

# Håndtering af problemskabende adfærd

- et low arousal-  
perspektiv

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# Hvad skal vi se på?

Hvad er problemadfærd?

Adfærd som nogen synes er et problem

- Hvem?
  - Vi definerer adfærden som problemfyldt, når den er et problem for os
- Hvorfor?
  - Det er når vi ikke har den rigtige metode

Denne definition indebærer at vi kan fjerne en stor del magtesløshed



# Attributionsteori

Vi kan forlægge årsagen  
til adfærd forskelligt

Bernhard Weiner om  
attributionsteori

# Ansvarsprincippet

Den som tager ansvar kan  
påvirke

Bernhard Weiner om  
attributionsteori

# Men...

Hvis vi ikke har en god metode vil vi gerne aflevere ansvaret til

- Forældrene
- Den anden forælder
- Chefen
- Personen det handler om



# Ansvarsprincippet

Man kan dumpe ansvar ved at synes at nogen er

- Stædig
- Umotiveret
- Kravafvisende
- Oppositionel
- Ulydig



# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte



Behavioral/Systems/Cognitive

# Evaluating the Negative or Valuing the Positive? Neural Mechanisms Supporting Feedback-Based Learning across Development

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How children learn from positive and negative performance feedback lies at the foundation of successful learning and is therefore of great importance for educational practice. In this study, we used functional magnetic resonance imaging (fMRI) to examine the neural developmental changes related to feedback-based learning when performing a rule search and application task. Behavioral results from three age groups (8–9, 11–13, and 18–25 years of age) demonstrated that, compared with adults, 8- to 9-year-old children performed disproportionately more inaccurately after receiving negative feedback relative to positive feedback. Additionally, imaging data pointed toward a qualitative difference in how children and adults use performance feedback. That is, dorsolateral prefrontal cortex and superior parietal cortex were more active after negative feedback for adults, but after positive feedback for children (8–9 years of age). For 11- to 13-year-olds, these regions did not show differential feedback sensitivity, suggesting that the transition occurs around this age. Pre-



# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser



# A ten-year prospective study of aggression in a special secure unit for dangerous patients

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Bjorkly, S. (1999). A ten-year prospective study of aggression in a special secure unit for dangerous patients. *Scandinavian Journal of Psychology*, 40, 57–63.

In a 10-year prospective study inpatient aggression was investigated in a Norwegian special secure unit covering a well-defined catchment area with a population of 240,000. The seven bed special secure unit receives dangerous, psychotic patients for long-term treatment. Only 19 patients were treated during the ten-year study lasting from 1 April 1987 to 1 April 1997. Incidents of aggressive behavior were recorded on the Report Form for Aggressive Episodes by the nursing staff. The study aimed to identify, classify and measure the occurrence of aggressive behavior, as well as the relative frequency of events preceding such behavior. A total of 2021 incidents of aggressive behavior were recorded. Seventy-five per cent of the aggressive acts were verbal or physical threats, while the remaining 25% were physical assaults directed at other persons. Four patients accounted for about 80% of the aggressive encounters. Nursing staff were victims in about 90% of the incidents. Serious physical injury was extremely rare. Situations pertaining to limit-setting and problems of communication accounted for approximately 90% of the precipitants of aggressive behavior. There were no sex differences regarding the occurrence of aggressive behavior.

*Key words:* Violence, psychiatric inpatients, prospective study.

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## INTRODUCTION

Aggressive behavior is undoubtedly one of the most distressing and disruptive obstacles to efficient treatment in modern psychiatry. Accordingly, the focus of a growing number of studies over the past few decades has been aggressive incidents in psychiatric facilities. Up to the 1990s

victims of patient aggression (Aquilina, 1991; Carmel & Hunter, 1989; Noble & Rodger, 1989); (2) Serious aggressive incidents are rare (Benjaminsen *et al.*, 1996; Cooper & Mendonca, 1991; Harris & Varney, 1986; Litwack, 1996; Noble & Rodger, 1989); (3) A minority of patients are responsible for a majority of the incidents (Aiken, 1984; D. J. 1991; Hunter & Varney, 1986; 1989; 1991; 1996; 1997; 1998; 1999; 2000; 2001; 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2019; 2020; 2021; 2022; 2023; 2024; 2025; 2026; 2027; 2028; 2029; 2030; 2031; 2032; 2033; 2034; 2035; 2036; 2037; 2038; 2039; 2040; 2041; 2042; 2043; 2044; 2045; 2046; 2047; 2048; 2049; 2050; 2051; 2052; 2053; 2054; 2055; 2056; 2057; 2058; 2059; 2060; 2061; 2062; 2063; 2064; 2065; 2066; 2067; 2068; 2069; 2070; 2071; 2072; 2073; 2074; 2075; 2076; 2077; 2078; 2079; 2080; 2081; 2082; 2083; 2084; 2085; 2086; 2087; 2088; 2089; 2090; 2091; 2092; 2093; 2094; 2095; 2096; 2097; 2098; 2099; 2100; 2101; 2102; 2103; 2104; 2105; 2106; 2107; 2108; 2109; 2110; 2111; 2112; 2113; 2114; 2115; 2116; 2117; 2118; 2119; 2120; 2121; 2122; 2123; 2124; 2125; 2126; 2127; 2128; 2129; 2130; 2131; 2132; 2133; 2134; 2135; 2136; 2137; 2138; 2139; 2140; 2141; 2142; 2143; 2144; 2145; 2146; 2147; 2148; 2149; 2150; 2151; 2152; 2153; 2154; 2155; 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# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser
- Bruge straf og konsekvenser



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# Economics Working Papers

2017-10

## Lowering the minimum age of criminal responsibility: Consequences for juvenile crime and education

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## The Neural Basis of Altruistic Punishment

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Many people voluntarily incur costs to punish violations of social norms. Evolutionary models and empirical evidence indicate that such altruistic punishment has been a decisive force in the evolution of human cooperation. We used H<sub>2</sub><sup>15</sup>O positron emission tomography to examine the neural basis for altruistic punishment of defectors in an economic exchange. Subjects could punish defection either symbolically or effectively. Symbolic punishment did not reduce the defector's economic payoff, whereas effective punishment did reduce the payoff. We scanned the subjects' brains while they learned about the defector's abuse of trust and determined the punishment. Effective punishment, as compared with symbolic punishment, activated the dorsal striatum, which has been implicated in the processing of rewards that accrue as a result of goal-directed actions. Moreover, subjects with stronger activations in the dorsal striatum were willing to incur greater costs in order to punish. Our findings support the hypothesis that people derive satisfaction from punishing norm violations and that the activation in the dorsal striatum reflects the anticipated satisfaction from punishing defectors.

The nature and level of cooperation in human societies is unmatched in the animal world. Humans cooperate with genetically unrelated strangers, often in large groups, with people they will never meet again, and when reputation gains are absent. Recent research indicates that strong reciprocity—the combination of altruistic punishment and altruistic rewarding—has been crucial in the evolution of human cooperation (1–3). People often reward others for cooperative, norm-abiding

are altruistic if they involve costly acts that confer economic benefits on other individuals. If, for example, an individual sanctions a person who cheated in an economic exchange, the cheater's future interaction partners will benefit from this punishment because the cheater is now more aware that cheating will be punished. This knowledge is likely to deter future cheating (3).

Why do people punish violators of widely approved norms although they reap no offset-

seem to feel bad if they observe that norm violations are not punished, and they seem to feel relief and satisfaction if justice is established. Many languages even have proverbs indicating such feelings, for example, “Revenge is sweet.”

**A design to study the punishment of defectors.** We examined the hypothesis that people derive satisfaction from the punishment of norm violations by combining an economic experiment involving real monetary payoffs with positron emission tomography (PET). Our hypothesis predicts that altruistic punishment is associated with the activation of brain areas related to reward processing. Single-neuron recording in nonhuman primates (9–11) and neuroimaging studies with humans using money as a reward medium (12–16) reliably indicate that the striatum is a key part of reward-related neural circuits. Moreover, if altruistic punishment occurs because the punisher anticipates deriving satisfaction from punishing, we should observe activation predominantly in those reward-related brain areas that are associated with goal-directed behavior. Single-neuron recording in nonhuman primates (17–19) provides strong evidence that the dorsal striatum is crucial for the integration of reward information and behavioral information in the sense of a goal-directed mechanism. A recent neuroimaging study also supports the view that the dorsal striatum is implicated in the processing of rewards that accrue as a result of a decision (20).

In our experiment, two human players, A and B, interact anonymously with each other (21). Both players know that they face a human player, and each of them is endowed with 10 money units (MUs). They can in-

# The evolution of altruistic punishment

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**Both laboratory and field data suggest that people punish noncooperators even in one-shot interactions. Although such “altruistic punishment” may explain the high levels of cooperation in human societies, it creates an evolutionary puzzle: existing models suggest that altruistic cooperation among nonrelatives is evolutionarily stable only in small groups. Thus, applying such models to the evolution of altruistic punishment leads to the prediction that people will not incur costs to punish others to provide benefits to large groups of nonrelatives. However, here we show that an important asymmetry between altruistic cooperation and altruistic punishment allows altruistic punishment to evolve in populations engaged in one-time, anonymous interactions. This process allows both altruistic punishment and altruistic cooperation to be maintained even when groups are large and other parameter values approximate conditions that characterize cultural evolution in the small-scale societies in which humans lived for most of our prehistory.**

