gråten. Det kan være en utfordring for omsorgspersonen å akseptere og benevne negative følelser hos barnet. Den voksne er redd for at det negative skal overta. Men for at barnet skal kunne bruke den videre handlingsstøtten, må det få erfare å bli møtt i sin opplevelse. Her er et eksempel: Ole gråter, han har falt og slått seg, mor sier med

medfølelse stemme «Uff, det gjør vondt! ... Se her ... Du kan koste av sanden, sånn ja! ... og så kan du koste hendene ... ja ... Så skal jeg ta plaster på!» Eller far til Kari som er lei seg fordi hun er blitt avvist av venninnene: «Det er leit når du ikke får være med! Det gjør skikkelig vondt! La oss snakke om hva som hendte! ... Neste gang kan du kanskje ta med deg sykkelens siden det er det de andre holder på med!»

Ved grensene for egen mestring er barn avhengige av å ha voksne tilgjengelig som kan være med barnet i opplevelsen og som kan hjelpe barnet til å overkomme ubehag. Når barn uttrykker ubehag og negativitet kan det sees som tegn på behov som ikke reguleres gjennom egen mestring (Øvreide, 2001).

### **Støtte barnet sosialt**

Vi benevner dette som sosial *triangulering*. Med basis i relasjonen til barnet kan den voksne, på barnets nivå, presentere andre personer, deres initiativer, fokus og opplevelser, slik at barnet får støtte til å forstå andre personers motiver og til å reagere adekvat. Barnet får også hjelp til å presentere seg selv, slik at det kan utløse ønskede og gjensidige reaksjoner fra omgivelsene: «Se, der kommer Ola ... Han vil gi deg bilen!»... «Du kan ta den ... takk!», eller: «Hørte du Kari, Mona har vært i Danmark ... Du kan spørre hva hun gjorde på!», eller «Se, der sitter, Eli ... Hun vinker til deg! Ja ... du kan vinke også!»

Den første viktige triangulerende støtten skjer mellom mor og far og barnet. Her dannes barnets første modell for å «gå ut i verden» ved hvordan mor–barn-relasjonen åpnes mot far.

### **Hjelp til tydelig start og avslutning**

Den voksne tar ansvar for en tilpasset og gjensidig markering av avslutning og ny start av dialogen. Det vil si at den voksne er oppmerksom på stoppsignaler hos barnet som gjør at barnet trenger ekstra støtte for å fullføre en aktivitet. Mor ser for eksempel at Gro begynner å miste interessen for regnestykkene og sier: «Nå har du jobbet bra! Nå er det bare tre stykker igjen!» Den voksne markerer at avslutning nærmer seg. Det vil si å gi tilkjenne at avslutning skal skje og hjelpe barnet til å avslutte på en god måte. Den voksne benevner barnets handlingsskritt mot avslutning og overganger til hva som skal skje videre. Et eksempel er far til Jens: «Nå skal vi dra til barnehagen, du kan sette boken opp i hyllen ... ja! Og så kan du hente støvlene! Sånn ... da er vi klar!»

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### **ABSTRACT:**

#### **Marte Meo:**

#### **A method of supervision and of therapy**

Maria Aarts, The Netherlands, developed the Marte Meo Method for consulting parents and care givers about their child's development. The key technique is a video-based interaction-analysis of interactive activities related to the child's daily-living. Selected moments of interaction are used for therapeutic intervention and for guidance to parents. The goal is to restore and promote an open and more supportive dialogue between adult and child. The method is clearly related to theory on child development. Marte Meo is, in Scandinavia, widely used to treat children's problems, but also as a means of supporting development and optimal communication in other relations. In this

article we describe how we use the method as a form of intervention related to parental problems. The article outlines the basic elements of the interaction analysis, as well as describing how typical problems that children exhibit, can be solved. Finally, challenges and possibilities for the therapist using this method are discussed.

#### ABOUT THIS ARTICLE:

- We are most grateful to the authors and the publisher, the «Norsk Psykologforening», for the opportunity to re-publish this article in the *Marte Meo Magazine*. We do hope that in this way more people in other Scandinavian countries might be able to read the interesting article of Reidun Hafstad and Haldor Øvreeide. Please notice that all rights are reserved to the authors and the Norsk Psykologforening.
- Part II of this article will be published in the *Marte Meo Magazine* 2005/3, Vol. 31, of August 2005.
- This article was previously published in: *Tidsskrift for Norsk Psykologforening* 2004, Vol. 41, pages 447-456.  
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#### SHORT NEWS MARTE MEO CONGRESS IN BERGEN, NORWAY

The Marte Meo Congress is organised by: NKS Olaviken Alderspsykiatriske Sykehus, Undervisningsavdelingen, i samarbeid med Institutt for familie og relasjonsutvikling, Os, Norway. On 28 and 29 April 2005. Two main subjects are on the programme:

Dag 1 (28.4.2005): Hovedfokus vil være samspill mellom barn og deres viktige voksne – foreldre, pedagoger og behandlere. Dag 2 (29.4.2005): Hovedfokus vil være samspill mellom helsepersonell og personer med demens. Tid: Kl. 09.30-16.00; begge dager. Sted: Scandic Amfi (Bergen Kino), Magnus Barfot Senteret. Pris: Nkr. 1250,- (inkl. lunsj) pr.dag.

From the programme: Dag 1: Torsdag 28.04.05: Åpning ved licenced supervisor, **Reidun Hafstad**, Institutt for familie og relasjonsutvikling. Marte Meo metoden baserer seg på den naturlige utviklingsstøttende dialogen. **Maria Aarts** viser ulike filmer. Marte Meo som behandling- og veilednings metode når det er problemer eller bekymring rundt barn. Marte Meo i arbeid med barn som har spesielle behov. Dag 2: Fredag 29.04.05: Åpning ved undervisningsleder **Marianne Munch**, NKS Olaviken Alderspsykiatriske Sykehus, undervisningsavdelingen; Innføring i Marte Meo som verktøy over for eldre med svake og vanskelig tolkbare signaler, ved **Maria Aarts**; Eksempler i bruk av Marte Meo videoveiledning i demensomsorgen ved **Marianne Munch**; Flere innspill fra **Maria Aarts**.

**Further information:** **Gitte K. Skare Gustavsen**, Tlf: 56 151054, Fax: 56 151001, Mail: [gitte.kristine.skare.gustavsen@olaviken.no](mailto:gitte.kristine.skare.gustavsen@olaviken.no). Web site: Marte Meo Foreningen, [www.martemeeo.no](http://www.martemeeo.no). The programme is on the Marte Meo International web site as well: [www.martemeeo.com](http://www.martemeeo.com).

# Colleague Trainer with Hearing Impairment

**Agneta Månsson** | Sweden



*L.t.r.: Sign language Interpreter; Christina Blennow, Marte Meo Supervisor; Agneta Månsson, Marte Meo Colleague Trainer.*

**It is late in the afternoon and I am just about to leave my office for home, when I pop into the canteen at the Auditory Habilitation & Rehabilitation Centre. There is no one there, just a big bowl with ‘Marte Meo sweets’ and a large sign on the wall congratulating Christina to her Marte Meo-exam. I had never heard of the Marte Meo Method before, but I enjoyed the sweets.**

Later the staff at Auditory H&R Centre received an invitation to join a Marte Meo course supervised by Christina Blennow. I decided to join just to cure my curiosity, and who knew, there might even be a chance to get some more M.M.’s. I had used the camera in my work before and enjoyed it, but during these occasions focussing on the subject did not worked out so well; an approach I can not understand today. My hearing impairment is of a kind that makes it possible for me to follow conversation in a small, closed company, where one topic at the time is being discussed, but in larger rooms, halls, auditoriums and the like I need a sign language interpreter.

Originally it was my idea to use the Marte Meo method in connection with deaf children, since I speak sign language and have the knowledge and experience to interpret their signals and gestures. However as it turned out it was very hard for me to get the cases I needed to complete my exam at Auditory & H&R Centre. It was not until I changed employer, that I was able to get enough cases for my exam. This of course slowed down the process and delayed my exam.

