

LowArousal.dk

LowArousal.dk

Facebook.com/LowArousal.dk

Podcast: Lentz og Hejlskov

Program



- Intro
- Tilgangen
 - Menneskesynet
 - Ansvars-princippet
 - Kontrol-princippet
- Metoderne
 - Håndterings-værktøjskassen
 - Evaluerings-værktøjskassen
 - Forandrings-værktøjskassen
- Opsummering
- Spørgsmål

**Jeg
fremsender
slidsne efter
kurset.**

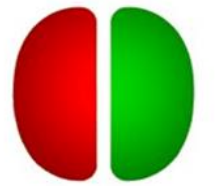
Om Jakob



LowArousal.dk

- Lærer fra 2000 – Studio 3 instruktør
- Arbejdede i mange år med et stort hjerte men lille viden, så oplevede jeg Bo Hejlskov Elvéns arbejde.
- Ungdomspensioner, døgninstitutioner, folkeskolen, gruppeordning, støtte/kontaktperson, privat konsulentfirma, kompetencecenter, LowArousal.dk

Om Low Arousal tilgangen



LowArousal.dk

- Hvad betyder Low Arousal?
- Bo Hejlskov Elvén
- Håndtering af bekymrende adfærd
- Hvad har vi lært om håndtering?
- Håndtering – evaluering – forandring
- Tilgangen virker til mennesker med eller uden diagnoser, mennesker med højt eller lavt funktionsniveau, mennesker i alle aldersklasser og til alle køn.

Om i dag



LowArousal.dk

- Bagest er der en litteraturliste
- Bagest er der referencer til forskningen
- I er velkomne til at gå på Facebook og like LowArousal.dk og derved få løbende opdateringer om emnet

Spoiler 😊

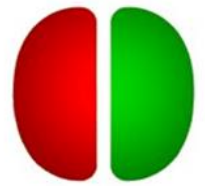


LowArousal.dk

Definitionen på pædagogik:

Pædagogik handler om at få mennesker til at gøre noget, de ikke ville have gjort af sig selv – og de skal gøre det frivilligt.

- Konceptet



LowArousal.dk

Tilganger

Tilgangen



LowArousal.dk

- **Menneskesyn**
- **Ansvars-princippet**
- **Kontrol-princippet**

Menneskesyn

**”Børn, der kan opføre
sig ordentligt,
gør det”
(Ross Greene)**





LowArousal.dk

Perspektivskiftet

Menneskesyn

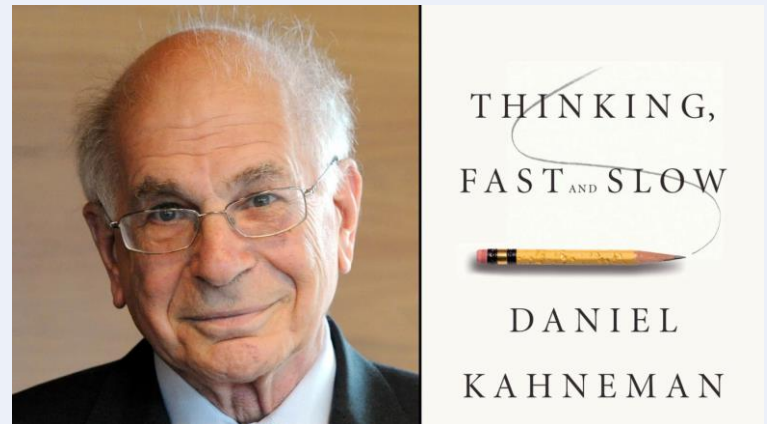
Michael Tomasello og moralens to spor

- Vi beskytter de svage i flokken (Saéz)
- Vi sørger for, at alle i flokken opfører sig ordentligt (de Quervain)
- Controllability belief



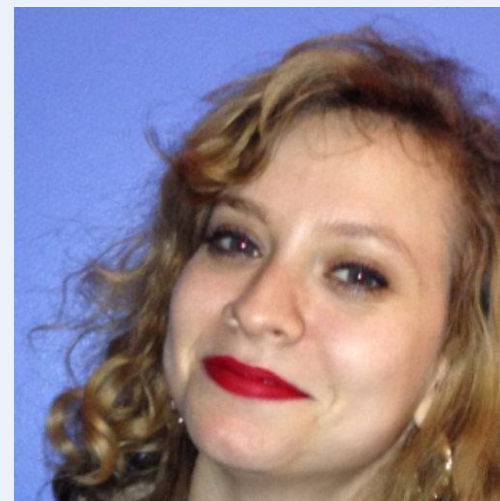
Daniel Kahneman og de to tanke-systemer

- Det hurtige tanke-system
 - Akut overlevelse
- Det langsomme tanke-system
 - Analyserende og reflekterende

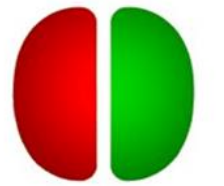


Menneskesyn

Ana Gantman og den moralske pop op-effekt



Den gode cirkel



LowArousal.dk

**Vi tror på, at barnet
gør sit bedste**

**Den bekymrende
adfærd mindskes**

Vi tager ansvar

**Vi tilpasser rammerne
til barnet**

**Vi bliver nysgerrige på
barnets adfærd**

**Vi bliver mere fleksible
og forstående**

Vi bruger vores empati



**Vi synes bedre om
barnet**

Den onde cirkel



LowArousal.dk

**Vi tror ikke på, at
barnet gør sit bedste**

**Den bekymrende
adfærd øges**

**Vi fralægger os
ansvaret**

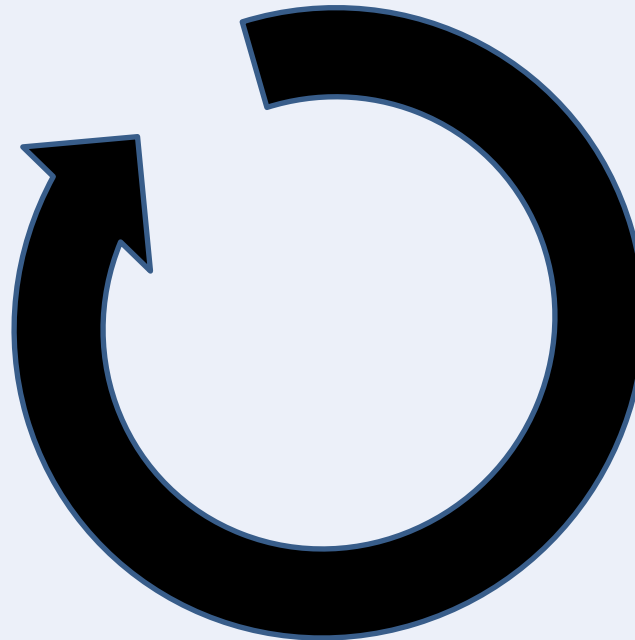
**Vi tilpasser rammerne
mindre eller slet ikke**