**U**nlike any other species, humans cooperate with non-kin in large groups. This behavior is puzzling from an evolutionary perspective because cooperating individuals incur individual costs to confer benefits on unrelated group members. None of the mechanisms commonly used to explain such behavior allows the evolution of altruistic cooperation in large groups. Repeated interactions may support cooperation in dyadic relations (1–3), but this mechanism is unsustainable if the number of individuals interacting strategically is larger than a handful (4). Interdemic group selection can lead to the evolution of altruism only when

is  $bx$ , so the payoff disadvantage of the contributors is a constant  $c$  independent of the distribution of types in the population. Now add a third type, “punishers” who cooperate and then punish each defector in their group, reducing each defector’s payoff by  $p/n$  at a cost  $k/n$  to the punisher. If the frequency of punishers is  $y$ , the expected payoffs become  $b(x + y) - c$  to contributors,  $b(x + y) - py$  to defectors, and  $b(x + y) - c - k(1 - x - y)$  to punishers. Contributors have higher fitness than defectors if punishers are sufficiently common that the cost of being punished exceeds the cost of cooperating ( $py > c$ ). Punishers suffer a fitness disadvantage of  $k(1 - x - y)$  compared with nonpunishing contributors. Thus, punishment is altruistic and mere contributors are “second-order free riders.” Note, however, that the payoff disadvantage of punishers relative to contributors approaches zero as defectors become rare because there is no need for punishment. In a more realistic model (like the one below) the costs of monitoring or punishing occasional mistaken defections would mean that punishers have slightly lower fitness than contributors, and that defection is the only one of these three strategies that is an evolutionarily stable strategy in a single isolated population. However, the fact that punishers experience only a small disadvantage when defectors are rare means that weak within-group evolutionary forces, such as mutation (13) or a conformist tendency (14), can stabilize punishment and allow cooperation to persist. But neither produces a systematic tendency to evolve toward a cooperative outcome. Here we explore the possibility that selection among groups leads to the evolution of altruistic punishment when it could not maintain altruistic

# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser
- Bruge straf og konsekvenser
- Bruge belønninger



# A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation

Edward L. Deci  
University of Rochester

Richard Koestner  
McGill University

Richard M. Ryan  
University of Rochester

A meta-analysis of 128 studies examined the effects of extrinsic rewards on intrinsic motivation. As predicted, engagement-contingent, completion-contingent, and performance-contingent rewards significantly undermined free-choice intrinsic motivation ( $d = -0.40$ ,  $-0.36$ , and  $-0.28$ , respectively), as did all rewards, all tangible rewards, and all expected rewards. Engagement-contingent and completion-contingent rewards also significantly undermined self-reported interest ( $d = -0.15$ , and  $-0.17$ ), as did all tangible rewards and all expected rewards. Positive feedback enhanced both free-choice behavior ( $d = 0.33$ ) and self-reported interest ( $d = 0.31$ ). Tangible rewards tended to be more detrimental for children than college students, and verbal rewards tended to be less enhancing for children than college students. The authors review 4 previous meta-analyses of this literature and detail how this study's methods, analyses, and results differed from the previous ones.

By 1971, hundreds of studies within the operant tradition (Skinner, 1953) had established that extrinsic rewards can control behavior. When administered closely subsequent to a behavior, rewards were reliably found to increase the likelihood that the behavior would be emitted again, an effect that persisted as long as

motivation for an interesting activity, and studies by Kruglanski, Friedman, and Zeevi (1971) and Lepper, Greene, and Nisbett (1973) replicated the general finding, showing that other material and symbolic rewards could also undermine the intrinsic motivation of high school and preschool students





# Belønningssystemer

## Bivirkninger

- Legitimerende effekter

## A FINE IS A PRICE

*URI GNEEZY and ALDO RUSTICHINI\**

### ABSTRACT

The deterrence hypothesis predicts that the introduction of a penalty that leaves everything else unchanged will reduce the occurrence of the behavior subject to the fine. We present the result of a field study in a group of day-care centers that contradicts this prediction. Parents used to arrive late to collect their children, forcing a teacher to stay after closing time. We introduced a monetary fine for late-coming parents. As a result, the number of late-coming parents increased significantly. After the fine was removed no reduction occurred. We argue that penalties are usually introduced into an incomplete contract, social or private. They may change the information that agents have, and therefore the effect on behavior may be opposite of that expected. If this is true, the deterrence hypothesis loses its predictive strength, since the clause “everything else is left unchanged” might be hard to satisfy.

### I. INTRODUCTION

**S**UPPOSE you are the manager of a day-care center for young children. The center is scheduled to operate every day until four in the afternoon, when the parents are supposed to come and collect their children. Quite frequently, however, parents arrive late, and force you to stay after working hours. You have considered a few alternatives in order to reduce the frequency of this behavior.



# Belønningssystemer

## Bivirkninger

- Legitimerende effekter
- Mindskning af prosocial adfærd

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## Extrinsic Rewards Diminish Costly Sharing in 3-Year-Olds

Julia Ulber, Katharina Hamann, and Michael Tomasello

*Max Planck Institute for Evolutionary Anthropology*

Two studies investigated the influence of external rewards and social praise in young children's fairness-related behavior. The motivation of ninety-six 3-year-olds' to equalize unfair resource allocations was measured in three scenarios (collaboration, windfall, and dictator game) following three different treatments (material reward, verbal praise, and neutral response). In all scenarios, children's willingness to engage in costly sharing was negatively influenced when they had received a reward for equal sharing during treatment than when they had received praise or no reward. The negative effect of material rewards was not due to subjects responding in kind to their partner's termination of rewards. These results provide new evidence for the intrinsic motivation of prosociality—in this case, costly sharing behavior—in preschool children.

Children begin to behave prosocially very early in development. Studies have documented infants' tendencies to comfort or help others in need (e.g., Dunfield, Kuhlmeier, O'Connell, & Kelley, 2011; Liszkowski, Carpenter, Striano, & Tomasello, 2006; Warneken & Tomasello, 2006) as well as toddlers' inclination to share resources equally with others in collaborative situations (Hamann, Warneken, Greenberg, & Tomasello, 2011; Warneken, Lohse, Melis, & Tomasello, 2011). The fact that prosocial behavior emerges so early and irrespective of any benefits or encouragement from adults (e.g., Warneken & Tomasello, 2006, 2013a) suggests that infants

of sufficient external contingencies. If individuals are induced to engage in an activity in order to receive a reward, they often conclude that their actions were primarily motivated by the external incentive rather than by any intrinsic interest in the activity itself (Lepper, 1981; Lepper et al., 1973). Another possibility is that they perceive the external reinforcement as a coercive force, controlling or bribing their behavior (Deci, 1975). As a result, the new extrinsic motivation replaces the initial intrinsic motivation, so that when the extrinsic reward is no longer forthcoming, the motivation for the activity decreases.

In a seminal study of the overjustification effect



# Belønningssystemer

## Bivirkninger

- Legitimerende effekter
- Mindskning av prosocial adfærd
- Lav selvtillid

# The Emotional and Academic Consequences of Parental Conditional Regard: Comparing Conditional Positive Regard, Conditional Negative Regard, and Autonomy Support as Parenting Practices

Guy Roth and Avi Assor  
Ben Gurion University of the Negev

Christopher P. Niemiec, Richard M. Ryan,  
and Edward L. Deci  
University of Rochester

The authors conducted 2 studies of 9th-grade Israeli adolescents (169 in Study 1, 156 in Study 2) to compare the parenting practices of conditional positive regard, conditional negative regard, and autonomy support using data from multiple reporters. Two socialization domains were studied: emotion control and academics. Results were consistent with the self-determination theory model of internalization, which posits that (a) conditional negative regard predicts feelings of resentment toward parents, which then predict dysregulation of negative emotions and academic disengagement; (b) conditional positive regard predicts feelings of internal compulsion, which then predict suppressive regulation of negative emotions and grade-focused academic engagement; and (c) autonomy support predicts sense of choice, which then predicts integrated regulation of negative emotions and interest-focused academic engagement. These findings suggest that even parents' use of conditional positive regard as a socialization practice has adverse emotional and academic consequences, relative to autonomy support.

*Keywords:* parental conditional regard, autonomy support, emotion regulation, academic engagement

Parental conditional regard (PCR) as a socialization strategy has been discussed by psychologists for over half a century (e.g., Rogers, 1951; Sears, Maccoby, & Levin, 1957) and has been used by parents for far longer. This practice involves parents' providing more attention and affection than usual when their children enact desired behaviors or attributes and providing less attention and affection than usual when their children do not. Aronfreed (1968) and Gewirtz and Pelaez-Nogueras (1991) argued that PCR leads children to behave in ways their parents believe are good for them,