## **“PUT BUTTER ON THE BREAD”**

My new employer showed great interest in the method. But after I was able to use my “trained” eyes to interpret a boy with autistic characteristics signing “put butter on the bread”, something that the other staff members could not see, both staff and management were convinced of the method's usefulness. When I first started editing films I used an interpreter. However I had constantly to double check with the staff present at the filming, since the interpreter didn't have any training of the Marte Meo method and didn't know what to look and listen for. This made editing very complicated and time consuming. So I decided to do it on my own. This meant a little extra work for me. For example, I have to make notes about actions and conversations between the children and the staff in connection with the filming in order not to miss anything when editing.

In the future I want to use the method to support and encourage parents and staff working with children who have some kind of impairment concerning hearing or autism for example, to show that there is communication that the child corresponds to and how this communication can be developed.



**In Just One Day a Great Deal of  
Our New Information Revealed:**

## **First Marte Meo ReVision Day in Copenhagen**

**Josje Aarts & Maria Aarts** | Josje: Developer of the Marte Meo School, Day Care & Kindergarten Programme, Eindhoven; Maria: Director Marte Meo International, Harderwijk

### **THE FIRST MARTE MEO INTERNATIONAL REVISION DAY IN COPENHAGEN**

**The first “Marte Meo International ReVision Day” was held in Copenhagen at the 15th of March 2005. There were 98 participants who received a lot of information concerning the new developments in Marte Meo field. Marte Meo activities from all over the world were presented by my sister Josje Aarts and me, together with selected video clips.**

**Although it could be said that the day programme was rather stuffed with a lot of new material and accompanying clips, I think we (Josje and I) managed to present a good structured survey of the new Marte Meo developments, which was of practical value for professionals of various disciplines. And from what the participants told us on their evaluation forms I noticed that they enjoyed the same feeling. We asked them what they thought the most interesting subjects of this first ReVision Day and we gladly publish their reactions hereafter.**

### **MY “TRAIN OF SUBJECTS” PRESENTED ON THE REVISION DAY**

But first I like to give you an abridged, compact bird’s eye view of the subjects that rolled along the heads and eyes of the visitors of this first ReVision Day. Afterwards we had the feeling a big train had been rolling through this ReVision Day, so much information and subjects were presented. The subjects I presented in my first part of the day were:

1. What is the *limit* of the Marte Meo Method.
2. Children with special needs; *training for parents* of various backgrounds.
3. *Scientific research* start-ups in several countries: How does Marte Meo works out; what are the results; special subjects. For instance: Micro-analysis, University of Freiburg, Germany.
4. Talks of *co-operation with foundations* (e.g. Bertelsmann Foundation, Gütersloh, Germany).
5. *Various new Marte Meo checklists*. Rough drafts of three checklists were distributed: 1. Marte Meo School Programme (Josje Aarts, see her article in this *MAGAZINE*); 2. Marte Meo checklist for Teachers (Josje Aarts; publication of the list in the next *MAGAZINE*, no. 2005/3); 3. Marte Meo Developmental Checklist for Parents and Trainees: Communication skill training (Maria Aarts; publication on this subject in one of the next *MAGAZINES*).

6. Activities in various *new and old Marte Meo countries* (New: Spain, Italy, Greece, Austria, Latvia, Belarus, Croatia).
7. The *3W's principle*: WHEN > WHAT > WHY.
8. *On stage analysis* with parents and audience during the Heidelberg congress (27-2-2005).
9. *The new Marte Meo presentation style*: Where do you learn it – Where do you use it.
10. *Clips of Manou*: Basic information for and connection to various disciplines in the Marte Meo field: How to use this information for transferring know how for instance. Following & Leading.
11. *Clip of Johanna (Switzerland)*: about building co-operation model: Contact moment > Action moment > Contact > Action > Contact (the C A-Wave). And: Timing (is he/she ready?).
12. *The clip of Chiara from Lichtenstein*: How do you learn to build good moments. Where do you use it, for example to be a good couple, colleague, nurse etc. Concentrate on positive moments. Build togetherness. The effect of laughter.
13. *I mentioned that I use nowadays the Clips "Appelflapjes"* ("apple turnovers") to show how one does develop 'Empathy'.
14. I mentioned that I use the *Clips of the "Thom Film"* (about 'autism') to show the whole Marte Meo therapeutic process. The main points are: Marte Meo Diagnose; Film clips of a play situation, a structure situation, so to see what does Thom need as support; How do you get a proper diagnosis; How is the reviewing done; Working points for parents; Seeing development of new parental skills. And very important: the conclusion of the therapy. Was the therapy successful and how did the client develop? The diagnosis at the beginning must match with the last film of new developments, on the level of the client and on the level of the parents.
15. *Clips of a Portuguese mother*: Made in Switzerland by Paul Hofmann, Bern (Marte Meo Assessment Programme). The film is used as a part of the quality improvement programme. When I supervised during the project I concentrated at helping to give information about how these young mama's could be supported in developing new parental skills. It is all about giving the mama the opportunity to meet the needs of the child in stead of taking the child away and putting her into an institution.
16. There will be *publications on Day Care, School and Elderly Care* in the formula "Six Info Sessions" (DVD & Explanatory guidebook).
17. Information on new kind of projects in Germany. Germany does a lot on the *parental level* (see the web site [www.martemeeo.com](http://www.martemeeo.com) > [Presentations](#) or [Short News](#)).
18. Elderly care in Germany and Austria starts up a clinic for older people, a "*Marte Meo Geronto-psychiatrische Station*". In Jutland (the region of Holstebro / Ringkjøbing) there is so much success with the help of the Marte Meo Method in the field of the *Elderly Care* (see my article about the 'Holstebro Course' in this *MAGAZINE*).
19. *I showed how much profit we can have from the Marte Meo basic information to support the elderly with dementia to function as best as possible.*
20. *Clip Johanna/Switzerland*: Is used by me for training co-operation skills.
21. *Clip Child in bath*. Gives us information about positive leading skills.

#### **JOSJE AARTS' "TRAIN OF SUBJECTS"**

(see also her article in this *MAGAZINE*)

Then my sister Josje presented her new material of the School Programme and Day Care. Of course she started off with the basic information of her presentations of the last several years in a nutshell.

1. The *Clip "Ballet"* was meant to deal with the main elements like those from the checklist: skills to function well at school.
2. The *Ballet Clip, 2nd part*: What is already there? (see the points of Josje's checklist in her article in this *MAGAZINE*).

3. *Clip of 'Opening the school day'*. Entering the classroom. Making connections one to one. Clear start. Making good atmosphere.
4. *Clip Switzerland*. At least 8 points of Josje's School Programme checklist were made understandable by means of this clips (see her article in this *MAGAZINE*).
5. *Clip "Emotional exchange One-To-One"*. Josje explained: 1. Charging the battery of the teacher. 2. Contact on several levels (a very touching clip of a "Snoopy Moment" between child and teacher was shown by Josje). 3. Children with special needs need the most, get the least).
6. *Clip Card Game*. Play skills checklist.
7. *Clip Hendrik*. About stimulation and stay focussed. What messages do you read from your clips? What is needed and how will you do it? The question of activating development or compensating (take over). How to let the child grow? Who has the leading? To get clear what *exactly* need to be developed; what support is needed. When you have to learn the basic skill in school, it is much too late; so start to learn / train in Day Care and Kindergarten! But how? Prevention.
8. *Clip New Learning Model*. This clip dealt with: 1. Detailed guiding. 2. Instructions in action moments. 3. No unclear moments. 4. Step by Step principle. 5. Confirming. 6. Waiting & Checking.

#### NEW COURSE FOR TEACHER SUPERVISORS

Next year Josje will start in Harderwijk (The Netherlands) a course for supervisors who are a teacher. We keep you informed by our web site ([www.martemeeo.com](http://www.martemeeo.com)).