**Vi bliver ikke
nysgerrige på barnets
adfærd**

**Vi bliver ufleksible og
mindre forstående**

**Vi føler ingen eller
mindre empati**

**Vi bryder os mindre
om barnet**



Menneskesyn

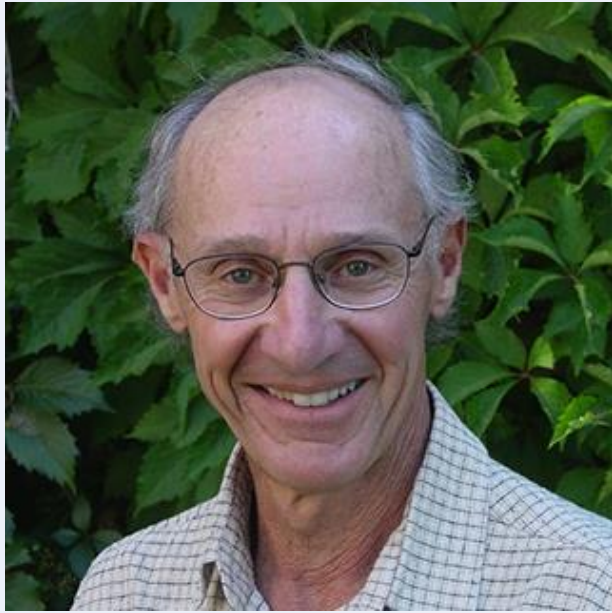


LowArousal.dk

- **Vi stopper moraliseringen.**
- **Vi får adgang til de autonomistøttende metoder.**
- **Vi får færre konflikter og bedre arbejdsmiljø.**
- **Menneskesynet bliver hermed til en metode.**

“Ansvars-princippet”

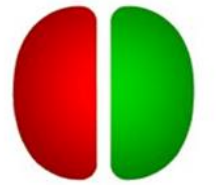
**“Den, der tager ansvar, kan påvirke”
(Bernhard Weiner)**



"Ansvars-princippet"

- Vi må **ansvar for**
bar
 - Vi **arcer**
le
og s
- Vi skal i stedet bruge
begreber, som giver os
handlemuligheder. F.eks.
ikke stædig men
infleksibel.**

“Ansvars-princippet”

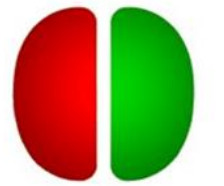


LowArousal.dk

Når vi kommer til at lægge ansvaret over på barnet.

- **“Hvor mange gange skal jeg sige det til dig???”**
- **“Kan du ikke forstå, hvad jeg siger???”**
- **“Hvis du ikke opfører dig ordentligt, kommer du ikke med på tur”.**

“Ansvars-princippet”



LowArousal.dk



Hvis man har gjort noget 9 gange og forventer en ny reaktion 10. gang, er man ikke rigtig klog.

“Ansvars-princippet”



LowArousal.dk

- **Vi har det pædagogiske ansvar.**
- **Ansvar er fremadrettet.**
- **Man har ansvar, der hvor man er.**
- **Pas på ikke at tabe ansvaret – man bliver syg af det.**

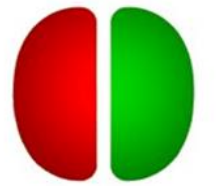
“Kontrol-princippet”



LowArousal.dk

Kontrol-princippet

“Kontrol-princippet”

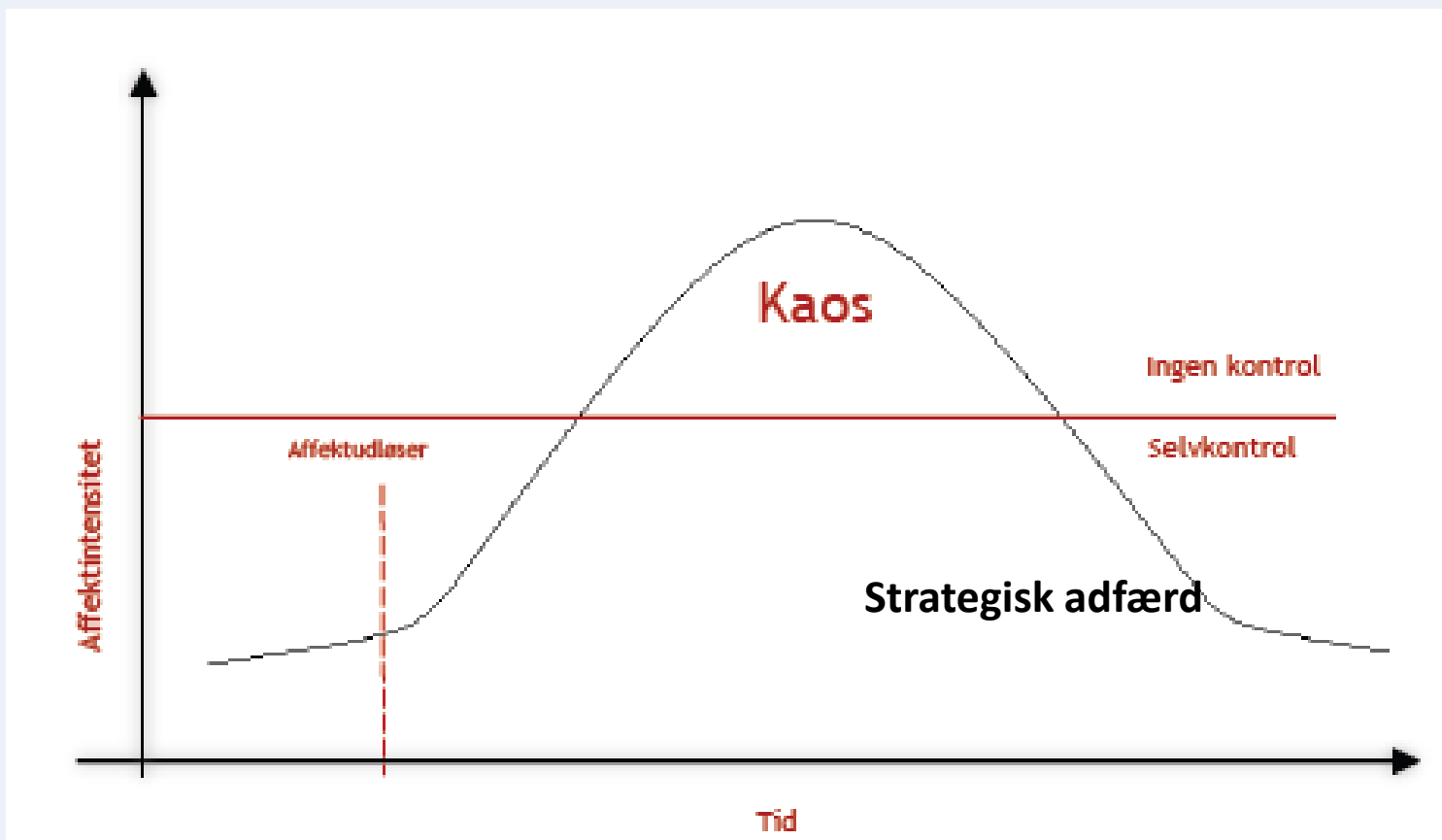


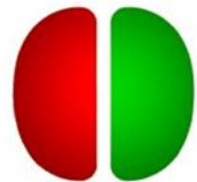
LowArousal.dk

Vær søde at rejse jer op 😊



“Kontrol-princippetet”





“Kontrol-princippet”

Strategisk adfærd

Strategisk adfærd er et forsøg på at bevare selvkontrollen

- At nægte – reflektivt nej
- Stikke af
- Lyve
- At råbe skældsord, spytte eller slå ud efter os
- Trusler



“Kontrol-princippet”

Strategisk adfærd

- Vi skal ignorere trusler og grimt sprog, mens det står på.
- Herefter kan situationen tages op med barnet, når der er ro på igen – hvis det giver mening.

