

The Use of Relaxation Training in Special Schools for Children With Learning Disabilities

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Abstract : Several authors (e.g., Krowatschek & Reid, 2011; Winkler, 1998) pronounce themselves in favor of the use of relaxation techniques in school because those techniques could help children to cope with stress, improve power of concentration, learning, and social behavior as well as class climate. Children with learning disabilities might profit from those techniques in a special way because they contribute to improved learning behavior. There is no study addressing the frequency of the use of relaxation techniques in special schools for children with learning disabilities in German speaking countries. The paper presents a study in which all teachers of special schools for children with learning disabilities in a district of South Germany (n = 625) were questioned about the use of relaxation techniques in school using a standardized questionnaire. Variables addressed were the use of these techniques in the classroom, aspects of their use (kind of relaxation technique, frequency, and regularity of their use), and potential influencing factors. The results are discussed, and implications for further research are drawn.

Keywords : special education, learning disabilities, relaxation training, concentration

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