#### MY 2ND TRAIN OF SUBJECTS

After Josje's presentation I was on stage again to bring an end to our ReVision Day. I came to a conclusion with the *Clip of an elderly demented lady*. During this presentation all the points that really matters concerning the demented elderly people were passed in review. Since the mid-nineties I have been supervising several people and institutions about this subject. I brought all the main elements of the elderly care together again and I was able to enlighten some of them that afternoon.

#### WHAT THE PARTICIPANTS WROTE ON THEIR EVALUATION FORM

Finally I like to deal with the readers the outcome of the evaluation at the end of the day. The visitors told us what they thought most interesting, valuable experiences, exciting. Maybe you like to read it all, so the unabridged list is published hereafter. There is some repetition in the list below, but this makes the survey complete:

- The new school film.
- Everything was very good. Especially the information frame 'how to do a good Marte Meo presentation'.
- Social role models.
- The new checklists.
- New school film.
- The elderly programme and the communication skills training.
- The detailed information on the skills the child must have developed to function well at school.
- The information about the programmes for training parental skills for young mothers.

- Reviewing film of 'how to build the dialogue with parents'.
- The WHEN > WHAT > WHY principle.
- Josje's information about every support moment was wonderful.
- Everything you both presented was of great interest to my further work with Marte Meo.
- The simple model of using Marte Meo.
- The young mothers project in Switzerland, especially how they show each other what they are practising about new parental skills; a good idea for my own mother groups!
- The new Marte Meo school programme; such an informative clips Josje showed!

- The clips of young children combined with the training elements for the professionals in the elderly care.
- Maria's part about her work with young mothers.
- The information clips we saw about the skills a child needs to have developed to function well in a class.
- The young mother projects. I was impressed about the new parental skills they developed.
- The new Marte Meo checklists.
- The young mother projects.
- The India project.
- The idea to have mothers practice new parental skills with the child that she experience as most easy to handle.
- The new Marte Meo school programme; I liked the new clips Josje showed.
- The clips about the skills a teacher needs to run a class
- The information on how you can see in kindergarten if a child has developed the skills to function well in a class.
- The elderly clips.

- The school children with special needs.
- The clips from the new school film.
- The children with special needs.
- The information about adopted children.
- The young mothers programme.
- The new Marte Meo school film.
- The young male teacher of the Steiner school that Josje showed.
- The newest information clips on child development, especially the Swiss papa.
- The Marte Meo elderly programme.
- The new Marte Meo school programme.
- The young mothers project.
- The elderly projects.
- The parental skills training.
- The Marte Meo school programme.
- The Marte Meo school programme.
- The new checklists for schools by Josje.
- The young mother project.
- All subjects were of interest to me.
- The new school programme.
- The information about how to do a Marte Meo presentation.
- To meet you both again; it was really "refreshing Marte Meo"!

#### **THE NEX MARTE MEO INTERNATIONAL REVISION DAYS**

And thus the first ReVision Day came to an end in Copenhagen. Was it is possible to transmit such a train of information subjects in one day at a qualitative high level? Yes, the audience said on their forms! What for Josje and me started as an exciting experiment turned out to be a professional formula to bring up to date our Marte Meo certificate holders in a very short time. If you missed the day, there is still the possibility to visit the **ReVision Day in Oslo at the 1st of June 2005** (see my web site [www.martemeeo.com](http://www.martemeeo.com) > [ReVision Courses & Days](#)). The ReVision Day in Stockholm on 6-4-2005 shall be over when your read this, while this *MAGAZINE* was composed in the meantime; I hope to write about it in the next issue.

#### **NEXT COPENHAGEN REVISION DAY: 10-4-2006**

Immediately after the day in Copenhagen I was asked for the date next year. It was a great pleasure to Josje and me to present the first day in Copenhagen. That is why we surely look forward to meet you on the next Danish ReVision Day at the **10th of April in 2006!**

## Marte Meo International: Courses & ReVision Days in 2005 & 2006

In this survey you find all the ReVision Days and Courses as well as Training Weeks to be organised by Maria Aarts, Marte Meo International, Harderwijk.

Booking is possible by e-mail ([AartsMaria@martemeeo.com](mailto:AartsMaria@martemeeo.com)), or by mail, fax and phone. But of course the quickest and easiest way is to register on the Marte Meo web site:

[www.martemeeo.com](http://www.martemeeo.com).

See for addresses the Colophon in this *Magazine* (page 3 of cover), or [www.martemeeo.com](http://www.martemeeo.com) >

Contact. A programme of the Days, Courses and Training Weeks can be found on

[www.martemeeo.com](http://www.martemeeo.com) under Courses & Presentations > Training Weeks or ReVision Courses & Days, or Short News.

Under [www.martemeeo.com](http://www.martemeeo.com) > Agenda you will find every event in which Maria Aarts and/or Josje Aarts are involved. Keep an eye on [www.martemeeo.com](http://www.martemeeo.com) for changes in the programmes as well!

### REVISION DAYS

#### 2005

##### **1st ReVision Day Oslo, Norway**

Time: 1-6-2005

Place: Oslo, Norway • Price: 100.00

Course leaders: Maria Aarts, Josje Aarts • Language: Basic English

Preparation: Having a valid Marte Meo Certificate

### TRAINING WEEKS & REVISION WEEKS

#### 2005

##### **Zweiter Basisausbildung in 2005 Marte Meo Therapist Niveau (Deutsch sprachig!)**

Datum: Start: 22-8-2005, 10.00 h. / End: 25-8-2005, 15.00 h. (Week 34)

Ausbildungsort: Harderwijk, The Netherlands • Price: 750.00.

Ausbildungsleiterinnen: Maria Aarts & Josje Aarts • Sprache: *Deutsch*

##### **ReVision Course for Marte Meo Supervisors**

Time: Start: 28-11-2005, 10.00 h./End: 1-12-2005, 15.00 h. (Week 48)

Place: Harderwijk, The Netherlands • Price: 750.00.

Course leaders: Maria Aarts & Josje Aarts • Language: English

### TRAINING WEEKS & REVISION WEEKS

#### 2006

##### **Basic Training Course on Marte Meo Therapist level**

Time: Start: 30-1-2006, 10.00 h. / End: 2-2-2006, 15.00 h. (week 5)

Place: Harderwijk, The Netherlands • Price: 750.00.

Course leaders: Maria Aarts & Josje Aarts • Language: English

##### **ReVision Course for Marte Meo Supervisors**

Time: Start: 27-11-2006, 10.00 h. / End: 30-11-2006, 15.00 h. (Week 48)

Place: Harderwijk, The Netherlands • Price: 750.00.

Course leaders: Maria Aarts & Josje Aarts • Language: English

REVISION DAYS

2006

**2nd ReVision Day Copenhagen, Denmark**

Time: 10-4-2006

Place: Copenhagen, Denmark • Price: 100.00.

Course leaders: Maria Aarts, Josje Aarts • Language: Basic English

Preparation: Having a valid Marte Meo Certificate

**2nd ReVision Day Stockholm, Sweden**

Time: 28-3-2006

Place: Stockholm, Sweden • Price: 100.00

Course leaders: Maria Aarts, Josje Aarts • Language: Basic English

Preparation: Having a valid Marte Meo Certificate

**2nd ReVision Day Oslo, Norway**

Time: will be published a.s.a.p.

