

Pedagogic or psychiatric crisis? → Distinguishing features

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	pedagogic crisis	psychiatric crisis
general behavior	purposefully existing, mainly provocative- refusing	no longer focused, uncoordinated, little control
interaction	clearly existing, quite modulated, negative signs	little interaction, little modulated, eventually stereotype
condition	hardly impaired	mostly very impaired
excitement, psycho-motorics	up to moderate excitement	mostly very excited inside, eventually more rigid on the outside
prevailing affect	anger, aggression	can change, irritable mix of affection, often depressive mood
Situation- and reality reference of the behavior	clearly noticeable, behaviour is aligned on the effect it has on others, tendency to exaggerate reactions	tends to be less distinct
trigger and reaction	connection understandable and recognisable	connection is indirect or small, less understandable
self-endangerment	normally not existing, eventually used as provocation	normally existing or hard to assess
danger for others	possible, but mostly calculated, eventually used as provocation	possible existing, hard to assess
reaction of the surrounding s to the behaviour	more angry-aggressive	more scared, anxious, worried, helper impulse
pedagogic controllability, agreement capability	can be impaired, especially during interactions, particularly 11-15 year olds don't always know their limits	normally not dependable, even during promised cooperation willingness