

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.

Greenes arbete:

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. (2014). 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*, in press.

Dunsmore, J.C., Booker, J.A., Ollendick, T.H., & Greene, R.W. (2014). Emotional socialization in the context of risk and psychopathology: Maternal emotion coaching predicts better treatment outcomes for emotional labile children with oppositional defiant disorder. *Social Development*, in press.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Greene, R.W., & Ollendick, T.H. (2014). Emotion-related processes of change in treatment for children with oppositional defiant disorder, under review.

Booker, J.A., Ollendick, T.H., Dunsmore, J.C., & Greene, R.W. (2014). Parent-child relations, conduct problems, and clinical improvement following the treatment of oppositional defiant disorder, under review.

Greene, R.W., & Fraire, M. (2014). Effectiveness of Collaborative & Proactive Solutions* in helping behaviorally challenging students: Findings from five public schools in Maine, under review.

Lopes, V., Kosmos, K., Ozer, E., Greene, R.W., Payson Hays, S. (2014). School psychology consultation: Student social-behavioral change through improved teacher-student relationships, under review.

Kosmos, K., Payson Hays, S., Ozer, E., Greene, R.W., & Lopes, V. (2014). Targeting teacher efficacy to address the social-behavioral functioning of challenging students, under review.

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.

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
- 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:

Gershoff, E.T. (2002a) "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 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:

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

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; 41:187191

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 beskrivet 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.

Affektregleringsmodellen publicerades först i:

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

Dessutom kan man fördjupa sig teoretiskt kring affektreglering och affektsmita 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.

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

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.

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clinical psychologist

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

Fysiska metoder:

Deveau, R. & McGill, P. (2007) *As the last resort: reducing the use of restrictive physical interventions*. Tizard, University of Kent: Canterbury.

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.

McDonald, A., McGill, P. & Deveau, R. (2011) 'You squeal and squeal but they just hold you down' *Restrictive physical interventions and people with intellectual disabilities: service user views*. *International Journal of Positive Behavioural Support*, 1 (1) 45-52.

Deveau, R. & McGill, P. (in press) *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*.

Deveau, R. & McGill, P. (in review) *Leadership and complexity at the frontline in supporting people with intellectual disabilities and challenging behaviour: A qualitative study of service managers*.

Deveau, R. & Leitch, S. (in review) *The impact of restraint reduction meetings on the use of restrictive physical interventions in English residential services for children and young people*.

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.

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

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

Och sedan finns boken

McDonnell, Andrew (2010): *Managing Aggressive Behavior in Care Settings*. London: Wiley