Place: Oslo, Norway • Price: 100.00

Course leaders: Maria Aarts, Josje Aarts • Language: Basic English

Preparation: Having a valid Marte Meo Certificate

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**SHORT NEWS** VER-BINDUNGEN SCHAFFEN – FACHTAGUNG OSNABRÜCK

Am 29.-30. September 2005 findet eine Fachtagung in Osnabrück (Deutschland/Germany) statt: „*Ver-Bindungen schaffen; Videogestützte Beratungs- und Vermittlungsarbeit in der Praxis*“. Es ist eine internationale Fachtagung für MitarbeiterInnen von Pflegekinderdienst und Erziehungsstellen, Heimerziehung, Kinder- und Jugendpsychotherapie/Psychiatrie, sowie aus Erziehungsberatung und Jugendhilfe. Die Tagung stellt die Möglichkeiten des Marte Meo Modells in diesem Arbeitsfeld vor. Referentinnen sind u.A.: **Maria Aarts** (Marte Meo International, Niederlande); **Arist v. Schlippe** (Osnabrück, Deutschland); **Christian Hawellek** (Vechta, Deutschland); **Christoph Elling** (Don Bosco Kath. Jugendhilfe, Osnabrück, Deutschland); **Jaqueline Kauermann** (SKF Bundeszentrale, Deutschland); **Colette O'Donovan** (Irish National Marte Meo Centre, Dublin, Irland); **Anne Robben** (Therapeutisches Beratungszentrum, Osnabrück, Deutschland); **Annegret Sirringhaus-Bünder** (Köln, Deutschland). Workshops mit u.A.: Christoph Elling, Anne Robben, Christian Hawellek, Annegret Sirringhaus-Bünder, Colette O'Donovan, Walburga Rolfes, Arist v. Schlippe.

Organisation: Norddeutsches Marte Meo Institut ([www.nmmi.de](http://www.nmmi.de)), in Zusammenarbeit mit der Universität Osnabrück (Fachbereich Humanwissenschaften, Fach Klinische Psychologie), und dem Institut für Familientherapie, Weinheim (Ausbildung und Entwicklung e.V.).

Zahlungseingang bis 30-4-2005: 80; danach: 90.

Information und Anmeldung: Norddeutsche Marte Meo Institut, Postfach 3828, 26028 Oldenburg, Deutschland, oder per e-mail: [mail@nmmi.de](mailto:mail@nmmi.de).

## Kongreß in Heidelberg: „Marte Meo“ und gewaltfreier Widerstand

Hede Andresen-Kühn, | Familientherapeutin; systemische Supervisorin;  
Elternkursleiterin



*Diskussionsforum am Sonntagnachmittag 27-2-2005, Kongres Heidelberg*

**Am Sonntagnachmittag dem 27. Februar 2005 ging in Heidelberg ein bemerkenswerter und denkwürdiger Kongreß zu Ende: 800 Väter und Mütter, Großeltern, Lehrer, Erzieher, Sozialpädagogen, Familientherapeuten, Psychotherapeuten, Psychiater, Ärzte, Juristen, Studenten und Jugendliche waren drei Tage lang Teilnehmer des internationalen Forums für Fachleute und Eltern „Coaching für Eltern: Mütter und Väter als Experten“. Das Helm-Stierlin-Institut Heidelberg unter Führung von Prof. Dr. Jochen Schweitzer und das Weinheimer Familieninstitut unter Führung von PD Dr. Arist von Schlippe in Zusammenarbeit mit der Universität Heidelberg und der Universität Osnabrück hatten dazu eingeladen.**

Drei Tage lang wogten über drei Stockwerke im Innern der Neuen Universität die Menschenmengen zwischen Tischen mit Einschreibformularen, Snack- und Getränkeausgabe, Garderoben, Büchertischen, Seminarräumen, Hörsälen und der Alten Aula mit bemerkenswerter Gelassenheit hin und her. Dasselbe an Orten besonderen Zuspruchs: Geduld, Freundlichkeit, Abwarten.

Der verschneite Universitätsplatz mit winterlich ver mummt, in die verschiedenen Außenstellen strebenden und von dort zurückkommenden Teilnehmern gab ein Bild von fast Breughelschem Genre.

Mit gewohnt leichter Hand führte Jochen Schweitzer durch diese Tagung.

**...DAMIT ELTERN ALS PRÄSENTE ELTERN IHREN PLATZ IN DER MITTE  
DER FAMILIE EINNEHMEN**

Der einführende Vortrag von Arist von Schlippe beeindruckte nicht nur durch die ihm eigene Mischung von Humor, Leichtigkeit und konzentrierter Aussage. Es gelang ihm auch brillant die Darstellung und Verknüpfung der Zustandsbeschreibung heutiger Familienkontexte, der Verunsicherungen im Erziehungsgefüge, familien-therapeutischer Sicht- und Arbeitsweisen, insbesondere der hier den Kongreß bestimmenden verschiedenen Methodenansätze von Maria Aarts und Haim Omer, die im Kern das Gleiche meinen und wollen: dass nämlich Eltern als präsenste Eltern ihren Platz in der Mitte der Familie einnehmen.

**MARTE MEO: „WENN HIER IN DEUTSCHLAND GELD DAFÜR AUSGEGEBEN WÜRD...!“**

Als Shooting-Star der Tagung erwies sich Maria Aarts: In allen Auftritten des Kongresses gewann sie die Herzen der Tagungsteilnehmer durch ihre freie, unkomplizierte, humorvolle Selbst- und Methodendarstellung in niederländisch gefärbtem Deutsch. „Marte Meo, Marte Meo“ (das von ihr entwickelte und so genannte Programm ihrer Arbeit in vielen Ländern der Welt) hämmerte sich allmählich in die Köpfe ein. Entsprechend war der Büchersondertisch von Maria, die dort auch noch Autogramme gab und - so gut es ging, verkaufend, schreibend, gehend Rede und Antwort stand, von Menschentrauben umlagert. Die Botschaft aber, die von dem Programm ausging, fasste eine Teilnehmerin so in Worte: „Wenn hier in Deutschland Geld dafür ausgegeben würde, diese Methode der entwicklungsfördernden Interaktion in pädagogischen Einrichtungen einzuführen und anzuwenden, würde nicht nur den betroffenen Kindern und ihren Familien effizient geholfen, sondern es bliebe viel, viel Geld im Staatssäckel. Aber Politiker und Verwaltungsbeamte sind irgendwie blind.“

**HAIM OMER: „WIE SOLL MAN KINDER ERZIEHEN? ES GIBT KEINE ODER 1000  
ANTWORTEN!“**

Ganz anders Haim Omer. Sein Elterncoaching, wunderbar verständlich dargelegt in den mit Arist von Schlippe verfassten Büchern „Autorität ohne Gewalt“ und „Autorität durch Beziehung“ meint die Arbeit mit Familien, in denen Eltern durch ihre „Ich-bin-der-Boss-Kinder“ ihren Platz in der Mitte der Familie verloren haben. Seine „Tools“ wie Deeskalation, Schweigen lernen, das „Eisen schmieden, wenn es kalt ist“, Sit-in und Versöhnungsgesten stellen hohe Anforderungen an Eltern und Berater. Sie sind aber eine vielversprechende und erprobte Möglichkeit, zerbrechende Familien wieder „an einen Tisch“ zu bekommen. Haim Omer und sein Assistent Uri Weinblatt haben in den letzten 2 ½ Jahren ihre in Israel entwickelte Methode in Deutschland mit Therapeuten, Beratern und Pädagogen geübt, vertieft und weiter entwickelt. Hier in Heidelberg konnte sich nun eine sehr große Öffentlichkeit direkt durch einen großartigen Vortrag, in Workshops, „Talks“, usw. über diese Art des Elterncoaching informieren. Haim Omer selbst fand erst am Ende der Tagung zu der ihm eigenen humorvollen Art zurück: „Wie soll man Kinder erziehen? Es gibt keine oder 1000 Antworten!“

**UND SONST...**

Ein besonderer Höhepunkt der Tagung waren ohne Zweifel die *Live-Interventionen* von Maria Aarts und Haim Omer, in denen sie - jeweils mit dem gleichen Elternpaar arbeitend - ihre Methoden eindrucksvoll zum Einsatz brachten.

Ja, und sonst? Ca. 50 Workshops mit renommierten in- und ausländischen Kursleitern; begleitende Musik (wunderschön die Gongzeichen zu den Pausenenden!); tänzerisches, musikalisches und kabarettistisches Beiprogramm der feinsten und ganz besonderen Art; Wort- und Filmreport zum Forum; bewegende Schlussworte von Helm Stierlin ..... eine große Tagung!