” Kontrol-princippet ”



LowArousal.dk

- **Barnet skal have deres selvkontrol.**
- **Børnene bruger strategisk adfærd for at holde deres selvkontrol.**
- **Kaosadfærd skal deles op i farlig og ikke-farlig adfærd.**



LowArousal.dk

Metoderne



Metoderne

3 værktøjskasser

- Håndterings
- **Evaluerings**
- Forandrings





LowArousal.dk

Håndtering

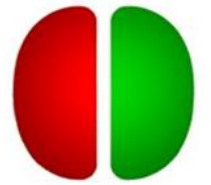
Affektsmitte



LowArousal.dk

Følelser smitter

Spejlcelleprocesser



LowArousal.dk

Spejlcelleprocesser – affektstemotoren



Affektsmitte



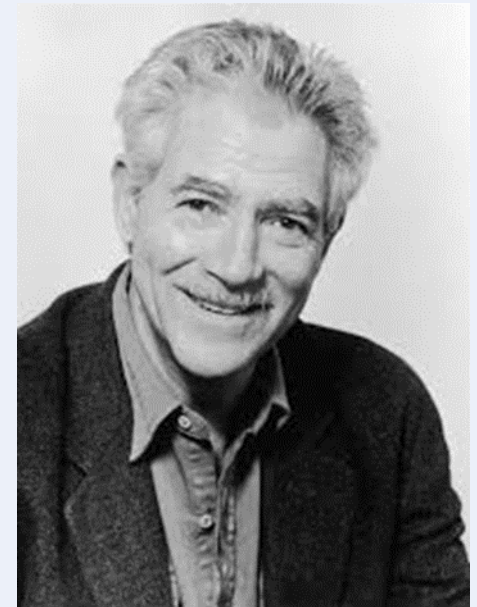
LowArousal.dk

Affekt smitter

- Øvelse – ~~os . . . n affe . . . smitter~~ 😊



Daniel Stern



Tips til at holde affekten nede



1. Man skal ikke stå lige overfor barnet.
2. Pas på med øjenkontakt.
3. Hold et roligt stemmeleje.
4. Lyt til barnet.
5. Placering i rummet.
6. Grounding.
7. Hold afstand.
8. Dybe vejrtrækninger.
9. Afled – konkret – affektivt – perceptuelt.
10. Man kan sætte sig ned eller læne sig op ad væggen.



Andy McDonnell



LowArousal.dk

Evaluering

Evaluering



LowArousal.dk

- **Tab ikke ansvaret – perspektivskiftet.**
- **Vi må ikke tolke på adfærden: ”Det er fordi, der aldrig er blevet sat grænser for ham”, ”han gør det for at få opmærksomhed” osv.**
- **Evaluer aldrig så hurtigt efter en konflikt, at adrenalinen i din krop endnu ikke er forbrændt.**

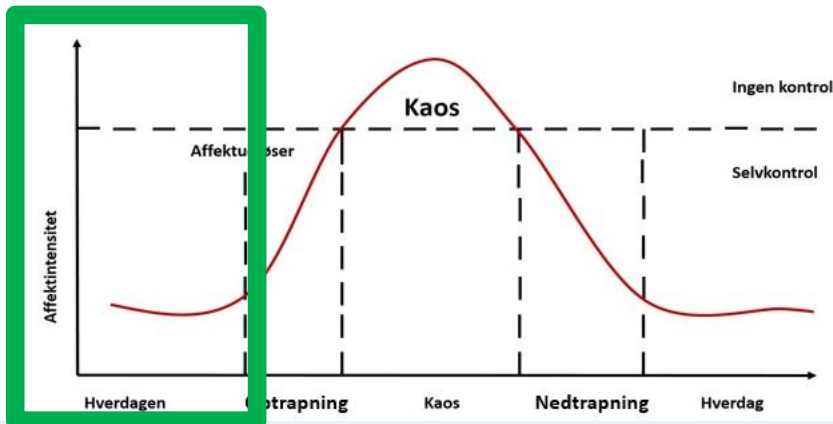
Evaluering



LowArousal.dk

Hverdagsfasen

Affektudbrudsmodellen



- Hvad var det, barnet ikke magtede, men som situationen krævede?
- Magtede barnet det i andre situationer?
- Hvis ja, hvad er det så, der adskiller denne situation fra de situationer, hvor barnet faktisk magtede det?
- Handler det om, at der i andre situationer er en bedre struktur eller støtte? Hvilken?
- Handler det om, at barnet var ekstra stresset? Hvis ja, hvorfor?

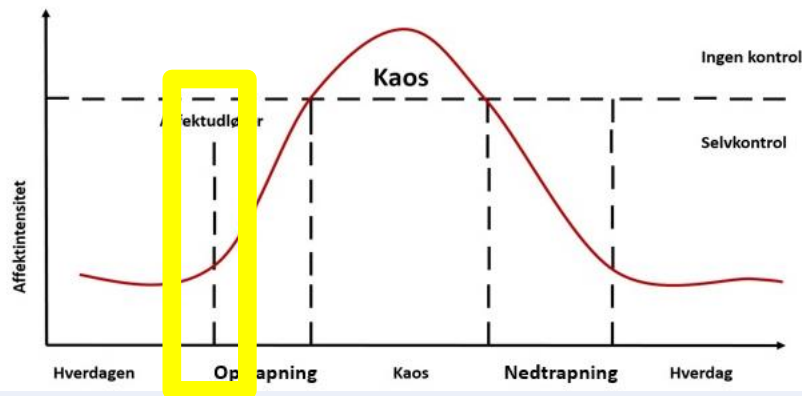
Evaluering



LowArousal.dk

Affektudløseren

Affektudbrudsmodellen

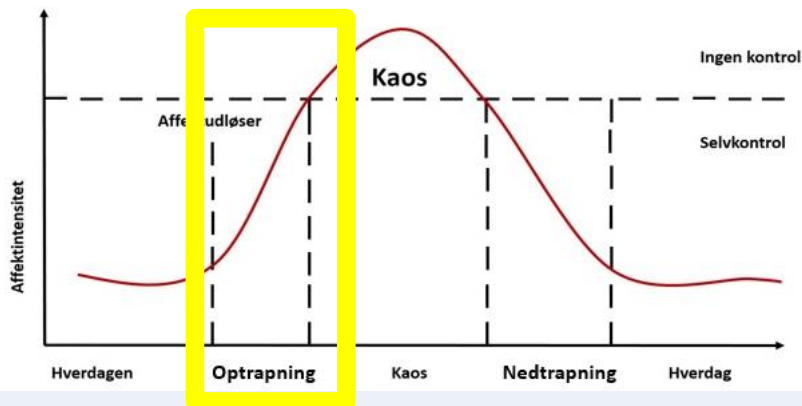


- Hvad var den specifikke begivenhed, som fik barnet affekt til at eskalere?
- Var det noget, vi som personale gjorde?
- Var det et krav?
- Var der en uforudsigelig begivenhed for barnet?
- Var det en situation, vi ikke havde kunne forudse?
- Hvad kunne vi have gjort for at undgå affektudløseren?



Optrapningsfasen

Affektudbrudsmodellen



- Hvilke strategier brugte barnet for at bevare selvkontrollen?
- Var den strategiske adfærd egentlig ok og effektiv, så situationen ville have fungeret, selvom vi ikke havde reageret?
- Gav vi barnet muligheder for at samle sig og falde til ro?
- Begyndte vi at modarbejde barnet strategier?
- Øgede vi kravene i eskaleringsfasen?
- Brugte vi et kropssprog og stemmeleje, som mindskede barnet mulighed for at bevare selvkontrollen?
- Brugte vi afledende strategier?