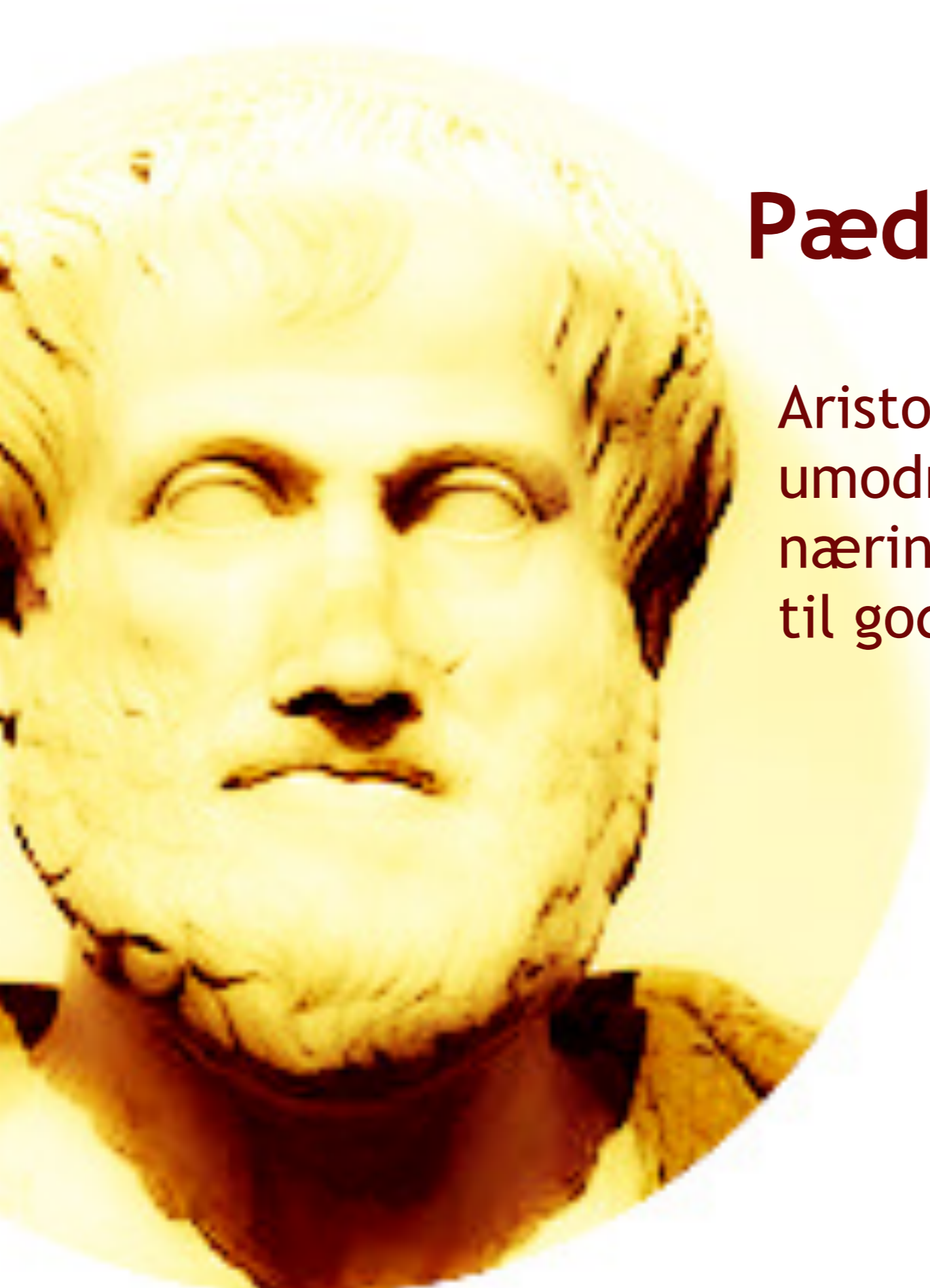
the behaviors. Internal compulsion was the indicator of introjected internalization, which according to self-determination theory (Deci & Ryan, 1985, 2000; Niemiec, Ryan, & Deci, in press; Ryan & Deci, 2000) is a shallow and conflicted type of internalization (see also Niemiec, Ryan, & Brown, 2008). PCR was also associated with other negative outcomes such as guilt after failure, short-lived satisfaction after success, and feeling disapproved of by parents and resentment toward them. Roth (2008) examined the relations between young adults' perceptions of their parents' use of condi-



# Pædagogik

Platon anså at børn er født vilde og skal tæmmes og disciplineres





# Pædagogik

Aristoteles anså at børn er umodne voksne som har brug for næring og støtte for at vokse op til gode voksne

# Perspektiv

McGregor beskrev i 1960 de to grundlæggende syn på mennesket som farver våre metoder

- X - At mennesker er dovnede og egoistiske og skal motiveres, styres og overvåges
- Y - At mennesker er selvstændige og gør sit bedste ud fra sine forudsætninger



# Perspektivskiftet

Ross Greene snakker om et perspektivskifte

- Greene siger at det handler om at
  - gå fra at anse at personen gør det med vilje til
  - at personen gør sit bedste ud fra sine forudsætninger og det miljø vi tilbyder



# Perspektivskiftet

Vi ved måske ikke helt konkret hvad perspektivskiftet består af  
Men vi ved præcis hvornår det sker

- Tidligere var en diagnose nok til at få den forandring

Diagnosens værdi er

- At beskrive at personen ikke har de evner andre har
- Hvilket indebærer at personen er hvad Michael Tomasello benævner svag



# Perspektivskiftet

Tomasello beskriver udviklingen af moral som to spor

- At vi tager hånd om den svage (etik)
- At vi sørger for at alle i gruppen opfører sig ordentligt (moralisering)

Begge to er vigtige for gruppens sammenhold

Og dermed for gruppens overlevelse



# Perspektivskiftet

Hvis vi anser at personen gør det med vilje

- Mindsker vores vilje at forstå hvorfor personen gør som han eller hun gør
- Mindsker vores tendens til empati
- Mindsker vores fleksibilitet omkring personen
- Tilpasser vi mindre
- Synes vi mindre om personen

Det bliver en ond cirkel



# Perspektivskiftet

Hvis vi anser at personen gør sit bedste

- Øger vores vilje at forstå hvorfor personen gør som han eller hun gør
- Øger vores tendens til empati
- Øger vores fleksibilitet omkring personen
- Tilpasser vi mere
- Kan vi bedre lide personen

Det bliver en god cirkel



# Perspektivskiftet

Måske handler det om flere faktorer vi skal kigge på  
Helt klart er dog at det handler om attribution





# Hejlskovs bilværksted

Attributionsteoretisk eksempel

Vi arbejder på et bilværksted!

- Hvem har ansvar for service og reparationer på værkstedet?
  - Bilejeren?
  - Bilen?
    - Bilen behøver ikke at samarbejde
    - Bilen kan ikke bare lade være med at være i stykker
- Mekanikeren skal have det værktøj og de metoder som er nødvendige