**INFORMATION:**

**Hede Andresen-Kühn**, Familientherapeutin; systemische Supervisorin; Elternkursleiterin

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Tel. 07071/42909

**Quelle:** [http://www.systemmagazin.de/berichte/050306andresen\\_eltern\\_coaching.php](http://www.systemmagazin.de/berichte/050306andresen_eltern_coaching.php).

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**SHORT NEWS** E-MAIL REACTION ON HEILDELBURG

Hi Maria! I am one of these 800 participants of the congress in Heidelberg last weekend. Just wanted to thank you for your inspiring show. I had a great time, a lot of fun learning about Marte Meo; I hope to get the chance to see you again. Take care, *Constance Büsch*

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**SHORT NEWS** ZWEITER AUSBILDUNGSWOCHE IN 2005 FÜR MARTE MEO THERAPISTEN IN HARDERWIJK, 22. – 26. AUGUST. UND ZWAR IN DEUTSCHER SPRACHE!

Die erste "Basisausbildung" für Marte Meo Therapeuten (Woche 5, 2005) war rasch ausgebucht. Seitdem erreichten mir viele Anfragen, vor allem aus Deutschland, nochmals dieses Jahr eine Ausbildungswoche für Marte Meo Anfänger zu organisieren. Obwohl meiner Terminkalender schon überfüllt war, möchte ich gerne die Anfragen aus Deutschland honorieren. Deswegen ein Par Termine hin und her geschoben, und jetzt werde ich eine zweite Ausbildungswoche laufen lassen vom 22. August bis/einschließlich 26. August 2005, in Harderwijk, Niederlande. **Und zwar in deutscher Sprache! Zum ersten mal!** Die nächste Basisausbildung wird dann wieder stattfinden in Woche 5 (ab 31. Januar 2006) in Harderwijk. Aber..., während dieser Ausbildungswoche in 2006 wird wieder normal – zwar leichtes – Englisch gesprochen, wegen des internationalen Charakters der Teilnehmer. So nur im August auf Deutsch. Bitte beachten Sie daß eine beschränkte Anzahl Plätze vorhanden sind; so wenn Sie interessiert sind, ist schnelle Anmeldung empfehlenswert. Das Programm ist das Gleiche wie im vergangenen Woche 5, 2005. (Sehe meine website: [www.martemeeo.com](http://www.martemeeo.com) > Training Weeks.) Jeder Kursist darf einen Film zeichnen (5 Minuten dauer; VHS oder DVD) von eigener Klientengruppe. Wenn keiner Film vorhanden ist darf der Kursist eine spezifische Frage einbringen. Wenn Sie nähere Auskünfte wünschen, treten Sie bitte in Verbindung mit mir, durch e-mail: [AartsMaria@martemeeo.com](mailto:AartsMaria@martemeeo.com), oder Sie können sich direkt anmelden durch unsere website: [www.martemeeo.com](http://www.martemeeo.com) > Trainingsweeks. (Maria Aarts, Ed.)

(The first Basic Course 2005 for Marte Meo Therapists, week 5, 2005, was full booked. Since then a lot of requests were received to organise a second course for 2005, mostly from German speaking clients. Therefore a second 4-day course will start in Harderwijk at the 22nd of August 2005. It will be the first 'basic course' in German language! **Please notice** that because of limited openings early booking will be imported. The programme will be the same as that of the training week held in week 5 of this year. Further info & registering: [courses & presentations -> training weeks](#)) (Maria Aarts, Ed.)

## Basic Course on Marte Meo Therapist Level 2005: Participants' Reactions on Week 5, 2005

**MARIA AARTS** (ED.) | Director of Marte Meo International, Harderwijk

**The latest Basic Course on Marte Meo Therapist Level was held from 31-1-2005 to 3-2-2005 in Harderwijk, The Netherlands. Maria and Josje Aarts taught about 25 participants the basic principles of the Marte Meo programme.**

**Some of the course programme elements were:**

- Trainees got half an hour individual training in interaction analysis on video material.
- Trainees learned to make a clear professional diagnosis on film material and to develop a good ear for the question of the parent or professional.
- Trainees learned how to produce a work list for the specific child/family/client.
- Trainees got lessons on how to select the right Marte Meo information on developmental support, which is connected to the question from parent/professional.
- Training on using checklists from the “Marte Meo. Basic Manual”-book in every day practice. (Practice lessons with films from trainee’s own clients).
- Children with special needs: Films from the participants were used to give an overview of the newly developed Marte Meo information (autism).
- Reviewing skill lessons: Using the Marte Meo review checklists from the book “Marte Meo. Basic Manual”, trainees were taught the elements of reviewing skills.
- A presentation on the Marte Meo Quality Improvement Projects in day care, schools and institutions.
- An overview from the newest Marte Meo International developments.

The 2005 Basic Course was full booked and several applicants had to wait for the next year course (planned: 31-1-2006 / 2-2-2006, week 5, in Harderwijk, The Netherlands; see “[www.martemeeo.com](http://www.martemeeo.com) > Training Weeks” for details and registering).

**However, an extra, second Basic Course on Therapist Level will be held in 2005 especially for German speaking trainees!** So many German applicants were disappointed to find out that the English spoken course for 2005 was overbooked, that I decided to find somehow in my crammed programme for 2005 a possibility for a second training week. So a “Basis Ausbildungswoche für Marte Meo Therapeuten” (a German spoken Basic Training Week) will be organised in Harderwijk from 22-8-2005 to 25-8-2005, Week 34 (See [www.martemeeo.com](http://www.martemeeo.com) > Training Weeks, for details and registering)

**And these are quotations of the participants of the Basic Course:**

**KATJA T. BJERRE-POULSEN** (Denmark) | *Pedagogue*

I learned that in amazingly few seconds you can analyse a clip from a video tape and find skills to practise, to support and help the people you are working with. And I am learning to do this too. I got so much information here in The Netherlands that I need to go home to Denmark to internalise!

**GITTE B. CARLSEN** (Denmark) | *Pedagogue*

I found this whole week very interesting and inspiring. I like it that the information is so concrete and that you always think in solutions and not in problems. You are both, Maria and Josje, very

“alive” to listen to, and all those examples give me a lot of “AHA”-experiences. I was eagerly looking forward to the start of this education, and after this week I have no doubts about that. This is what I want to work with in the future. Thank you, Gitte.

**LISBET DIJKMAN** (The Netherlands)

After one day of training in Harderwijk with Maria en Josje I went home to try some of the things I learned that day. My youngest daughter, 2 years old, never wants to brush her teeth. After 3 days of using Marte Meo the problem is gone! You can imagine my enthusiasm: having started a new education form and immediately experiencing that it really works!

**ANETTE GERTZ** (Denmark)

It has been a lovely week. Maria and Josje are lovely and beautiful people. They have taught (learned) me to see how much Marte Meo can do for children and their development. And how much I can do; that life is a long learning process; I know after this week that I can make a difference in my daily work with Marte Meo in my backpack.

**JYTTE HESTBAEK THOMSEN** (Denmark) | *Day care worker, Vejle*

I spent four days at a course in Harderwijk with Josje and Maria Aarts. There I got ideas, tips and information of what Marte Meo is about. The course has inspired me to get back to Denmark and work furthermore with the Marte Meo Method. I am sure that I can use it in my work in the kindergarten with the bilingual children. I felt very welcomed there by these two nice ladies.

**CYNTHIA HOMMINGA** (The Netherlands)

For me Marte Meo is discovering my own strength. And trusting this so I have a chance to make the world better. Keeping in mind that anyone can be helped to discover their own strength, if only they have someone pointing it out to them. And realising the importance of early intervention for some people it is too late to repair all... but every step is an important one for development!

**JETTE HUMMEL KRISTIANSEN** (Denmark)

It was a very intense week with very good supervisors, because Maria and Josje are the power themselves. I learned to be much more concrete, to look at small details, and I am looking forward to come home and use Marte Meo during my work. And I think that I will have a lot more confidence when I have the “basic Marte Meo” with me in my work. Everybody should learn that! Thank you for a good week!