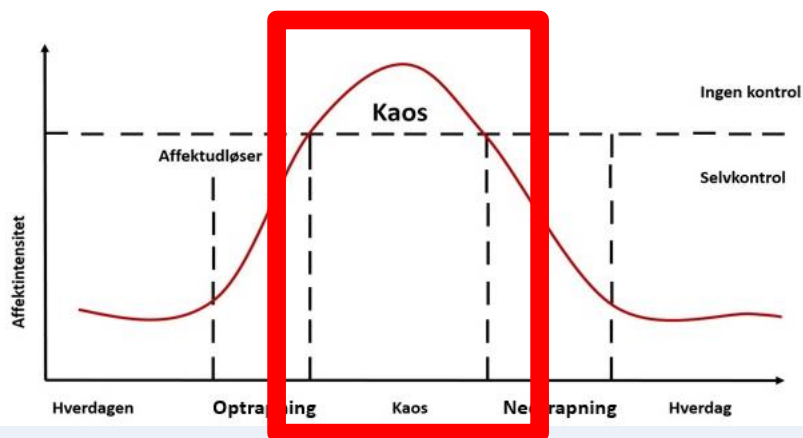
Evaluering



LowArousal.dk

Kaosfasen

Affektudbrudsmodellen



Var situationen farlig?

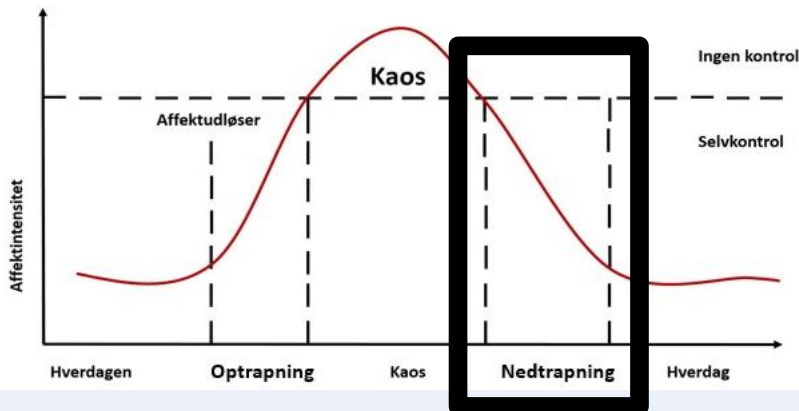
- Hvis ja:
 - Afbrød vi den hurtigt og effektivt?
- Hvis nej:
 - Kunne vi modstå at gribe ind?

Bagefter: Var vores handlinger med til at forlænge situationen, eller fik vi den afkortet? Gjorde vi kaos større eller mindre?



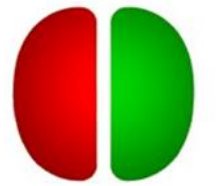
Nedtrapningsfasen

Affektudbrudsmodellen



- Fik barnet den nødvendige plads, så han eller hun kunne falde til ro på en god måde?
- Gjorde vi noget, som fik situationen til at eskalere igen? (nye krav, pege på negative konsekvenser m.m.)
- Var der mulighed for at fortsætte med at aflede? Benyttede vi denne mulighed?
- Havde vi en struktur for at komme tilbage til hverdagen? Benyttede vi den?

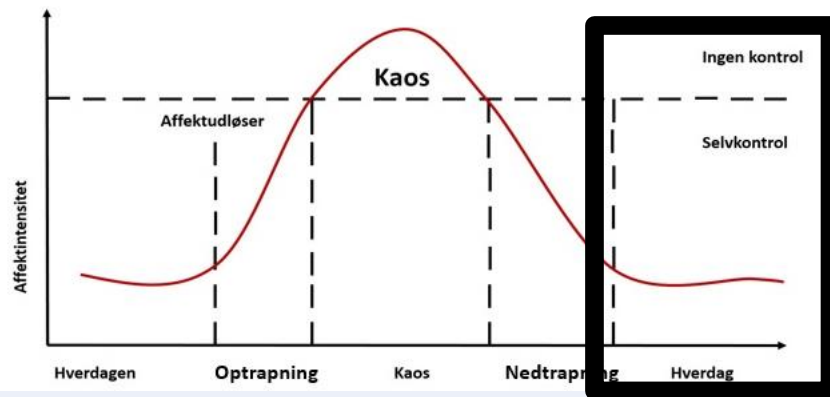
Evaluering



LowArousal.dk

Hverdagsfasen → Forandring

Affektudbrudsmodellen

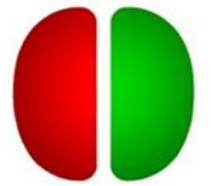




LowArousal.dk

Forandring

Forandring

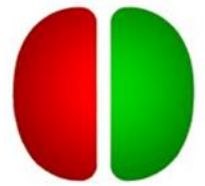


LowArousal.dk

De 3 rum i forandringsværktøjskassen

- **Støtte**
- **Træning**
- **(Behandling)**

Forandring



LowArousal.dk

Støtte-rummet

- Har ikke udvikling som mål
- Barnet skal ikke bede om støtten
- Vi arbejder med:
 - Struktur, sanseindtryk, selvbestemmelse, stressreducering og kravtilpasning

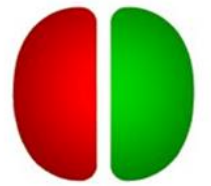
Forandring



Trænings-rummet

- Har udvikling som mål
- Barnet skal ønske træningen
- Vi arbejder med:
 - Faglig træning, hvad kunne du gøre næste gang, du bliver vred?
 - Al træning skal øge barnet selvstændighed, og træning tager tid.

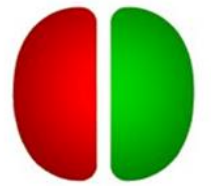
Forandring



LowArousal.dk

Krav

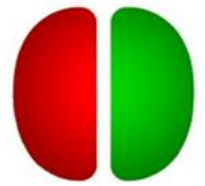
Efterrettelighed



Minuskrav

- Hold op
- Lad være
- Stop

Minuskrav skaber ingen ændring i adfærden på sigt.



Pluskrav

- Kom her hen
- Børst dine tænder
- Tag tøj på
- Sæt dig ned

Ved pluskrav bør vi tage det pædagogiske ansvar for reaktionen.



LowArousal.dk

Kravtilpasning



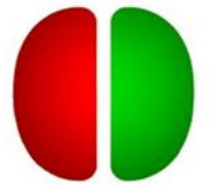
Selvbestemmelsesteorien

- **Intrinsisk motivation**
- **Ekstrinsisk motivation**



Richard Ryan

Edward Deci



Selvbestemmelsesteorien

3 grundlæggende psykologiske behov

- **Selvbestemmelse (autonomi)**
- **Samhørighed**
- **Kompetence**

Kravtilpasning



LowArousal.dk

Vi kan øge oplevelsen af selvbestemmelse:

- Valgmuligheder
 - Valgmulighederne skal være i "kategori" sammen
- Påmindelser uden pres
- Træd væk, når kravet er stillet
- Smil og vær imødekommende

Kravtilpasning



LowArousal.dk

Vi kan øge oplevelsen af samhørighed:

- Vi-oplevelser
- Validering
- Hav det sjovt – lav fis og ballade
- Smil
- Motiverende handlinger
- Prompter
- Pædagogisk kapital

Belønningssystemer



Belønning og straf – to sider af samme sag.

