



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

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Sáez I, Zhu L, Set E, Kauser A & Zhu M (2015). Dopamine modulates egalitarian behaviour in humans. *Current Biology* 25(7), 912-919

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### **Om biologiska system som stödjer den onda cirkeln:**

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### **Greenes arbete:**

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#### Vetenskapligt stöd:

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*.

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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.

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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.

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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.

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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.

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## 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](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:

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.



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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 negativa resultat av straff som specifik metod inom skolan i form av avstängningar: The school to prison pipeline:**

Bacher-Hicks A, Billings, SB & Demming, DJ (2019). The School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime. National Bureau of Economic research Working Paper no. 26257.

Cuellar AE & Markowitz S (2015). School suspension and the school-to-prison pipeline. *International Review of Law and Economics* 43: 98-106

Heitzeg NA (2009). Education Or Incarceration: Zero Tolerance Policies And The School To Prison Pipeline. *Forum of Public Policy*

Monahan KC, VanDerhei S, Bechtold J, Cauffman E (2014). From the school yard to the squad car: school discipline, truancy, and arrest. *Journal of Youth and Adolescence*, 43(7):1110-22. doi: 10.1007/s10964-014-0103-1

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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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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:**

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### **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

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## Om autonomistödjande pedagogik

Begreppet stammer från:

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

I boken finns en utmärkt forskningssammanfattning fram till 2003.

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Bonneville-Roussy, A., Vallerand, R. J., & Bouffard, T. (2013). Autonomy support and passion in educational persistence. *Learning and Individual Differences*, 24, 22–31

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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.

### Om 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

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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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### **Om empatiutveckling:**

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### **Spiegelneuronforskningen kommer från:**

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På bakgrund av dessa studier utförda av av varandra oberoende forskargrupper kan vi nu konkludera att **lågaffektivt bemötande är evidensbaserat**.

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