**LENE IBSCGAARD ANDERSEN** (Denmark) | *Pedagogue*

Last week I said to my boss that I needed a course about not having a big mouth, and in diplomacy. I didn't realise that I already was sent to such a course. Marte Meo has been during 3 years of my professional career a good guideline, but in this 4 days I learned that this is where I want to have my focus. I learned 2 important things: *look - wait & see!* (No big mouth!). And I learned to trust myself or rather to trust what I see. I look forward to work with Marte Meo and I hope that I can do it in the right way! It has been very cosy to learn in such a nice atmosphere and with so good faces – which I'll bring back as an experience. Thank you both,

Love from Lene.

**METTE ISAGER** (Danish; living in The Netherlands)

As a Marte Meo supervisor I find it very important and successful to join the (my) new trainees group in Harderwijk. After one Marte Meo basic week it is interesting to see how much Marte Meo-knowledge the group has made itself familiar with. For me it is important that my trainees start their education with Maria and Josje. In that way they better learn and remember the Marte Meo elements and language.

**LINDA JØRGENSEN** (Denmark) | *Pedagogue*

Back home in Denmark again and ready to tell a few lines about my week in Harderwijk. It was a very lovely week I had in Harderwijk. You are both very inspiring in the way you educated us. You're both kept it so straightforward. I am really looking forward to inspire my colleagues with the magical Marte Meo and share the information with them. It seems so simple and yet it gave me so many opportunities in my daily work with children from 3 to 6 years of age. I am really looking forward to become a new Marte Meo therapist in Denmark, with the help of Mette Isager. I am sure that I will be back in Harderwijk again, for more inspiration. See You. With love, Linda Jørgensen.

**PROF. DR. MARTA LJUBESIC** (Croatia) | *Psychologist; Faculty of Special Education and Rehabilitation, Zagreb*

It was fantastic!

I am looking forward to go further and get supervision in Vienna.

Warm regards, Marta Ljubesic

**SUSAN MAI KRISTIANSEN** (Denmark) | *Speech pedagogue, Vejle*

I loved the place, the colours, the flowers, the sweets, THE TALKING, the cakes and the tea. I like so much that you both - Maria and Josje - keep it simple. Even if the cases are difficult and hard to work on. I look forward to use my new knowledge back home to my work and life... All the best, Susan!

PS: The city also was also very nice. I am ready for a little holiday there with my family.

**CLAUDIA MAIER** (Österreich) | *Psycho Therapist, Praxis He Physis, Graz*

In dieser Woche habe ich gelernt, mich wieder auf die „einfachen“, grundlegenden und, wie ich meine, wirklich wesentlichen Momente der Interaktion zu konzentrieren. Sie wird meine weitere psychotherapeutische und pädagogische Arbeit wesentlich beeinflussen. Einer der vielen Sätze, der sich mir eingepägt hat war: *„Lean back and wait for the initiatives!“*

Vielen Dank!

**JIN MARTE ØVREEIDE** (Norway) | *Psychologist; Ullevål Universitetssykehus BUPA, Oslo*

Inspiring and informative week, with very good trainers and very nice trainees! I look forward to practice what I have learned! It is impressive how the video pictures give the opportunity to see the “small” things happening in daily life.

**LAIMA NAUSEDAITĖ** | *Social worker, Lithuania*

Dear Maria, Let me thank you again from the deep bottom of my heart for the possibility to meet you, to participate at the training week, to gain knowledge and as you said to become a member of big Marte Meo family! Not often has one a chance to meet people with such a big heart. One of the main things that I (again) understood during the last week is that most superior things are simple. And Marte Meo has developed language that reaches people's hearts and that everybody can understand. And as you have told us Maria it provides help at the right moment, starting in the situation level where people are. The emotional atmosphere created by you and Josje makes one feel so free and confident. I also was so amazed to find your training centre at your own home. That home atmosphere makes you feel so relaxed because why learning is even more effective then.

What Marte Meo does stays so close to people's lives and to the difficulties of parents and professionals. When I am thinking about my home country, I have a broken heart in the same time, because a lot of people are treated in the wrong way. I therefore feel a big desire to bring Marte Meo in my own country. I wish that “step by step” for more and more people my work with Marte Meo will make their life easier. I have a wish to start making films myself, try to do analyses, because I am determined to learn Marte Meo and to introduce the method in my home

country.

After the seminar I went to visit my friend who has a baby of 4 months old. I had the first possibility to try out, what I heard and learned during the training week. I would be surprised if my knowledge works already?! We made such a lovely conversation with the baby, just by repeating her sounds and having the same focus as she had!

My warmest regards, Laima.

**HELGA RATTAY** (Germany) | *Psychologist, Systemic therapist, Braunschweig*

I am impressed by the changes that happened by means of the Marte Meo Method in the communication with people, who showed a difficult behaviour before. And also I am very impressed how simply and easy it works, when you look at people with awareness and help them with respect. For this way of leading groups and work with people, Maria and Josje are excellent and authentic models, and the atmosphere in the (very kind!) group was a mirror of this attitude. Thank you very much for the clear structured information, the affectionate atmosphere and the lots of good impulses and ideas! Thank you for the wonderful week! In the 45 years of my life, I learned a lot of other people, but with you, I feel again like the little girls of 6 years: At school I had a wonderful first teacher, who helped me to love to learn and to believe in myself. This is the most wonderful way of learning, thank you so much!

We had a lot of fun and a very good time during this week! Back home again, I started enthusiastically to work with the Marte Meo Method of which I later hope to practice it during 'couple counselling'.

**ELSBETH SCHOUTEN** (The Netherlands)

One learns by means of tiny and concrete steps to realise essential changes in somebody's own life and in the relation with his/her acquaintances.

**DR. INGRID SCHULZ** (Austria) | *Psychiatrist, Family therapist; Dr. Schulz & Dr. Schulz, Praxis Schulgasse, Wien*

1. Learn to wait.
2. Don't hurry > STEP BY STEP.
3. Good focus! > Show it!
4. Positive leading.
5. I liked very much the atmosphere! Tea, cookies... ("COFFEE, COOKIES & THE DOG").
6. Name your initiatives!
7. Structure: A clear begin ... A clear end.

Thank you for this great time! Want to come back to work with you!

**DR. ULRIKE SCHULZ** (Austria) | *Child psychiatrist, Family therapist; Dr. Schulz & Dr. Schulz, Praxis Schulgasse, Wien*

What did I learn from the Marte Meo basic course? **A lot!** Theory and practice were combined in an authentic way. For example: The giving of structure and atmosphere, the watching for time and energy, the making of the "best face", the way to help activating instead of compensating, etc. Thank you Maria, Josje and Joop! I am looking forward to work together with you again and to learn more in this *special* way.

**HANNEKE TIMMERS** (The Netherlands) | *Family therapist; Orthopedagoge; MEE-no.b, Uden*

The basic training was for me a total new experience, a discovery of the base working with all kind of people. This is gonna be a new start for me, after which I am able to use my own strength. And above all, on one's own strength! Thank you, Hanneke

**SUSI VEDSTED** (Denmark)

The basic week with Marte Meo helps me back to basics. Maria and Josje taught me to see the children very clearly, to keep it simple. Marte Meo is the best approach to see and to develop the skills I and the children have. Just thought I lost it until Marte Meo showed me the way again. Thank you for a very up-lighting week. My Marte Meo light is turned on.

**PROF. DR. ULRIKE ZACH** (Germany) | *University of Applied Sciences, Oldenburg / Ostfriesland, Wilhelmshaven*

- Confirmation of the importance & effect of video analysis and video feedback.
- Effect of activating positive developmental processes.
- Again and again very inspiring.
- Excellent teaching.
- Positive learning situations of atmosphere.
- Information and overall inspiring.