Inflationseffekten

- Systemet bygger på forhandling

Lavere selvtillid hos barnet

- Børnenes selvtillid sænkes, da de oplever positiv feedback for det, de gør – men ikke for hvem de er (Guy Roth)

Belønningssystemer



Den legitimerende effekt

- Hvis barnet er klar til at tage straffen.

Modsætningseffekten

- Vores magtforhold til barnet bliver tydeliggjort.

Adfærdsreduktionseffekten

- Adfærden reduceres efterfølgende til et lavere niveau end tidligere (Edward Deci) – selvbestemmelse – kompetence – samhørighed.

Kravtilpasning

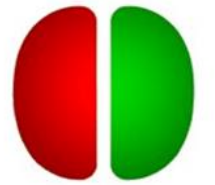


LowArousal.dk

Kompetence

- Feed forward
- Find et færdigt i aktiviteten – eller byg det ind
- Giv barnet tid til at blive klar
- Struktur

Kravtilpasning

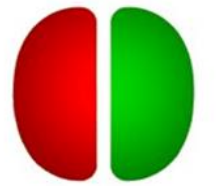


LowArousal.dk

Struktur

- Geografiske strukturer
- Tidsmæssige strukturer
- Rækkefølgestrukturer
- Regelstrukturer

Kravtilpasning



LowArousal.dk

Struktur

- **Geografiske strukturer**
 - Lokaleindretning
 - Hvordan ser gangen ud?
- **Tidsmæssige strukturer**
 - Vi møder kl. 8
 - Vi spiser kl. 18

Kravtilpasning



LowArousal.dk

Struktur

- **Rækkefølgestrukturer**
 - Rutiner
 - Skema
 - Piktogrammer
- **Regelstrukturer**
 - Unødvendige og meningsløse for barnet
 - Nødvendige men meningsløse for barnet

Kravtilpasning



LowArousal.dk

Det var kravtilpasning.

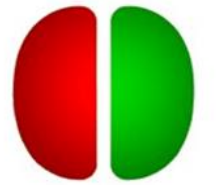
Fra nu af siger alle børnene ”ja” til alt, hvad I beder dem om.

Når intet virker

Strategisk kapitulation

”Alle pædagogiske nederlag bør afføde en handleplan”

Slut



LowArousal.dk

Spørgsmål?

Facebook.com/LowArousal.dk
Podcast: Lentz og Hejlskov



Litteraturliste

Fagbøger

- **Udviklingsforstyrrelser og psykisksårbarhed. Af Bo Hejlskov Elvén, Hanne Veje og Henning Beier.**
- **Problemskabende adfærd ved udviklingsforstyrrelser eller udviklingshæmning. Af Bo Hejlskov Elvén**
- **Managing Challenging Behaviours using low arousal approaches. Af Andrew McDonnell**
- **Det eksplosive barn. Af Ross Greene**
- **Fortabt i skolen. Af Ross Greene**
- **Børn med blandingsdiagnoser. Af Martin L. Kutscher**
- **Et liv uden bremser. Af Martin L. Kutscher**
- **Autisme en gådes afklaring. Af Uta Frith**
- **Autisme og Aspergers syndrom - en introduktion. Af Uta Frith**
- **Den lærende hjerne - Hvad hjerne forskningen kan fortælle pædagogikken. Af Sarah-Jayne Blakemore og Uta Frith**
- **Udviklingspsykologi. Af. Leif Havneskjöld og Pia Risholm Mothander**



Litteraturliste

Fagbøger

- **Adfærdsproblemer i skolen. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i psykiatrien. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i ældreplejen. Af Bo Hejlskov Elvén**
- **Rabalder i Børnefamilien. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer hos anbragte børn og unge. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i vuggestuer og børnehaver. Af Bo Hejlskov Elvén**

Biografier

- **Et rigtigt menneske. Af Gunilla Gerland**
- **En helt anden verden. Af Kasper Bastholm Elsvor**

Film

- **Temple Grandin (HBO)**



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Referenser i urval

Teori:

Den som tar ansvar kan påverka

Weiner, B (1995): *Judgments of Responsibility: A Foundation for a Theory of Social Conduct*. New York: Guilford Press

Dagnan, D & Cairns, M (2005): Staff judgements of responsibility for the challenging behaviour of adults with intellectual disabilities. *J Intellect Disabil Res.* 49(Pt 1):95-101.

Synvändan

Plato (1988): *Laws* (T.L. Pangle, Trans.). Chicago: University Of Chicago Press. (Original work published ca. 360 B.C.)

Aristotle (2000). *The Politics* (B. Jovett, Trans). Mineola: Dover Publicatios. (Original work published ca. 350 B.C.)

Aristotle (2004). *The Nicomachean Ethics* (J. Barnes, Trans.). Penguin Classics. (Original work published ca. 350 B.C.)

McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGrawHill

Greene, RW (2016). *Explosiva barn: ett nytt sätt att förstå och behandla barn som har svårt att tåla motgångar och förändringar*. Lund: Studentlitteratur

Tomasello, M (2016). *A Natural History of Human Morality*. Cambridge, MA: Harvard University Press

Om den moraliska pop-outeffekt och stresspåverkan av synvändan:

Gantman & van Bavel (2014): The moral pop-out effect: Enhanced perceptual awareness of morally relevant stimuli. *Cognition* 132 pp 22-29

Kinner VL, Het S & Wolf OT (2014): Emotion regulation: exploring the impact of stress and sex. *Frontiers in behavioural neuroscience* 8(397), 1-8



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Roelofs K, Bakvis P, Hermans, EJ, van Pelt J & van Honk J (2007): The effects of social stress and cortisol responses on the preconscious selective attention to social threat. *Biological Psychology* 75, 1–7

Greenes arbete:

Greene, R.W., & Winkler, J. (under review). Collaborative & Proactive Solutions: A review of research findings in families, schools, and treatment facilities. *Clinical Child and Family Psychology Review*.

Greene, R.W., & Winkler, J. (under review). Transforming discipline practices: Collaborative & Proactive Solutions in five schools. *Intervention in School and Clinic*.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Greene, R.W., & Ollendick, T.H. (under review). Behavior and family functioning in families with a child with oppositional defiant disorder: Effects of emotion coaching and treatment type.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Greene, R.W., & Ollendick, T.H. (under review). Emotion-related processes of change in treatment for children with oppositional defiant disorder.

Booker, J.A., Capriola-Hall, N.N., Greene, R.W., & Ollendick, T.H. (2019). The parent-child relationship and post-treatment child outcomes across two treatments for oppositional defiant disorder. *Journal of Clinical Child and Adolescent Psychology*.

Booker, J.A., Ollendick, T.H., Dunsmore, J.C., Capriola, N., & Greene, R.W. (2018). Change in maternal stress for families in treatment for their children with oppositional defiant disorder. *Journal of Child and Family Studies*, in press.

Ollendick, T.H., Booker, J.A., Ryan, S., & Greene, R.W. (2018). Testing multiple conceptualizations of oppositional defiant disorder in youth. *Journal of Clinical Child & Adolescent Psychology*, 47:4, 620-633.

Sams, D.P., Garrison, D., & Bartlett, J. (2016). Innovative, strength-based care in child and adolescent psychiatry. *Journal of Child and Adolescent Psychiatric Nursing*, 29, 110-117.

Ollendick, T. H. (2016). Parent Management Training and Collaborative & Proactive Solutions* in the treatment of ODD in youth: Predictors and moderators of change. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.



