



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

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

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

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:

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.



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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.

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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.



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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.



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- 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 belöningssystem:

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.

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.



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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

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:

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



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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.

Affektregleringsmodellen publicerades först i:

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

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

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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

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



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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*

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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.

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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

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.

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Och sedan finns boken

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