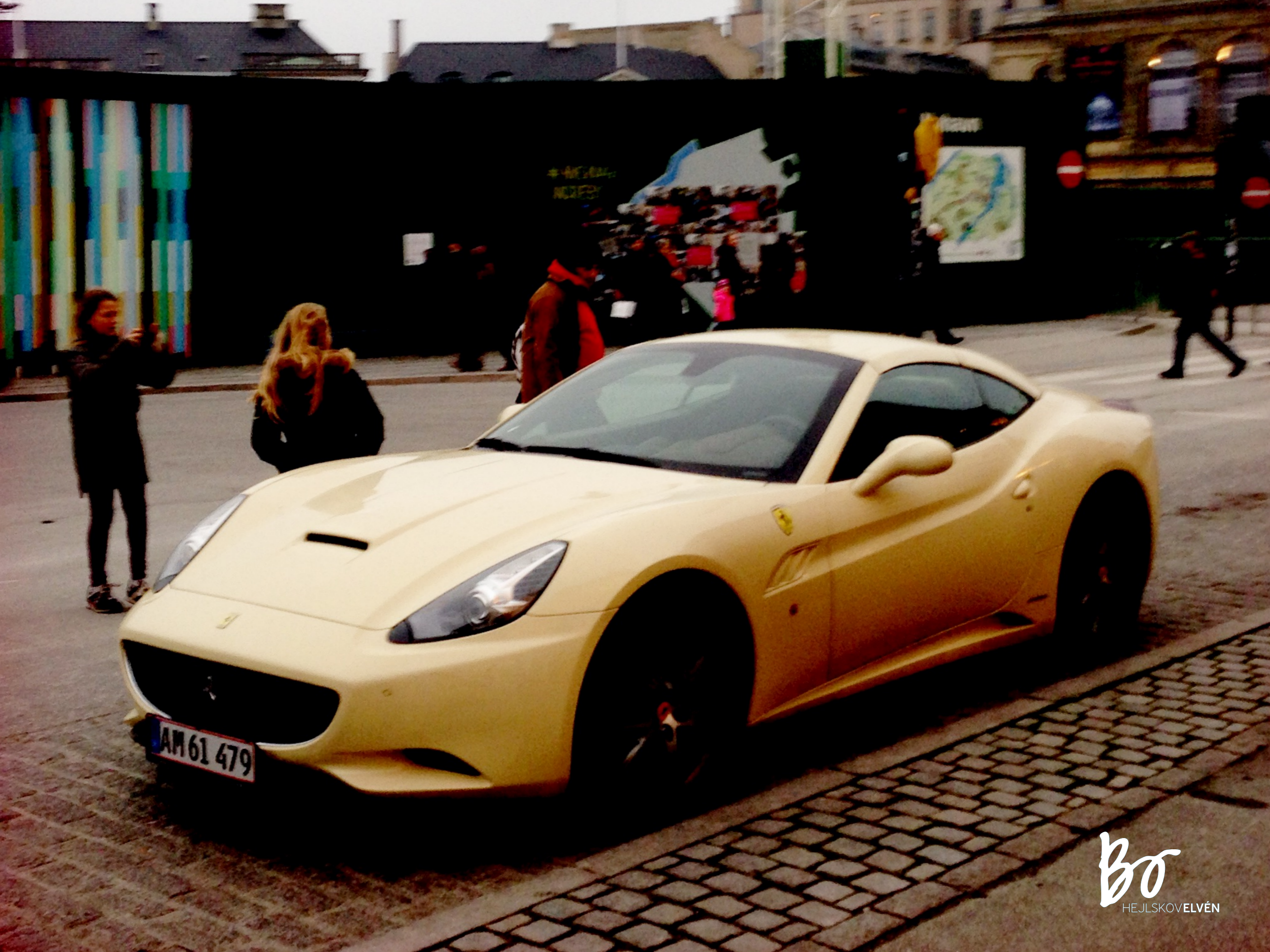




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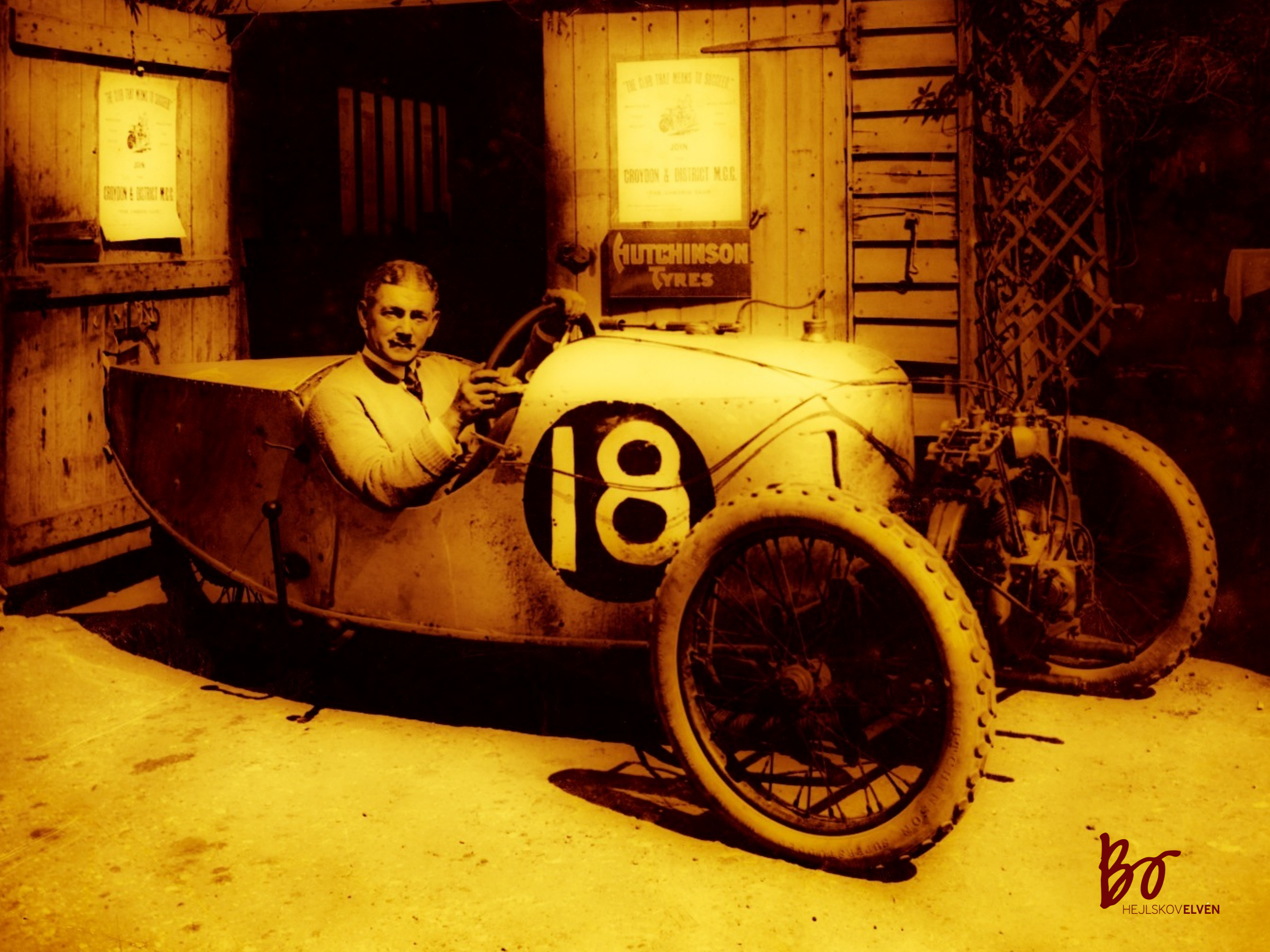
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18



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# Hejlskovs bilværksted

Attributionsteoretisk eksempel

Vi arbejder på et bilværksted!

- Og har selvfølgelig både det mest almindelige værktøj
- Og alt det specialværktøj vi nogensinde kan få brug for

# Hejlskovs bilværksted

Attributionsteoretisk eksempel

Vi arbejder på et bilværksted!

- Hvem har ansvar for service og reparationer på værkstedet?
  - Bilejeren?
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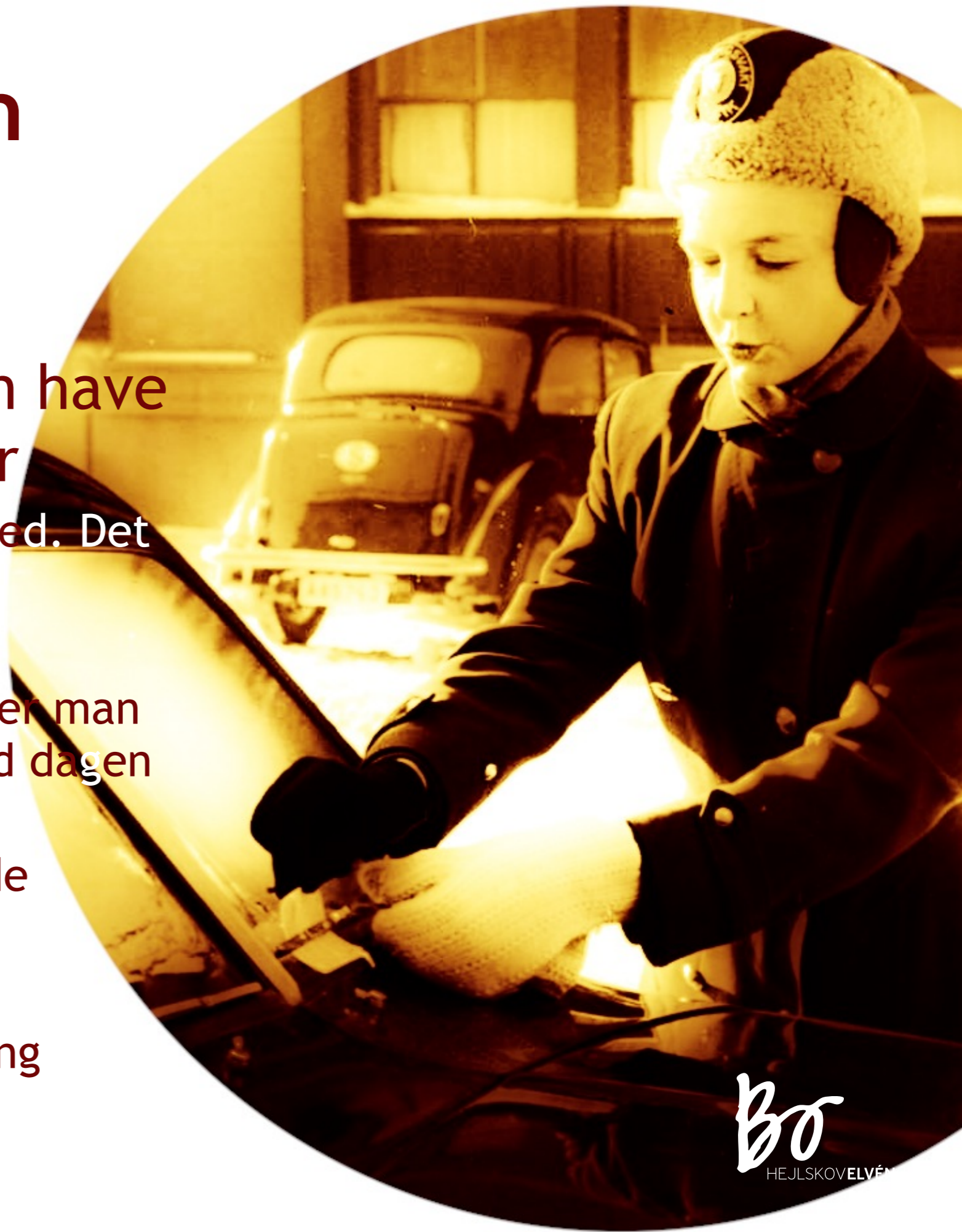


# Parkeringsvagten

Attributionsteoretisk eksempel

Hvis man får en parkeringsbøde kan man have to forskellige holdninger

- Jeg parkerede det forkerte sted. Det var dumt
- Parkeringsvagten er en idiot
  - Tager man holdning to stiller man måske bilen på samme sted dagen efter
  - Og får en ny parkeringsbøde
  - Og bliver bekræftet: Parkeringsvagter er idioter
  - Og lærer desværre ingenting



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The interpersonal dynamics of aggression  
and violence in mental health inpatient  
units

Jane L. Middleby-Clements  
University of Wollongong

# Hejlskovs bilværksted

Attributionsteoretisk eksempel

Vi arbejder på et bilværksted!

- Hvem har ansvar for service og reparationer på værkstedet?
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- Mekanikeren skal have det værktøj og de metoder som er nødvendige



# Hejlskovs bilværksted

Attributionsteoretisk eksempel

Vi arbejder på et bilværksted!

- Og bruger selvfølgelig ikke metoder og værktøj som kan skade bilen
- Vi bruger ikke en forhammer når en skruetrækker er nok



**Mennesker, der  
kan opføre sig  
ordentligt, gør det**

**Ross W. Greene**

# Eller også kan man måske ikke leve op til krav og forventninger til

- At forstå konsekvenser af egne handlinger
- Flexibilitet
- Udholdenhed
- Impulskontrol
- Sociale evner
- Stressfølsomhed
- Efterrettelighed