BOHEJLSKOV ELVÉN

leg./autoriseret psykolog
clinical psychologist

Murrihy, R., Wallace, A., Ollendick, T.H., Greene, R.W., McAloon, J., Gill, S., Remond, L., Ellis, D.M., & Drysdale, S. (2016). Parent Management Training and Collaborative & Proactive Solutions*: A randomised comparison trial for oppositional youth within an Australian population. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Greene, R.W. (2016). Collaborative & Proactive Solutions*: Applications in schools and juvenile detention settings. Presented at symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Dedousis-Wallace, A., Murrihy, R.C., Ollendick, T.H., Greene, R.W., McAloon, J., Gill, S., Remond, L., Ellis, D.M., & Drysdale, S. (2016). Moderators and mediators of Parent Management Training and Collaborative & Proactive Solutions* in the treatment of oppositional defiant disorder in children and adolescents. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Remond, L. (2016). Collaborative & Proactive Solutions* (CPS): A clinician's experience. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Booker, J.A., Ollendick, T.H., Dunsmore, J.C., & Greene, R.W. (2016). Perceived parent-child relations, conduct problems, and clinical improvement following the treatment of oppositional defiant disorder. *Journal of Child and Family Studies*, 25, 1623-1633.

Miller-Slough, R.L., Dunsmore, J.C., Ollendick, T.H., & Greene, R.W. (2016). Parent-child synchrony in children with oppositional defiant disorder: Associations with treatment outcomes, *Journal of Child and Family Studies*, 25, 1880-1888.

Ollendick, T.H., Greene, R.W., Fraire, M.G., Austin, K.E., Halldorsdottir, T., Allen, K.B., Jarrett, M.E., Lewis, K.M., Whitmore, M.J., & Wolff, J.C. (2015). Parent Management Training (PMT) and Collaborative & Proactive Solutions* (CPS) in the treatment of oppositional defiant disorder in youth: A randomized control trial. *Journal of Clinical Child and Adolescent Psychology*.

Dunsmore, J.C., Booker, J.A., Ollendick, T.H., & Greene, R.W. (2015). Emotional socialization in the context of risk and psychopathology: Maternal emotion coaching predicts better treatment outcomes for emotionally labile children with oppositional defiant disorder. *Social Development*.



BOHEJLSKOV ELVÉN

leg./autoriseret psykolog
clinical psychologist

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Ryan, S., Greene, R.W., & Ollendick, T.H. (2015). Emotion coaching predicts change in family functioning across treatment for children with oppositional defiant disorder. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Johnson, M., Ostlund, S., Fransson, G., Landgren, M., Nasic, S., Kadesjo, B., Gillberg, C., and Fernell, E. (2012). Attention-deficit/hyperactivity disorder (ADHD) with oppositional defiant disorder (ODD) in Swedish children: An open study of Collaborative Problem Solving*. *Acta Paediatrica*, Volume 101, pp. 624-630.

Ollendick, T. H. (2011). Invited address: Effective psychosocial treatments for emotional and behavioral disorders in youth. University of Stockholm, Sweden.

Fraire, M., McWhinney, E., & Ollendick, T. (2011). The effect of comorbidity on treatment outcome in an ODD sample. In T. Ollendick (Chair), Comorbidities in children and adolescents: Implications for evidence-based treatment. Symposia presented at the 41st European Association for Behavioral and Cognitive Therapies, Reykjavik, Iceland.

Halldorsdottir, T., Austin, K. & Ollendick, T. (2011). Comorbid ADHD in children with ODD or specific phobia: Implications for evidence-based treatments. In T. Ollendick (Chair), Comorbidities in children and adolescents: Implications for evidence-based treatment. Symposia presented at the 41st European Association for Behavioral and Cognitive Therapies, Reykjavik, Iceland.

Epstein, T., & Saltzman-Benaiah, J. (2010). Parenting children with disruptive behaviors: Evaluation of a Collaborative Problem Solving* pilot program. *Journal of Clinical Psychology Practice*, 27-40.

Martin, A., Krieg, H., Esposito, F., Stubbe, D., & Cardona, L. (2008). Reduction of restraint and seclusion through Collaborative Problem Solving*: A five-year, prospective inpatient study. *Psychiatric Services*, 59(12), 1406-1412.

Greene, R.W., Ablon, S.A., & Martin, A. (2006). Innovations: Child Psychiatry: Use of Collaborative Problem Solving* to reduce seclusion and restraint in child and adolescent inpatient units. *Psychiatric Services*, 57(5), 610-616.

Greene, R.W., Ablon, J.S., Monuteaux, M., Goring, J., Henin, A., Raezer, L., Edwards, G., & Markey, J., & Rabbitt, S. (2004). Effectiveness of Collaborative Problem Solving* in affectively dysregulated youth with oppositional defiant disorder: Initial findings. *Journal of Consulting and Clinical Psychology*, 72, 1157-1164.

Greene, R.W., Biederman, J., Zerwas, S., Monuteaux, M., Goring, J., Faraone, S.V. (2002). Psychiatric comorbidity, family dysfunction, and social impairment in referred youth with oppositional defiant disorder. *American Journal of Psychiatry*, 159, 1214-1224.



BOHEJLSKOV ELVÉN

leg./autoriseret psykolog
clinical psychologist

Greene, R.W. (2018) Transforming school discipline: Shifting from power and control to collaboration and problem solving, *Childhood Education*, 94:4, 22-27.

Greene, R.W., Zisser, A.R., Eyberg, SM., & Pavuluri, M (2017). Frequent tantrums: Oppositional behavior in a young child. In C.A. Galanter and P.S. Jensen (Eds.), *DSM-5 Casebook and Treatment Guide for Child Mental Health*, American Psychiatric Association Publishing, 231-241.

Greene, R.W. (2011). The aggressive, explosive child. In M. Augustyn, B. Zuckerman, & E. B. Caronna (Eds.), Zuckerman and Parker Handbook of *Developmental and Behavioral Pediatrics for Primary Care*. (2nd Ed.). Baltimore: Lippincott, Williams, & Wilkins, 282-284.

Greene, R. W. (2010). Collaborative Problem Solving*. In R. Murrihy, A. Kidman, & T. Ollendick (Eds.), *A clinician's handbook of assessing and treating conduct problems in youth*. New York: Springer Publishing, 193-220.

Greene, R.W. (2010). Conduct disorder and oppositional defiant disorder. In J. Thomas & M. Hersen (Eds.), *Handbook of Clinical Psychology Competencies*. New York: Springer Publishing, 1329-1350.

Greene, R. W., & Doyle, A.E. (1999). Toward a transactional conceptualization of oppositional defiant disorder: Implications for treatment and assessment. *Clinical Child and Family Psychology Review*, 2(3), 129-148.