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**SHORT NEWS** FAEROE ISLANDS: TWENTY MARTE MEO THERAPISTS AT A NEW MARTE MEO COUNTRY

Pernille Roug, Marte Meo Licensed Supervisor in Denmark, mailed us on 7-3-2005 about her work at the Faeroe Islands and a large group of new Marte Meo Therapists at the Faeroe Islands educated by her. A new "Marte Meo Country" which we give a hearty welcome! Twenty new therapists from the Faeroe Islands are to be enlisted in the next Marte Meo *Magazine*! Pernille had to tell these new Marte Meo Therapists that it would be impossible to print all their special characters of the native language on the certificates. The Faeroe "d" is a particular character to us, with a line through it e.g. Some characters can be imitated; we do our very best. Pernille Roug thinks it such a pity that she shall no longer travel to the Islands. The Faeroe people have shown her so much hospitality and kindness and they simply just love Marte Meo, she mails. At the Faeroe Islands an own Faeroe Islands association is founded: The Faroese Marte Meo forening. A lot of the Faeroerses will come to the next Nordic conference in Denmark next year (see also: other Short News item and/or click on Agenda on this Marte Meo web site ([www.martemeeo.com](http://www.martemeeo.com)) about de Nordic Conference in 2006). It might be possible to have Marte Meo Supervisors on the Faeroe Islands within a few years after some more practising. Pernille ended her Islands period with a very big introduction day with more than 100 people! It is the fourth day during those 1½ year on the Faeroe Islands with more than 100 people listening to the magnificent Marte Meo Method, she writes on. So a lot of work for you, Gonnie, she mails, and - I hope - a proud Maria Aarts (...and I can tell you, I am...!, *Maria Aarts*). For Gonnie Aarts (who prepares a.o. the certificates) Pernille has special instructions: "The head number to the Faeroe Islands is 00298. I have not typed it on the certification forms; one thing more: if you wonder why there are sometimes no street names etc., it is because there **are** no streets!" So, the Faeroe Islands are in more than one way a very characteristic new aspect to our every day growing Marte Meo Family. We surely long to meet our new family members some day! Further info: [www.martemeeo.com](http://www.martemeeo.com), or: [AartsMaria@martemeeo.com](mailto:AartsMaria@martemeeo.com).

# New Marte Meo Certificate Holders

(Period 1-12-2004 – 20-3-2005)

Here are given per country the names of the students who successfully completed their Marte Meo course and received thereafter a Marte Meo Certificate during the period December 2004 – 20th of March 2005. See for the new certificate holders of the previous period MARTE MEO MAGAZINE 2005/1 and earlier issues of the Marte Meo Newsletter. Every Marte Meo Certificate has a unique number and is registered with the organisation of Marte Meo International, Harderwijk.

Information about Marte Meo courses can be found on the Marte Meo web site:

[WWW.MARTEMEO.COM](http://WWW.MARTEMEO.COM) > Courses & Presentations > Training Weeks,

Or: > ReVision Courses & Days.

For further information about the procedure of certification see:

[WWW.MARTEMEO.COM](http://WWW.MARTEMEO.COM) > Courses & Presentations > Certification.

Or contact: Marte Meo International, Attn. Maria Aarts, Muntplein 1, 3841 EE Harderwijk, The Netherlands. Tel. (0031)-(0)341-424340; fax (0031)-(0)341-422882; e-mail:

[AartsMaria@martemeeo.com](mailto:AartsMaria@martemeeo.com); web site: [WWW.MARTEMEO.COM](http://WWW.MARTEMEO.COM).

For comments on the list below, please contact:

Gonnie Aarts, e-mail: [AartsGonnie@martemeeo.com](mailto:AartsGonnie@martemeeo.com).

Further information: Maria Aarts, [AartsMaria@martemeeo.com](mailto:AartsMaria@martemeeo.com).

## Supervisor Certificates

### DENMARK

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Basse, Steen	173	Åbyhøj	Psykologisk Rådgivning ved Morten Sø & Steen Basse	Psychologist

### SWEDEN

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Berner, Ulla	171	Karlstad	Familjehuset	Social worker
Nyberg, Irma	175	Falun	BUP-Kliniken, Falu Lasarett, Akut och Familjeenheten	Licensed psychotherapist
Palmkvist, Kerstin	172	Lund	Barne- och ungdomspsykiatriska Mottagningen	Social worker

### SWITZERLAND

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Andrée Baeriswyl-Rouiller, Irène	174	Fribourg	Praxis für Logopädie und Psychologie	Speech therapist / Psychologist

## Therapist Certificates

### DENMARK

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Baun Christensen, Susanne	1713	Ebeltoft	Daglejen, Ebeltoft Kommune	Pedagogue
Betine Lønstrup Nørholm, Anita	1705	Hadsund	Solstrålen	Pedagogue
Børsmose Simony, Dorte	1718	Ribe	Rådgivningen	Pedagogue
Bregendahl, Mette	1702	Ringsted	Ådalsskolen	Teacher
Camilla Meyer, Anne	1696	Haslev	Sundhetplejen Haslev	Health nurse
Christensen, Hanne	1701	Rødovre	Rødovre Kommune, Sundhedsplejen Social- og Sundheds Forvaltningen	Health visitor

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Dalsbirk, Anne	1708	Risskov	Børne- og Ungdomspsykiatrisk Hospital	Nurse
Dalsgaard, Mette	1700	Rødovre	Rødovre Kommune, Sundhedsplejen Social- og Sundheds Forvaltningen	Health visitor
Duncker, Inge	1707	Risskov	Børne- og Ungdomspsykiatrisk Hospital	Nurse
Gustav, Lisbeth	1699	Rødovre	Rødovre Kommune, Sundhedsplejen Social- og Sundheds Forvaltningen	Health visitor
Hauger Bech, Yvonne	1719	Herlev	Ungdomshuset – Center for Døve	Pedagogue
Hedegaard Bennedsen, Majbrit	1674	Skive	Skive Kommune	Health visitor
Husum Jensen, Annette	1709	Viborg	Viborg Seminariet	Teacher
Kaltoft, Marianne	1677	Silkeborg	Skolegades Børnehave	Pedagogue
Knudsen, Bente	1712	Silkeborg	Silkeborg Kommune	Health nurse
Kristensen, Lilian	1675	Harlev		Pedagogue
Kroer, Lene	1676	Vamdrup	Daglejen	Pedagogue
Lindholt Ginnerup, Lisbeth	1672	Viborg	Viborg Kommune	Health visitor
Lund Christiansen, Tina	1717	Kalundborg	Aarby Skole og Fritidsordning	Pedagogue
Malte Sørensen, Helle	1658	Hjortsjøj	Hjortshøj Lokalcenter	Social & health helper
Mie Hansen, Ann	1724	Sydals	Sydals Kommune, Børne- og ungerådgivningen	Psychologist / Chief of department
Mortensen, Dorthe	1710	Århus N.	Familieafdelingen Bethesda	Social pedagogue
Munk Christiansen, Lone	1711	Hinnerup	Dagleje Hinnerud	Day care pedagogue
Paulsen, Hanne	1673	Herning	Herning Kommune	Health visitor
Pedersen, Hanne	1660	Lystrup	Havehuset Sønderkovhus	Social & health assistant
Sandkvist, Peter	1716	Vildbjerg	Familiecentret Nordlys	Pedagogue
Scheving Brink, Vibeke	1704	Hadsund	Solstrålen	Pedagogue
Schmock, Tina	1698	Rødovre	Rødovre Kommune, Sundhedsplejen Social- og Sundheds Forvaltningen	Health visitor
Simonsen, Anni	1706	Aalborg	Danahus	Pedagogue
Skovbro, Helle	1679	Tåstrup	Høje tåstrup Kommune	Health Nurse
Sørensen, Anette	1659	Hjortsjøj	Hjortshøj Lokalcenter	Social & health helper
Stensen Christensen, Karin	1663	Vig	Centerklasserne Vig Skole	Occupational therapist
Stephansen, Lisbeth	1661	København S	Københavns Kommune Vuggestue	Pedagogue
Strøm, Gitte	1715	Silkeborg	Sundhedsplejen i Silkeborg Kommune	Health nurse
Stryhn Lausen, Susanne	1703	Kastrup	Børnehaven	Pedagogue
Thoft Nielsen, Ulla	1697	Rødovre	Rødovre Kommune, Sundhedsplejen Social- og Sundheds Forvaltningen	Health visitor
Trebbien, Janne	1670	Slagelse		Pedagogue
Uth Ovesen, Ulla	1678	Mårslet	Børnehuset Valnødden	Pedagogue
Vinther, Ingrid	1714	Ebeltoft	Daglejen, Ebeltoft Kommune	Health nurse
Vium Østerberg, Linda	1671	Brande	Brande Kommune	Health visitor
Winther Milde, Gitte	1662	Næstved	Daglejekontoret	Pedagogue