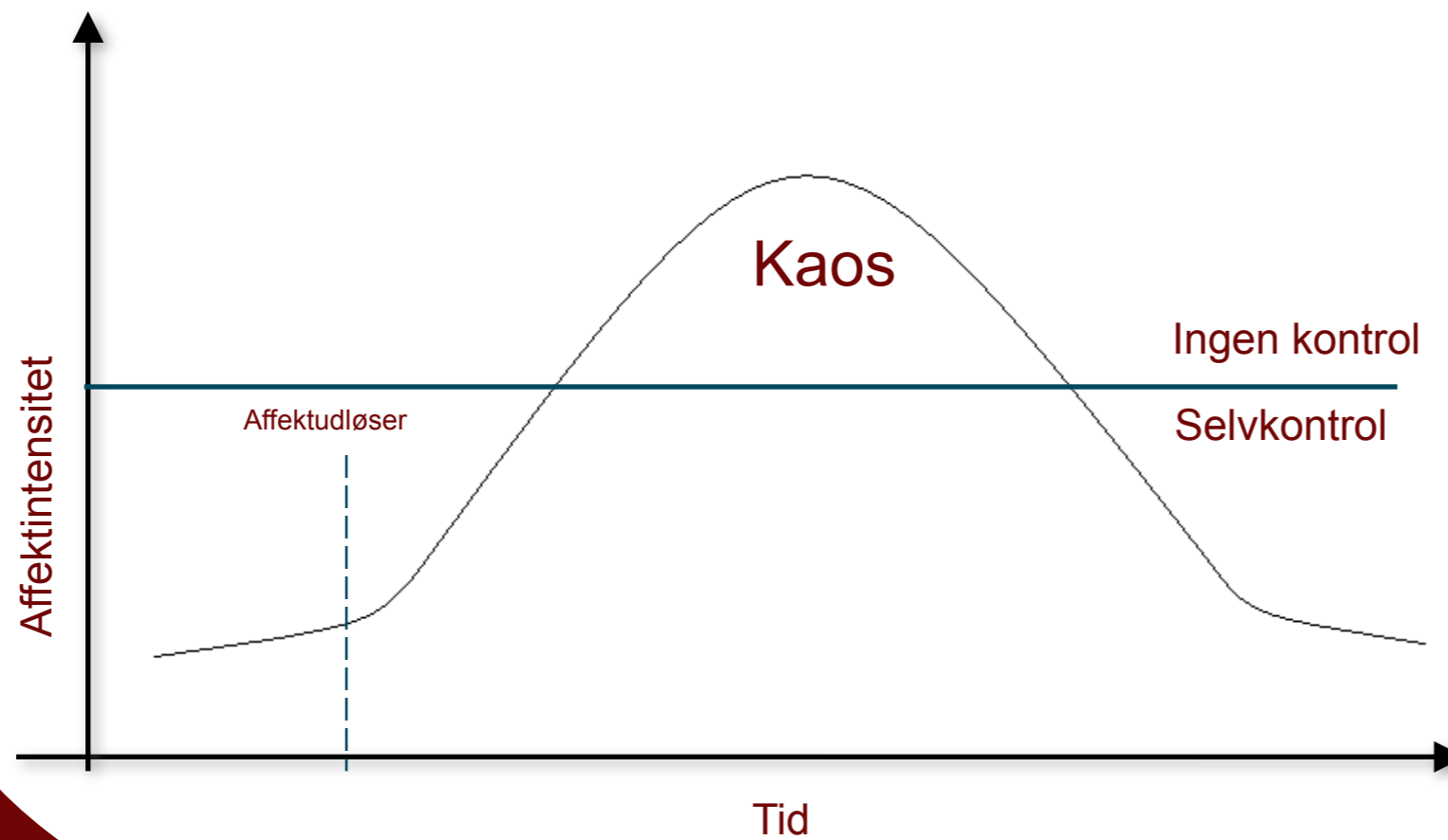


# Kontrolprincippet

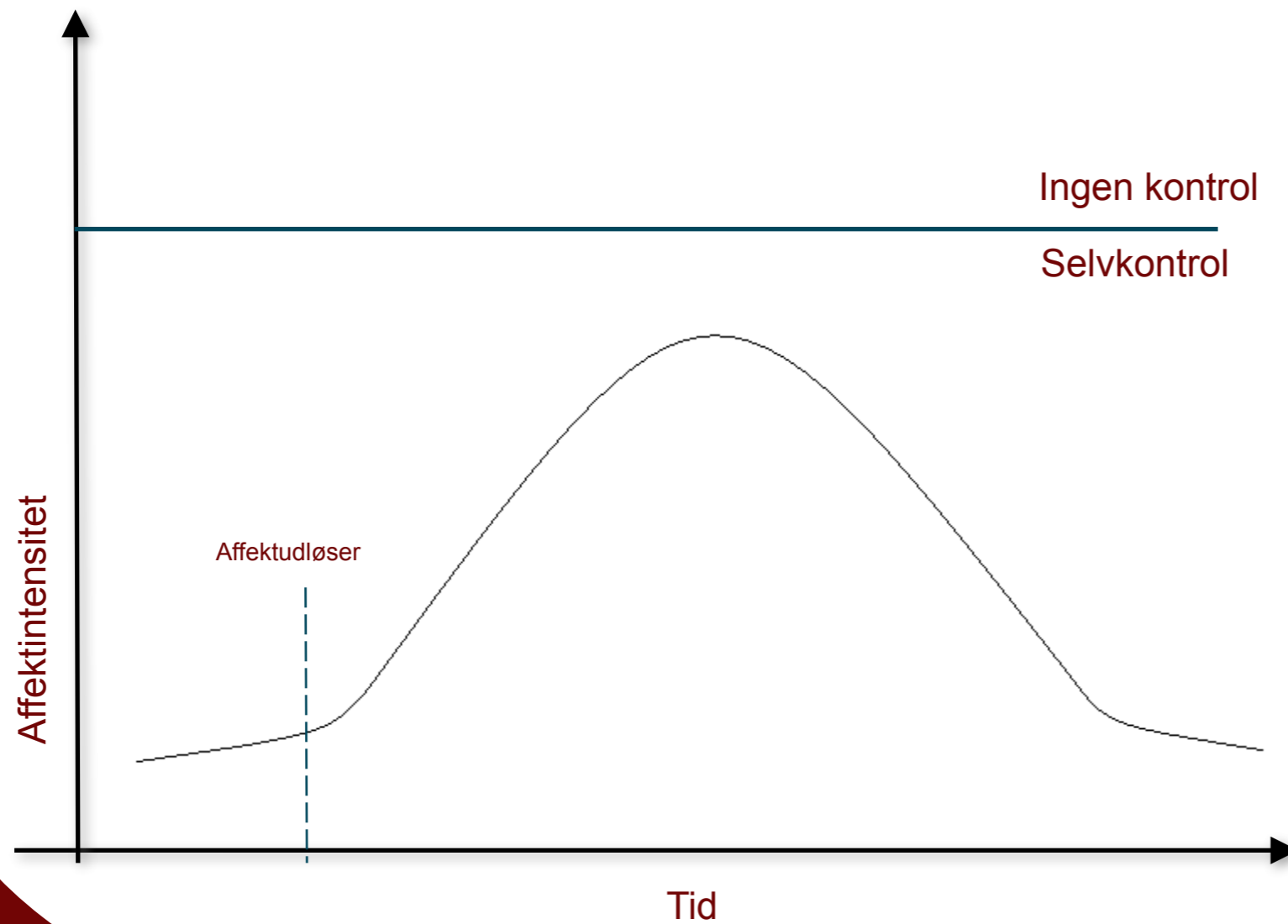
Og når vi har for store forventninger er vi nødt til at bruge strategier som