Listan på förmågor vi ofta råkar ställa för höga krav på är min egen. För varje förmåga finns en mängd referenser:

- Förmåga att beräkna orsak och verkan i komplexa sammanhang: En bra sammanfattning av begreppet finns i Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn. Lund: Studentlitteratur
- Förmåga att strukturera och genomföra aktiviteter: Gazzaniga, MS, Ivry, RB & Mangun, GR (2013): *Cognitive Neuroscience*. W. W. Norton & Company
- Förmåga att komma ihåg medan man tänker: En utmärkt artikel från danska Folkeskolen: <http://www.folkeskolen.dk/523988/arbejdshukommelse---fundamentet-for-boerns-laering>
- Förmåga att hålla tillbaka impulser: Gazzaniga, MS, Ivry, RB & Mangun, GR (2013): *Cognitive Neuroscience*. W. W. Norton & Company
- Uthållighet: En bra vetenskapsjournalistisk artikel: Lehrer, J (2009): Don't. The New Yorker, May 18 2009. http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer
- Flexibilitet: En gammal definierande artikel: Scott, W A (1962). "Cognitive complexity and cognitive flexibility". *American Sociological Association* 25: 405-414. Annars har Flescher & Merland og Elvén, Veje & Beier (båda nämnda ovan) bra sammanfattningar.
- Sociala kompetenser: Det har vi skrivit en del om i Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn. Lund: Studentlitteratur, men man kan även gå till källan: Frith, U (2003): *Autism: Explaining the Enigma*. London: John Wiley & Sons



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

- Stresskänslighet: Vill man verkligen förstå vad det innebär rekommenderar jag att man läser kapitel fyra i Elvén, BH (2009): Problemskapande beteende vid utvecklingsmässiga funktionshinder. Lund: Studentlitteratur
- Förmåga att säga ja: DiStefano C, Morgan GB, Motl RW (2012): An examination of personality characteristics related to acquiescence. *J Appl Meas*. 2012;13(1):41-56.
- Förmåga att lugna sig och behålla lugnet: Diekhof EK, Geier K, Falkai P, Gruber O. (2011): Fear is only as deep as the mind allows A coordinate-based meta-analysis of neuroimaging studies on the regulation of negative affect. *Neuroimage*. 2011 Sep 1;58(1):275-85.
Dessutom Sjöwall D, Roth L, Lindqvist S, Thorell LB (2013): Multiple deficits in ADHD: executive dysfunction, delay aversion, reaction time variability, and emotional deficits. *J Child Psychol Psychiatry*. 2013 Jun;54(6):619-27

Konflikt och kontroll

Jag pratar om straff. Det ska påpekas att begreppet straff används som det används i befolkningen i stort. Det är alltså *inte* det inlärningspsykologiska begreppet straff. Forskning och teori som stödjer mina tankar om negativa effekter av straff:

Damm AP, Larsen BØ, Nielsen HS & Simonsen M (2017). Lowering the minimum age of criminal responsibility: Consequences for juvenile crime and education. *Economics Working Papers* 2017-10. Aarhus: Department of economics and business economics, Aarhus University.

Gershoff ET (2002): Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin* 128(4), 539–579

Shutters, ST (2013): Collective Action and the Detrimental Side of Punishment. *Evolutionary Psychology* 11(2), 327-346

BRÅ (2012): Återfall i brott. Slutlig statistik för 2003–2005. Stockholm: Brottsförebyggande rådet

Clausen, S & Kyvsgaard, B (2009): Ungdomssanktionen: En effektevaluering. København: Justitsministeriets forskningskontor

Levin C (1998): Uppfostringsanstalten. Om tvång i föräldrars ställe. Doktorsavhandling. Lund: Arkiv förlag/A-Z förlag

Sigsgaard, E (2003): Utskälld. Stockholm: Liber

Om teckenekonomi och belöningsystem:

Deci, E.L., Koestner, R. & Ryan, R.M. (1999) A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6):627-668; discussion 692-700.



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Lepper, M.R., Henderlong, J. & Gingras, I. (1999) Understanding the effects of extrinsic rewards on intrinsic motivation – uses and abuses of meta-analysis: comment on Deci, Koestner and Ryan. *Psychological Bulletin*, 125(6):669-676.

Roth G, Assor A, Niemiec CP, Ryan RM & Deci EL (2009) The Emotional and Academic Consequences of Parental Conditional Regard: Comparing Conditional Positive Regard, Conditional Negative Regard, and Autonomy Support as Parenting Practices. *Developmental Psychology* 45(4) 1119–1142

Ulber, J., Hamann, K. & Tomasello, M. (2016). Extrinsic Rewards Diminish Costly Sharing in 3-Year-Olds. *Child Development* 87(4): pp. 1192–1203

Warneken, F. & Tomasello, M. (2008). Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds. *Developmental Psychology* 44(6):pp. 1785–1788

En lättare tillgänglig vetenskaplig text är:

Grolnick, W.S. (2003) *The psychology of parental control: how well-meant parenting backfires*. Mahwah, NJ: Erlbaum.

Om legitimerande effekter:

Gneezy, U. and Rustichini, A. (2000): A Fine is a Price. *The Journal of Legal Studies*, Vol.29, 1, 1-17.

Om olika tendenser att straffa:

de Quervain, D. J.-F., Fischbacher U., Treyer, V., Schellhammer M., Schnyder, U., Buck, A., Fehr, E. (2004) The neural basis of altruistic punishment. *Science*, 305, 1254-1258

Om varför vi straffar:

Boyd R, Gintis H, Bowles S, Richerson PJ. (2003): The evolution of altruistic punishment. *Proc Natl Acad Sci U S A*. 100(6):3531-5

Om tillrättavisningar:

van Duijvenvoorde ACK, Zanolie K, Rombouts SARB, RaijmakersMEJ, & Crone EA (2008): Evaluating the Negative or Valuing the Positive? Neural Mechanisms Supporting Feedback-Based Learning across Development. *The Journal of Neuroscience* 28(38) s. 9495-9503

Om gränssättning:

Björkly S. (1999): A ten-year prospective study of aggression in a special secure unit for dangerous patients. *Scand J Psychol*. 40(1):57-63



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Om vådan av nolltolerans mot våld:

Middleby-Clements JL & Grenyer BFS (2007): Zero tolerance approach to aggression and its impact upon mental health staff attitudes. *Australian and New Zealand Journal of Psychiatry* 2007; 41:187-191

Paterson B, Miller, G, Leadbetter, D & Bowie, V (2008): Zero tolerance and violence in services for people with mental health needs. *Mental health practice*, 11; 8:26-31

Metod

Om krav och etik:

Nussbaum MC (2007): *Frontiers of Justice: Disability, Nationality, Species Membership* (The Tanner Lectures on Human Values). Boston: Harvard University Press

Om begripliga fysiska ramar:

Norman D (1988): *The psychology of everyday things*. New York: Basic Books
Vipu Viden 3, 2013: *Mursten på recept*. Århus: Oligefreniklinikken

Elvén, Bo Hejlskov (2014): *Fysiske rammer og problemskabende adfærd*. I From, Kaas & Skovgaard Schmidt: *Særforanstaltninger - anbefalinger til god praksis for organisering, samarbejde og borgerinddragelse*. Socialstyrelsen, Odense 2014.

Regler:

<http://www.ericdigests.org/1999-4/parenting.htm>

<http://www.psychologytoday.com/blog/thinking-about-kids/201409/authoritative-vs-authoritarian-parenting-style>

Exemplet jag använder är beskrevet i Bronson & Merryman (2009): *NurtureShock: New Thinking About Children*. Twelve Publishing

Lågaffektiv teori och metod

Kaplan & Wheelers originalartikel om affektutbrott:

Kaplan, S.G., and Wheeler, E.G. (1983). Survival skills for working with potentially violent clients. *Social Casework*, 64, 339-345.

En effektstudie av lågaffektivt bemötande:

Ertman, B, Woetman, CZ, Pejstrup, S-E & Fischer, E (2015). *Projekt Særforanstaltning - Udvikling af metode og effektmålingsværktøjer*. København: Socialstyrelsen. Finns på <https://socialstyrelsen.dk/udgivelser/afstemt-paedagogik>



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Affektregleringsmodellen publicerades först i:

Elvén, BH (2009): Problemskapande beteende vid utvecklingsmässiga funktionshinder.
Lund: Studentlitteratur

Dessutom kan man fördjupa sig teoretiskt kring affektreglering och affektsmitta i:

Diekhof EK, Geier K, Falkai P, Gruber O. (2011): Fear is only as deep as the mind allows A coordinate-based meta-analysis of neuroimaging studies on the regulation of negative affect. *Neuroimage*. 2011 Sep 1;58(1), 275-85.