## INDIA

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Bose, Urna	1689			Special educator
Chanda, Arijit	1690			Special educator
Das, Piyali	1688			Special educator
Dey, Mithu	1686			Mother
Dutta, Sandhya	1685			Mother
Ganguly, Manjusree	1687			Mother
Ghosh, Baishakhi	1684			Mother
Menon, Shanta	1691			Principal
Premchandran, Sathi	1694			Social worker

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Remadevi P.K.	1693			Special educator
Sarada P.S.	1692			Special educator
Subhash, Ann	1695			Mother

**NORWAY**

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Brenno, Karin	1683	Oslo	Gry Familiesenter	Social worker
Lou, Hanne	1680	Brumunddal	Helsestasjonen	Health nurse
Saanum, Hilde	1682	Volda	Helse Sunnmøre Volda Sjukhus BUP	Pedagogue
Solberg, Siri	1657	Drammen	Senter for oppvekst, PP-Tjenesten	Pedagogisk-Psykologisk Rådgiver
Zeil, Berit Elise	1669	Gjøvik	BUP Gjøvik	Pedagogue

**SWEDEN**

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Alenius, Carina	1668	Sala	Sala Kommun Barne och utbildningsförvaltning	Pre-school teacher / Family pedagogue
Carlsson, Eva	1722	Haninge	Villa Rudan	Home-based family Therapist
Gäll, Marie	1725	Haninge	Familjeresursteamet	Home-based family therapist
Gamper, Barbara	1721	Haninge	Familjeresursteamet	Home-based family therapist
Klerestam, Doris	1667	Västerås	Centrallasarettet, Basenhet Barn och Ungdomspsykiatri	Family treatment counsellor
Larsson, Marianne	1681	Katrineholm	Katrineholms Kommun	Preschool teacher / Family counsellor
Nilsson, Annika	1665	Trosa	Socialtjänsten i Trosa	Family treatment counsellor
Nyström, Gunver	1666	Stockholm	Stockholm Stad, Maria Gamla Stans SDF	Bachelor of Social Work
Persson, Christina	1723	Falun	Familjeenheten, BUP Kliniken	Family treatment assistant
Ström, Petra	1664	Gunnebo		Family treatment counsellor

**Colleague Trainer Certificates****DENMARK**

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Elmegaard Bladt, Birthe	75	Sydals	Børnehuset Tangsmose	Institution leader
Jessen, Gitte	77	Sydals	Sydals Kommune, Børne- og ungerådgivningen	Special pedagogue
Jorgensen, Eva	76	Sydals	Klaverlykke Børnehus	Special pedagogue
Mose Entwistle, Lone	78	Sydals	Sydals Kommune, Børne- og ungerådgivningen	Speech and Audio therapist

**DENMARK (Rectification)**

The following Danish certificate holders were published in MARTE MEO MAGAZINE 2005/1, Vol. 29/30, under the category "Pedagogue". However this should be: 'Colleague Trainer'.

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Andersen, Randi	16	Lemvig	Kærhuset	Nurse
Høj Kristensen, Annette	15	Lemvig	Kærhuset	Nurse Plejhjemeassistent
Pedersen, Hanne	13	Ikast	Rolighedspartsen	Nurse
Primdahl, Inga	12	Vinderup	Elderlycare center, Bakkebo	Nurse
Saaby Provstgaard, Eva	14	Ringkjøbing	Fjordglimt, Holmsland kommune	Nurse
Steffensen, Ruth	11	Lemvig	Kærhuset	Nurse

## NORWAY

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Lundegaard, Kristin	69	Sandvika	PPT Bærum Kommune	PP-rådgiver / Pedagogue
Mobråten, Wenche	70	Rud	BUP Poliklinikk, Sykehuset Asker og Bærum HF	Psychologist
Rønning Winsnes, Mona	72	Sandvika	PP-Tjenesten Baerum Kommune	PP-rådgiver - Pedagogue

## SWEDEN

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Kedner, Kristina	74	Vara	Vara Kommun Dagcenter / HKO	
Luoto, Anne	68	Norrtälje	Resursenheten Barn och Skol Förvaltningen	Special pedagogue
Markskog, Maria	67	Gunnebo		Pre-school teacher
Svensson, Martina	73	Vara	Vara Kommun Dagcenter / HKO	

## Pedagogue Certificates

## GERMANY

NAME	C.NO.	CITY	INSTITUTE	PROFESSION
Jaszczynski, Sina Maria	49	Wallenhorst	P.T. Praxis für Kinder, Jugendliche & Erwachsene	Dipl.-Psychol; Psychol. Psychotherapeutin

(If you notice irregularities in this list of new certificate members, please let us know by e-mail: [AartsGonnie@martemio.com](mailto:AartsGonnie@martemio.com).)

## SHORT NEWS MARIA AARTS AT SIKON CONFERENCE 2005 (AUTISM), ODENSE

The Sikon Conference (& courses) will be held on 25/26-4-2005 in Odense, Denmark (H.C. Andersen Hotel, Claus Bergs Gade 7, Odense; tel. 66 147800). Subject: **Autism**. Organised by Landsforeningen Autisme, Denmark ([www.autismeforening.dk](http://www.autismeforening.dk)). Already **900 participants** have registered! **Maria Aarts** will present her *Marte Meo Programme for Autism* on the 25th of April and teach a work shop in the afternoon as well. See for programme and all the details: [www.autismeforening.dk](http://www.autismeforening.dk); or e-mail to: 'Kursussekretariatet', [kursus@autismeforening.dk](mailto:kursus@autismeforening.dk); or: Oskar Plougmand, [oskaro@tiscali.dk](mailto:oskaro@tiscali.dk).

## SHORT NEWS MARIA AARTS AUF DER OLDENBURG FACHTAGUNG

**Maria Aarts** wird Ihr Programme für alte und demenzkranke Menschen präsentieren auf der Fachtagung: '*Marte Meo: Videogestützte Hilfen in der Arbeit mit alten und demenzkranken Menschen*'. Ein Informationstag für MitarbeiterInnen von ambulante Pflegediensten und Senioreneinrichtungen, sowie für Angehörige, u.A. Veranstalter: Norddeutsche Marte Meo Institut, Oldenburg (Deutschland). ReferentInnen: **Maria Aarts**, Harderwijk (Niederlande); **Christian Hawellek**, Vechta (Deutschland). Ort: Kulturzentrum PFL, Peterstraße 11, 26121 Oldenburg. Teilnahmegebühr: 45. Weitere Information: [www.nmmi.de](http://www.nmmi.de).

## Available Publications by Aarts Productions

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- **Marte Meo. Basic Manual** – MARIA AARTS (2000)  
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In January 2005 the Basic Course of Marte Meo International was held again in Harderwijk. On this cover page 9 photo's of participants of the Harderwijk-course, but on p. 48 et seq every participant tells you about his/her experience during the course. Also an overview of the programme is given on p. 48. And there will be a 2nd Basic Course this year, especially given in German language! (See all about it on pp. 47 and 48).

# MARTEMEO

*On One's Own Strength*

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Cover, front page: (l.t.r.) Reidun Hafstad & Haldor Øvreide; resp. Marte Meo certificates number 1 and 2! See their Portrait of... on page 26, and Part I of their article (p. 29 et seq).