- At nægte

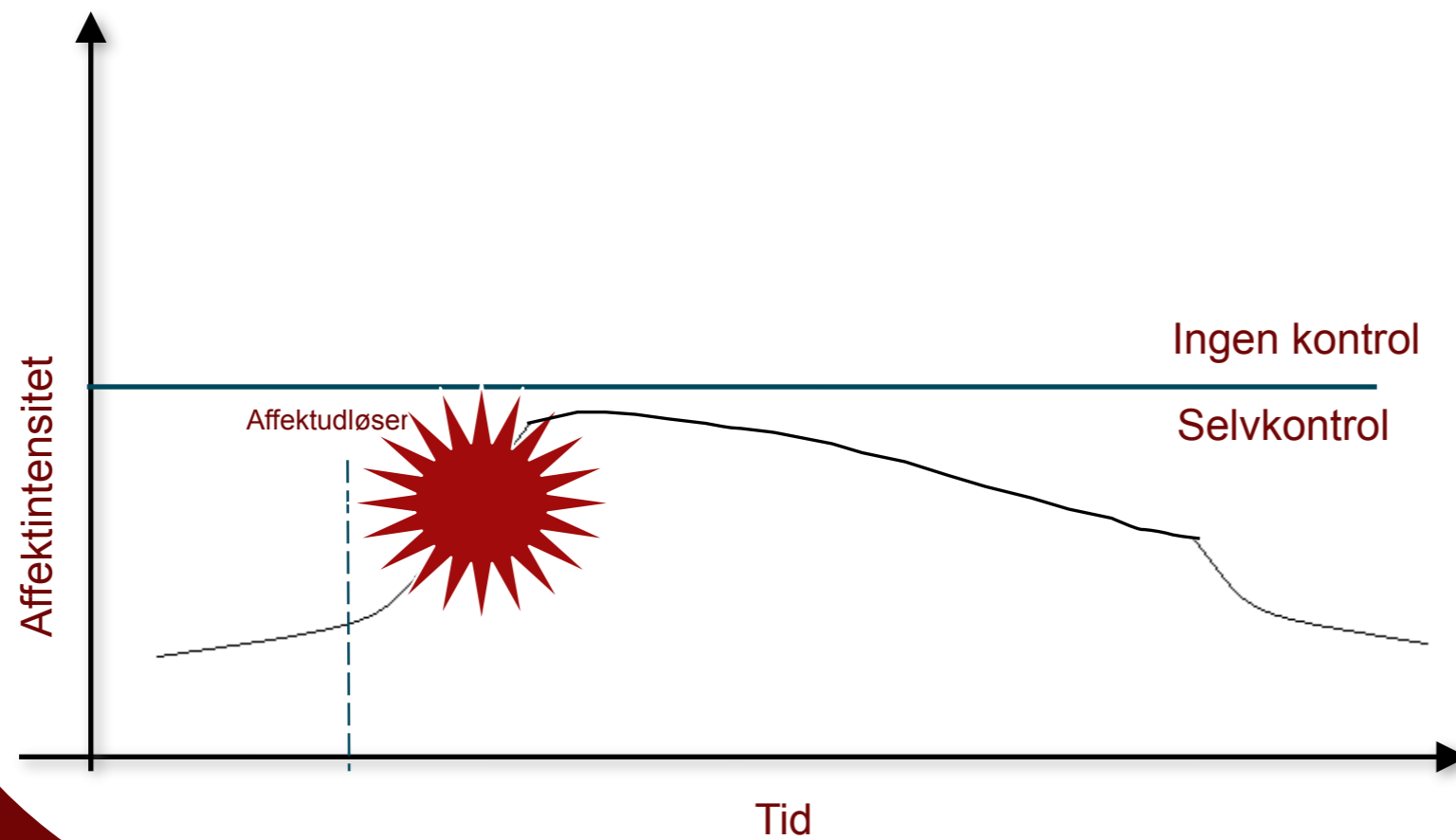
# Affektregulering



# Affektregulering



# Affektregulering



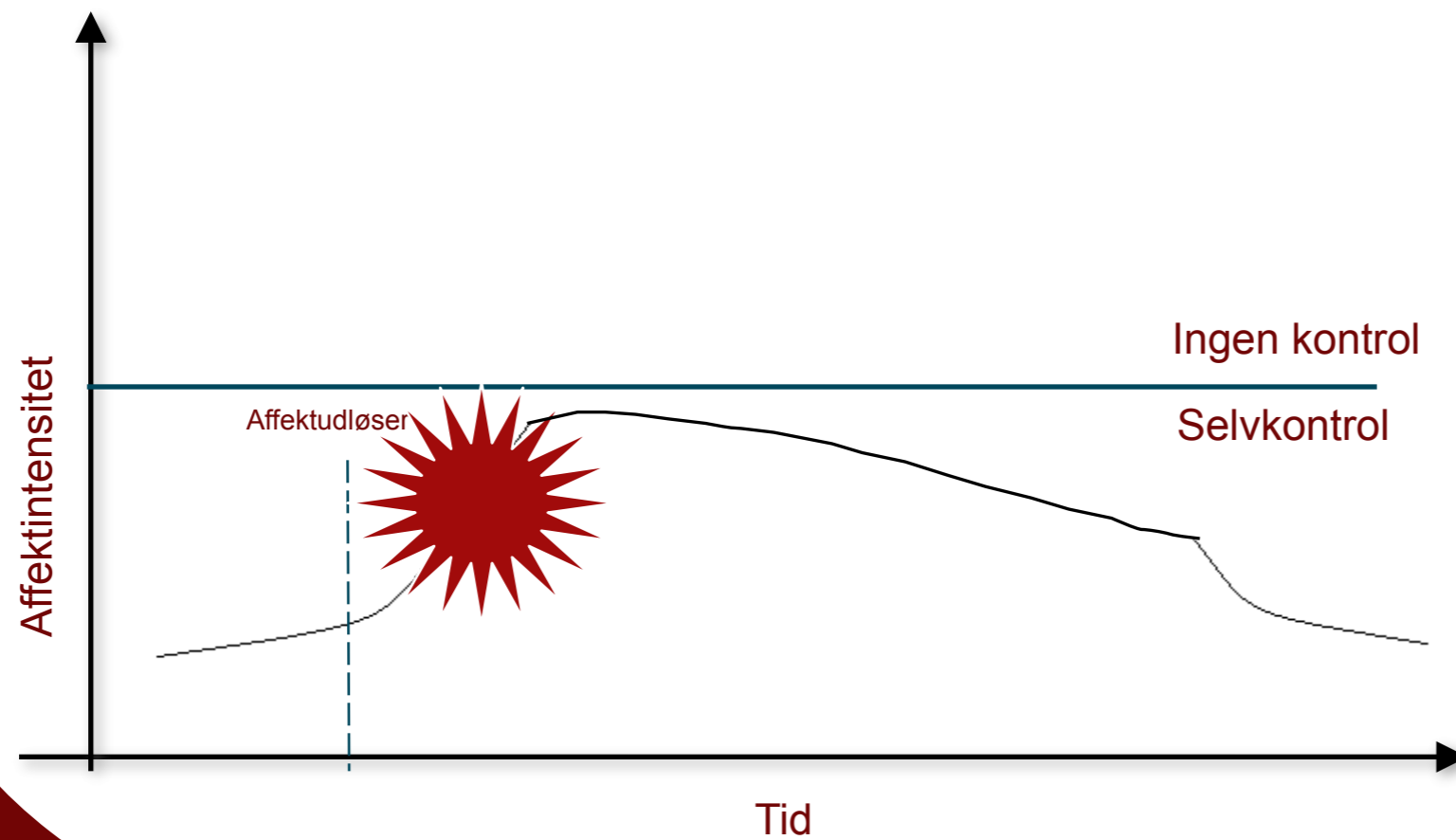
# Kontrolprincippet

Man bliver nødt til at have kontrol over sig selv, hvis man skal kunne samarbejde

# Affektregulering

## Strategier

- At nægte
- At lyve





# Little Liars: Development of Verbal Deception in Children

Kang Lee

*University of Toronto*

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**ABSTRACT**—*Lying is common among adults and a more complex issue in children. In this article, I review two decades of empirical evidence about lying in children from the perspective of speech act theory. Children begin to tell lies in the preschool years for anti- and prosocial purposes, and their tendency to lie changes as a function of age and the type of lies being told. In addition, children's ability to tell convincing lies improves with age. In the article, I highlight the central roles that children's understanding of mental states and social conventions play in the development of lying. I also identify areas for research to be done to develop a more comprehensive picture of the typical and atypical developmental courses of verbal deception in children.*

**KEYWORDS**—*lying; deception; lie*

---

lying was conducted between the early 1900s and 1980 (Lewis, Stanger, & Sullivan, 1989).

Since the late 1980s, research on lying in children has increased, mainly due to three advancements in developmental psychology. One was research on children's theory of mind (ToM), or the notion that individuals have intentions, desires, and beliefs, and will act accordingly (Wellman, 1992). Lying in essence is ToM in action, because to lie and to lie successfully, individuals must understand their mental state and their listener's mental state. The second advancement was the increased recognition that culture-specific social conventions play an important role in the development of moral reasoning and behavior (Turiel, 1983). Lying, like any other moral or immoral behavior, increasingly is thought to be influenced not only by universal moral principles but by social conventions (Lee, 2000). The third advancement was the rapid rise in research on eyewitness testimony by children (Goodman, 2006) as a result of an increase in the number of legal cases involving

# Living the categorical imperative: autistic perspectives on lying and truth telling—between Kant and care ethics

Pier Jaarsma · Petra Gelhaus · Stellan Welin

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**Abstract** Lying is a common phenomenon amongst human beings. It seems to play a role in making social interactions run more smoothly. Too much honesty can be regarded as impolite or downright rude. Remarkably, lying is not a common phenomenon amongst normally intelligent human beings who are on the autism spectrum. They appear to be ‘attractively morally innocent’ and seem to have an above average moral conscientious objection against deception. In this paper, the behavior of persons with autism with regard to deception and truthfulness will

be changed, though it creates problems in the social life of persons with autism. From a care ethics perspective, on the other hand, a way should be found to allow the high-functioning persons with autism to respect the feelings and needs of other persons as sometimes overruling the duty of truthfulness. We suggest this may even entail ‘morally educating’ children and adolescents with autism to become socially skilled empathic ‘liars’.

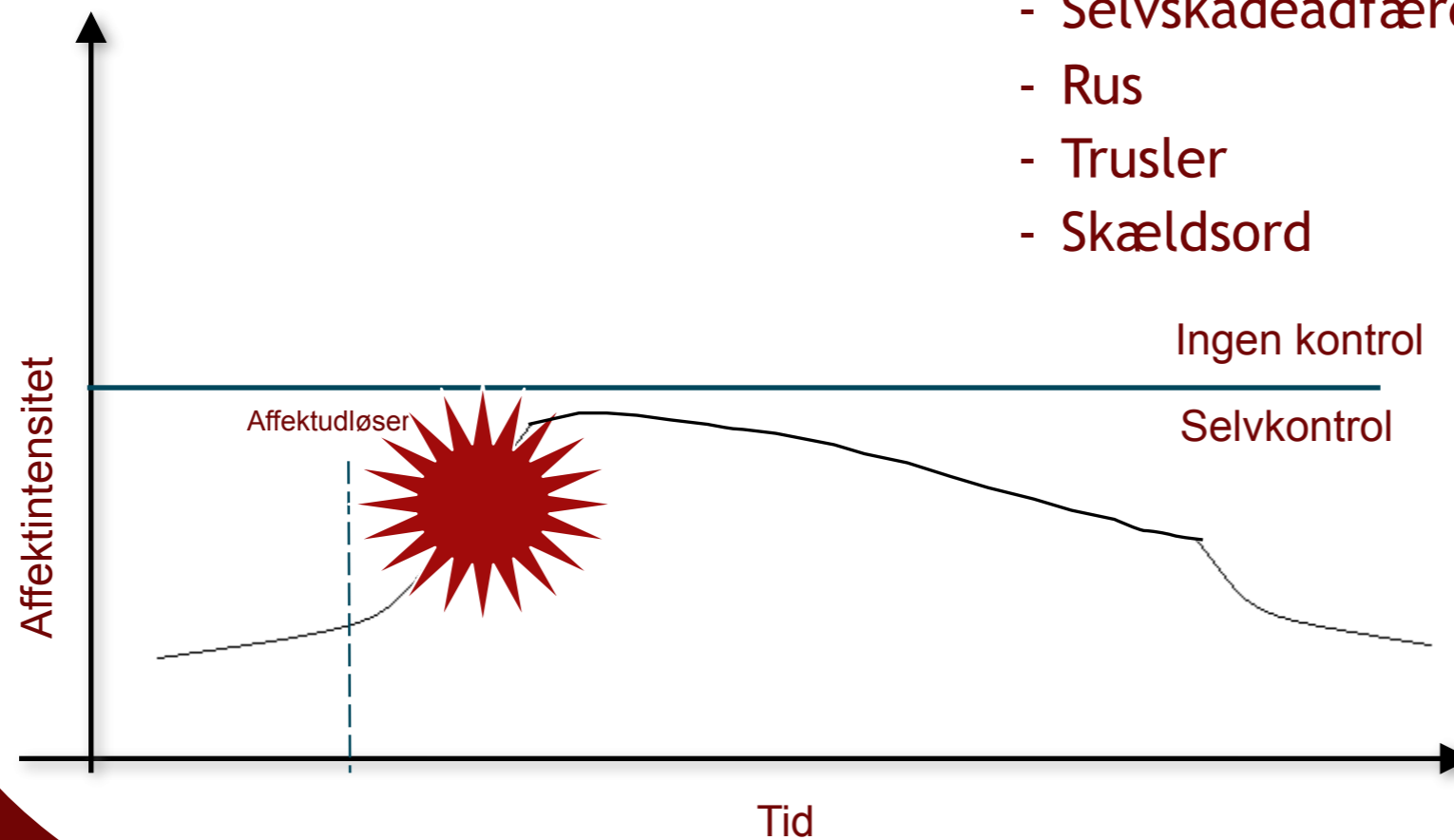
**Keywords** High-functioning autism · Autobiographies ·



# Affektregulering

## Strategier

- At nægte
- At lyve
- At gå to skridt bagud
- At spytte eller slå
- Selvskadeadfærd
- Rus
- Trusler
- Skældsord





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# Cognition

journal homepage: [www.elsevier.com/locate/COGNIT](http://www.elsevier.com/locate/COGNIT)



## The moral pop-out effect: Enhanced perceptual awareness of morally relevant stimuli



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### ABSTRACT

People perceive religious and moral iconography in ambiguous objects, ranging from grilled cheese to bird feces. In the current research, we examined whether moral concerns can shape awareness of perceptually ambiguous stimuli. In three experiments, we presented masked moral and non-moral words around the threshold for conscious awareness as part of a lexical decision task. Participants correctly identified moral words more frequently than non-moral words—a phenomenon we term the *moral pop-out effect*. The moral pop-out effect was only evident when stimuli were presented at durations that made them perceptually ambiguous, but not when the stimuli were presented too quickly to perceive or slowly enough to easily perceive. The *moral pop-out effect* was not moderated by exposure to harm and cannot be explained by differences in arousal, valence, or extremity. Although most models of moral psychology assume the initial perception of moral stimuli, our research suggests that moral beliefs and values may shape perceptual awareness.