Sjöwall D, Roth L, Lindqvist S, Thorell LB (2013): Multiple deficits in ADHD: executive dysfunction, delay aversion, reaction time variability, and emotional deficits. *Journal of Child Psychology and Psychiatry* 54(6), 619-27

Kinner, VL, Het, S & Wolf, OT (2014): Emotion regulation: Exploring the impact of stress and sex. *Frontiers of behavioural neuroscience* 8, 397

Hatfield E, Cacioppo JT, Rapson RL (1993): Emotional Contagion. *Current Directions in Psychological Science* 2(3), 96-99

Hatfield E, Bensman L, Thornton PD & Rapson, RL (2014): New Perspectives on Emotional Contagion: A Review of Classic and Recent Research on Facial Mimicry and Contagion. *Interpersona: An International Journal on Personal Relationships* 8(2), 159-179

Roelofs, K, Bakvis, P, Hermans, EJ, van Pelt, J & van Honk, J (2007): The effects of social stress and cortisol responses on the preconscious selective attention to social threat. *Biological Psychology* 75, 1-7

Lombardo MV, Chakrabarti B, Bullmore ET, Sadek SA, Pasco G, Wheelwright SJ, Suckling J, MRC AIMS Consortium & Baron-Cohen S (2010): Atypical neural self-representation in autism. *Brain*

Tomkins, Silvan S (1962): *Affect, Imagery, Consciousness, Volume I*. London: Tavistock.

Tomkins Silvan S (1963): *Affect, Imagery, Consciousness: Volume II, The Negative Affects*. New York: Springer.

Tomkins Silvan S (1991): *Affect, Imagery, Consciousness Volume III. The Negative Affects: Anger and Fear*. New York: Springer.

Om empatiutveckling:

Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn. Lund: Studentlitteratur



Spiegelneuronforskningen kommer från:

Rizzolatti G & Craighero L (2004): The Mirror-neuro system. *Annual Review of Neuroscience* 27, 169–92

Aziz-Zadeh L, Wilson SM, Rizzolatti G, Iacoboni M. (2006). Congruent embodied representations for visually presented actions and linguistic phrases describing actions. *Current Biology* 16, 1818–23.

Fysiska metoder:

Deveau, R & McDonnell A. (2009) As the last resort: reducing the use of restrictive physical interventions using organisational approaches. *British Journal of Learning Disabilities*, 37 172-179.

Deveau, R. & McGill, P. (2009) Physical interventions for adults with intellectual disabilities: survey of use, policy, training and monitoring. *Journal of Applied Research in Intellectual Disabilities*, 22 145-151.

Deveau, R. & McGill, P. (2013) Leadership at the front line: Impact of practice leadership management style on staff experience in services for people with intellectual disability and challenging behaviour. *Journal of Intellectual and Developmental Disability*, <http://dx.doi.org/10.3109/13668250.2013.865718>

McDonnell, A., Breen, E., Deveau, R., Goulding, E. & Smyth, J. (2014) How nurses and carers can avoid the slippery slope to abuse. *Learning Disability Practice*, 17, 36-39.

Deveau, R. & Leitch, S. (in press) The impact of restraint reduction meetings on the use of restrictive physical interventions in English residential services for children and young people. *Journal of Child: Care, Health and Development*.

Legget & Silvester (2003): Care staff attributions for violent incidents involving male and female patients. *British journal of clinical psychology* 42, 393-406.

McDonnell, A.A., Sturmey, P., Oliver, C., et al (2007) The effects of staff training on staff confidence and challenging behaviour in services for people with autism spectrum disorders. *Research in Autism Spectrum Disorders*

McDonnell A. A. & Reeves S. (1996) Phasing out seclusion through staff training and support. *Nursing Times* 92, 43-44

McDonnell A. A., Sturmey, P., & Dearden, R. L. (1993) The acceptability of physical restraint procedures for people with a learning difficulty. *Behavioural and Cognitive Psychotherapy* 21, 255 – 264.



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

McDonnell, A. A., & Sturmey, P. (2000) The social validation of three physical restraint procedures: A comparison of young people and professional groups. *Research in Developmental Disabilities* 21, 85-89.

McDonnell, A. (2005.) Development and evaluation of a three day training course in the management of aggressive behaviours for staff who work with people with learning disabilities. University of Birmingham. Doctoral Thesis

McDonnell, A. A. (1997) Training care staff to manage challenging behaviour: An evaluation of a three day course. *The British Journal of Developmental Disabilities* 43, 2, 156-161.

McDonnell, A., Dearden, B., & Richens, A. (1991a). Staff training in the management of violence and aggression. 1. Setting up a training system. *Mental Handicap* 19, 73-76.

McDonnell, A., Dearden, B., & Richens, A. (1991b). Staff training in the management of violence and aggression. 2. Avoidance and Escape principles. *Mental Handicap* 19, 109-112.

McDonnell, A., Dearden, B., & Richens, A. (1991c). Staff training in the management of violence and aggression. 3. Physical Restraint. *Mental Handicap* 19, 151-154.

Vetenskaplig dokumentation för farligheten i fasthållningar finns bland annat här:

Paterson B, Bradley P, Stark C, Saddler D, Leadbetter D & Allen D (2003): Deaths associated with restraint use in health and social care in the UK. The results of a preliminary survey. *Journal of Psychiatric and Mental Health Nursing* 10, 3–15

Lieberman JL, Dodd CJ, Moynihan DP, Domenici PV, Johnson NL, Shays C, Maloney JH, Gejdenson S, DeLauro RL & Stark P (1999). *Improper Restraint or Seclusion Use Places People at Risk*. Washington: United States General Accounting Office, Report to Congressional Requesters

Nunno MA, Holden Mj & Holler A (2006). Learning from tragedy: A survey of child and adolescent restraint fatalities. *Child Abuse & Neglect* 30, 1333–1342

Aiken, F., Duxbury, J., Dale, C., & Harbison, I. (2011). Review of the Medical Theories and Research Relating to Restraint Related Deaths. UK: Caring Solutions/UCLan.

Kutz, G.D. (2009). Seclusions and Restraints. Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers. Testimony before the Committee on Education and Labour, House of Representatives. Washington: U.S. Government Accountability Office.

Leggett, J. & Silvester, J. (2003). Care staff attributions for violent incidents involving male and female patients. *British Journal of Clinical Psychology* 42, 393-406.



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Och sedan finns boken
McDonnel, Andrew (2010): *Managing Aggressive Behavior in Care Settings*. London: Wiley

Stressmodellens officiella referens är:

Uhrskov, Trine & Hejlskov Jørgensen, Bo (2007). An adaptation of the stress-vulnerability model in autism. Paper presented at the conference Meeting of Minds, Herning, Denmark 2007

Du kan dessutom läsa mer om den i:

Hejlskov Elvén, Bo (2009). Problemskapende beteende vid utvecklingsmässiga funktionshinder

Den bygger delvis på:

Nuechterlein, KH & Dawson ME (1984): A Heuristic Vulnerability/Stress Model of Schizophrenic Episodes. *Schizophrenia Bulletin* 10(2):300-312