# Moral pop-out effect

Ana Gantmans forskning viser at vi bearbejder moralsk information hurtigere end anden information

Det betyder at vi har en tendens til at se andres adfærd med moraliserende briller

Derfor lægger vi gerne et moralsk filter på strategisk adfærd



# Moral pop-out effect

Måske er perspektivskiftet at vi begynder at undertrykke pop-outeffekten

Hvilket gør det till en kognitiv process og derfor stressfølsom





# Metode

I er her fordi i har mødt personer hvor det almindelige ikke fungerer  
Så vi skal se på metode som er anderledes end vi selv blev opdragede



# Metode

Håndtere svære  
situationer uden at  
eskalere dem

Evaluere  
hvorfor det blev  
svært

Forandre så det ikke  
sker igen



# Metode

Håndtere svære  
situationer uden at  
eskalere dem

Evaluere  
hvorfor det blev  
svært

Forandre så det ikke  
sker igen



# Affektsmitta

Affekt smitter - vi kan  
mærke hinandens følelser  
Det gør vi ved hjælp af  
såkaldte  
spejlcellefunktioner  
Vi spejler hinandens  
muskelspændinger





**Bo**  
HEJLSKOVELVEN



*BO*  
HEJLSKOVÉLVÉN



## Articles

# New Perspectives on Emotional Contagion: A Review of Classic and Recent Research on Facial Mimicry and Contagion

Elaine Hatfield\*<sup>a</sup>, Lisamarie Bensman<sup>a</sup>, Paul D. Thornton<sup>a</sup>, Richard L. Rapson<sup>a</sup>

[a] University of Hawaii, Honolulu, HI, USA.

## Abstract

Recently, scholars from a wide variety of disciplines, using a variety of scientific techniques, have begun to study the influence of attention, facial mimicry, and social context on emotional contagion. In this paper we will review the classic evidence documenting the role of attention, facial mimicry, and feedback in sparking primitive emotional contagion. Then we will discuss the new evidence which scholars have amassed to help us better understand the role of facial mimicry in fostering contagion and the ability to “read” others’ thoughts, feelings, and emotions. Finally, we will briefly speculate as to where future research might be headed.

*Keywords:* emotional contagion, facial mimicry, components of emotion

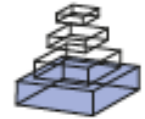
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# Emotion regulation: exploring the impact of stress and sex

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Emotion regulation is a major prerequisite for adaptive behavior. The capacity to regulate emotions is particularly important during and after the encounter of a stressor. However, the impact of acute stress and its associated neuroendocrine alterations on emotion regulation have received little attention so far. This study aimed to explore how stress-induced cortisol increases affect three different emotion regulation strategies. Seventy two healthy men and women were either exposed to a stressor or a control condition. Subsequently participants viewed positive and negative images and were asked to up- or down-regulate their emotional responses or simultaneously required to solve an arithmetic task (distraction). The factors stress, sex, and strategy were operationalized as between group factors ( $n = 6$  per cell). Stress caused an increase in blood pressure and higher subjective stress ratings. An increase in cortisol was observed in male participants only. In contrast to controls, stressed participants were less effective in distracting themselves from the emotional pictures. The results further suggest that in women stress enhances the ability to decrease negative emotions. These findings characterize the impact of stress and sex on emotion regulation and provide initial evidence that these factors may interact.

**Keywords: cortisol, emotion regulation, stress, socially evaluated cold pressor test, sex differences**

## INTRODUCTION

The ability to regulate emotions is essential for mental and phys-

hippocampus, amygdala, and prefrontal cortical areas (de Kloet, 2003; McEwen, 2007; Lupien et al., 2009). For instance, it has

# Stress og affektsmitte

Kinner *et al* viste at vi ikke kan bremse affektsmitte hvis vi er stressede



# Mindfulness-based Training Shows Promise in Assisting Staff to Reduce Their Use of Restrictive Interventions in Residential Services

Joanne E. Brooker • Lynne Webber • John Julian •  
Frances Shawyer • Annette L. Graham • Jeffrey Chan •  
Graham Meadows

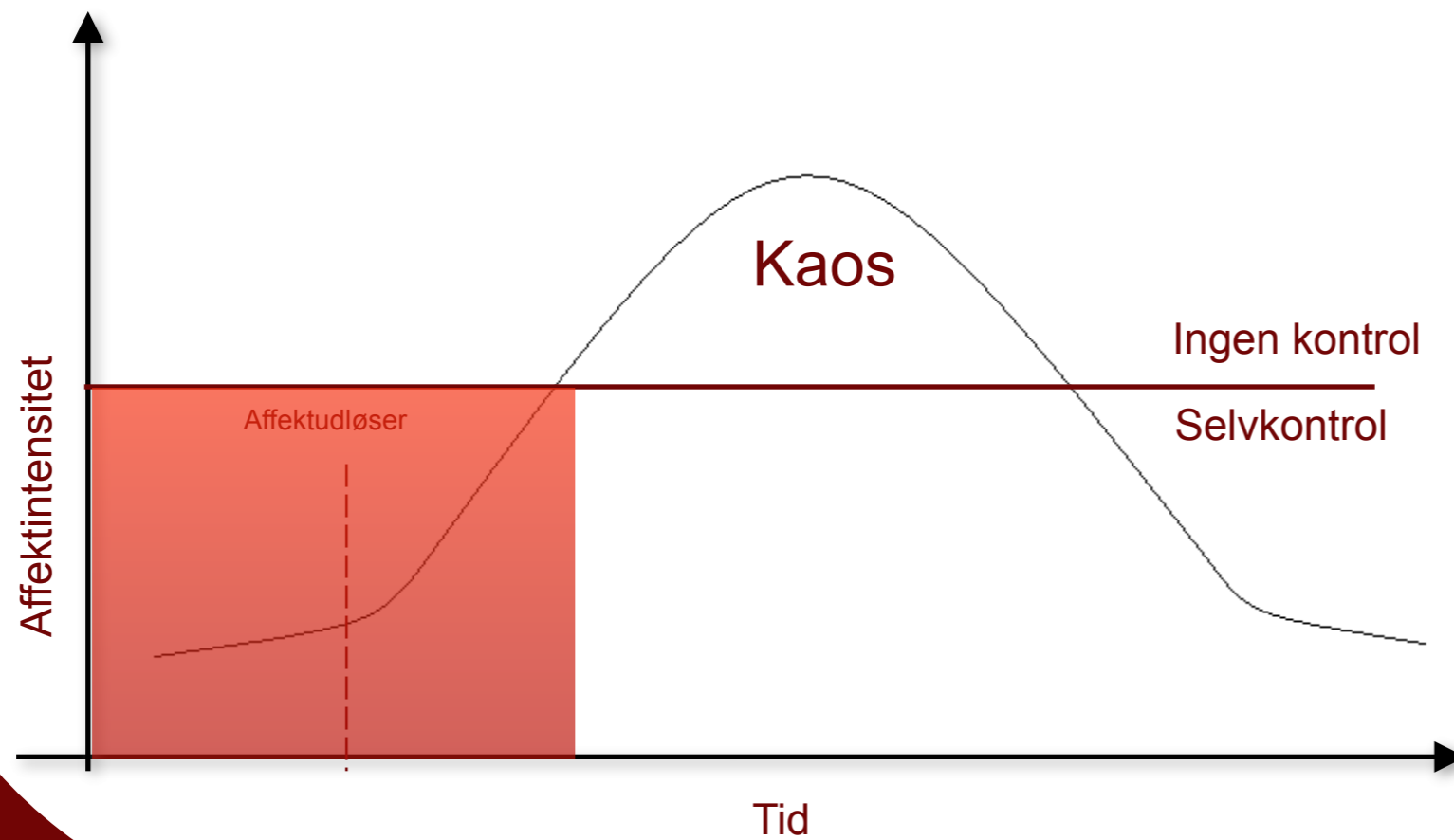
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**Abstract** The aim of this study was to examine the association between mindfulness training and restrictive interventions implemented by staff employed in two residential service homes who supported people with a disability who showed severe challenging behavior. Twelve disability support workers completed an 8-week group-based mindfulness training program in February to March 2010. Pro re nata (PRN, as required) and emergency seclusions and chemical restraints reported for the homes during the 2 months of the training program and the 3 months following the program (February to June 2010) were compared to those for the corresponding months in 2009. Compared to the number of PRN and emergency seclusions and PRN and emergency

## Introduction

There is evidence to suggest that without appropriate interventions, challenging behaviors, such as harm to self or others, will persist over time (Totsika et al. 2010). Furthermore, it is likely that these behaviors will be managed primarily with chemical and/or other restrictive interventions, even though there is a lack of evidence about the effectiveness of these interventions (Oliver-Africano et al. 2009; Webber et al. 2010a, 2011a). Restrictive interventions impact directly on the person's human rights and self-determination, and given the lack of empirical evidence of their effectiveness and their negative impact on well-being, their continued use has been

# Metode: Affektiva metoder





# Affektive metoder

Dæmp de store følelser

Undvig dominerende  
øjeblikkontakt

Tal roligt uden  
kæbespændinger

Afled - flyt fokus fra følelsen





# Affektive metoder

Pas på afstanden

- Hver gang nogen går to skridt væk fra dig skal du gå to skridt baglæns
- Gå baglæns ved krav sætning

# Affektive metoder

Stå ikke lige overfor



# Affektive metoder

Stå ikke lige overfor  
Lidt på siden er bedre





# Affektive metoder

Sæt dig ned når nogen bliver urolig

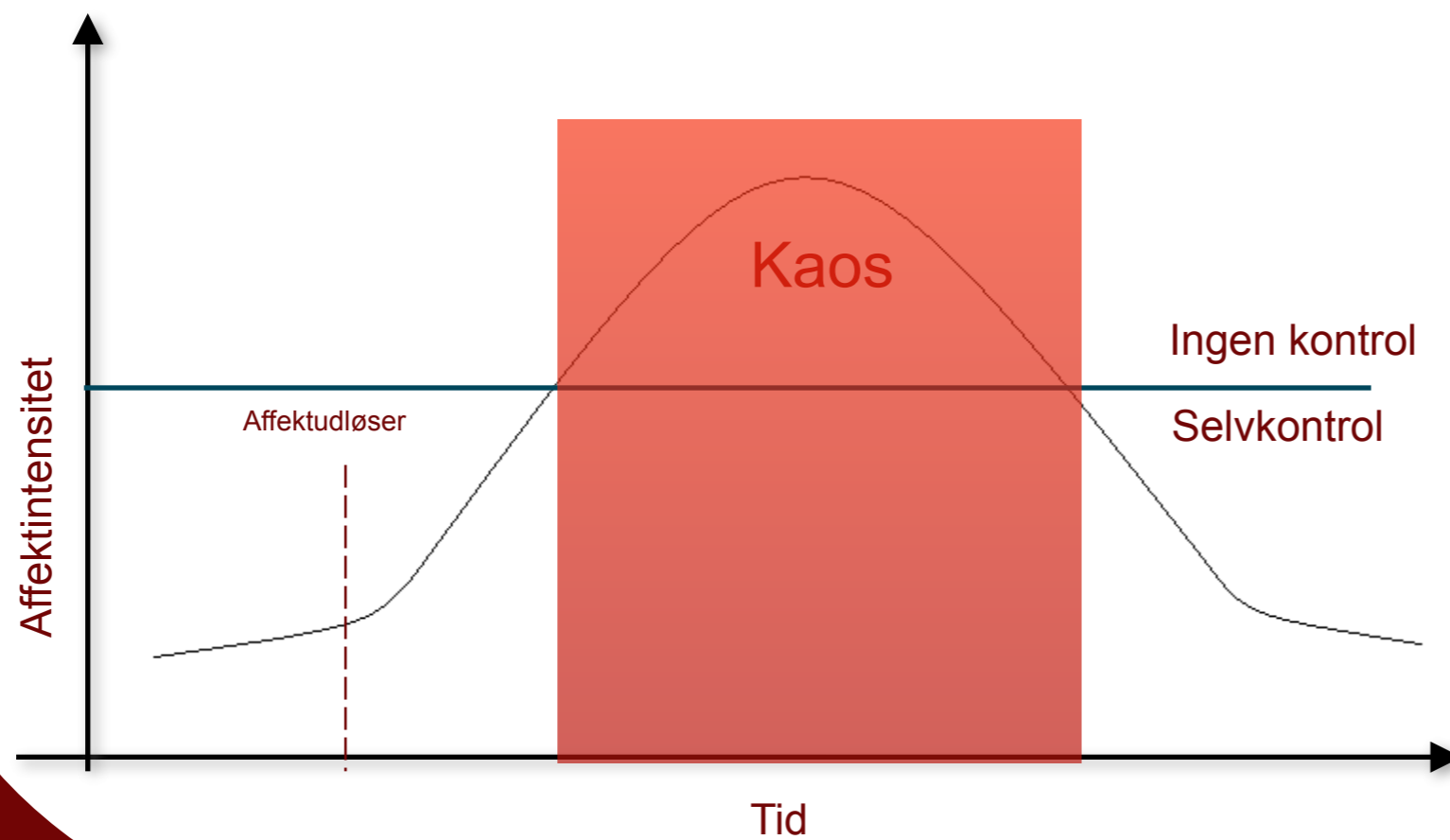
Undvig at markere dig fysisk

Lad som om du er på vej hjem fra byen en mørk aften!

Undvig at blive smittet af personens uro

Og boost ikke situationen med din egen stress

# Metode: Ved kaos





**Pergamon**

Child Abuse & Neglect 30 (2006) 1333–1342

Child Abuse  
& Neglect

## Learning from tragedy: A survey of child and adolescent restraint fatalities

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Cornell University, Ithaca, NY 14853, USA*

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Available online 15 November 2006

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### Abstract

**Objective:** This descriptive study examines 45 child and adolescent fatalities related to restraints in residential (institutional) placements in the United States from 1993 to 2003.

**Method:** The study team used common Internet search engines as its primary case discovery strategy to determine the frequency and the nature of the fatalities, as well as the characteristics of the children and the adolescents involved.

**Results:** Male children and adolescents were over represented in the study sample. Thirty eight of the fatalities



# Affektive metoder - ved kaos

Vent - det er ofte nok  
Få andre ud så der bliver  
plads og ro

Undvig berøring med  
spændte muskler

- Slap af hvis nogen tager fat i dig



# Affektive metoder - ved kaos

Og i nødsituationer, hvor du  
er nødt til at tage fat





# Affektive metoder - ved kaos

## Principper for fysiske interventioner

- Effektive
- Ingen risiko for skade
- Ingen smerte
- Enkle bevægelser
- Socialt acceptable insatser
- Målet er selvkontrol, ikke at vi får kontrol over personen

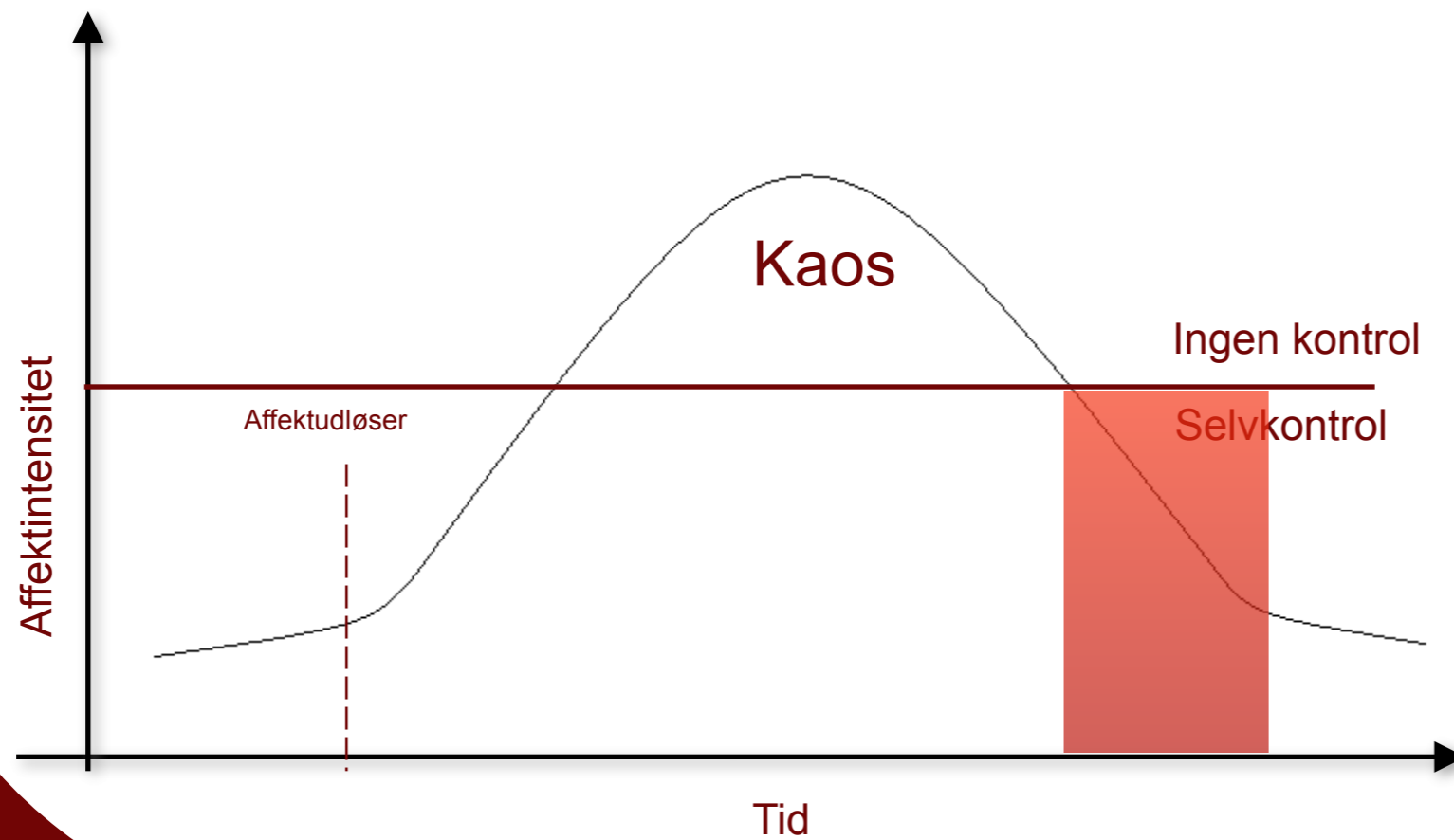


# Affektive metoder - ved kaos

Og i nødsituationer, hvor du er nødt til at tage fat

- Brug personens bevægelse, ikke fastlåsning som øger adrenalin
- Slip aktivt efter nogle sekunder

# Metode: Nedtrapningen



# At lande igen

Ro på

Afstand

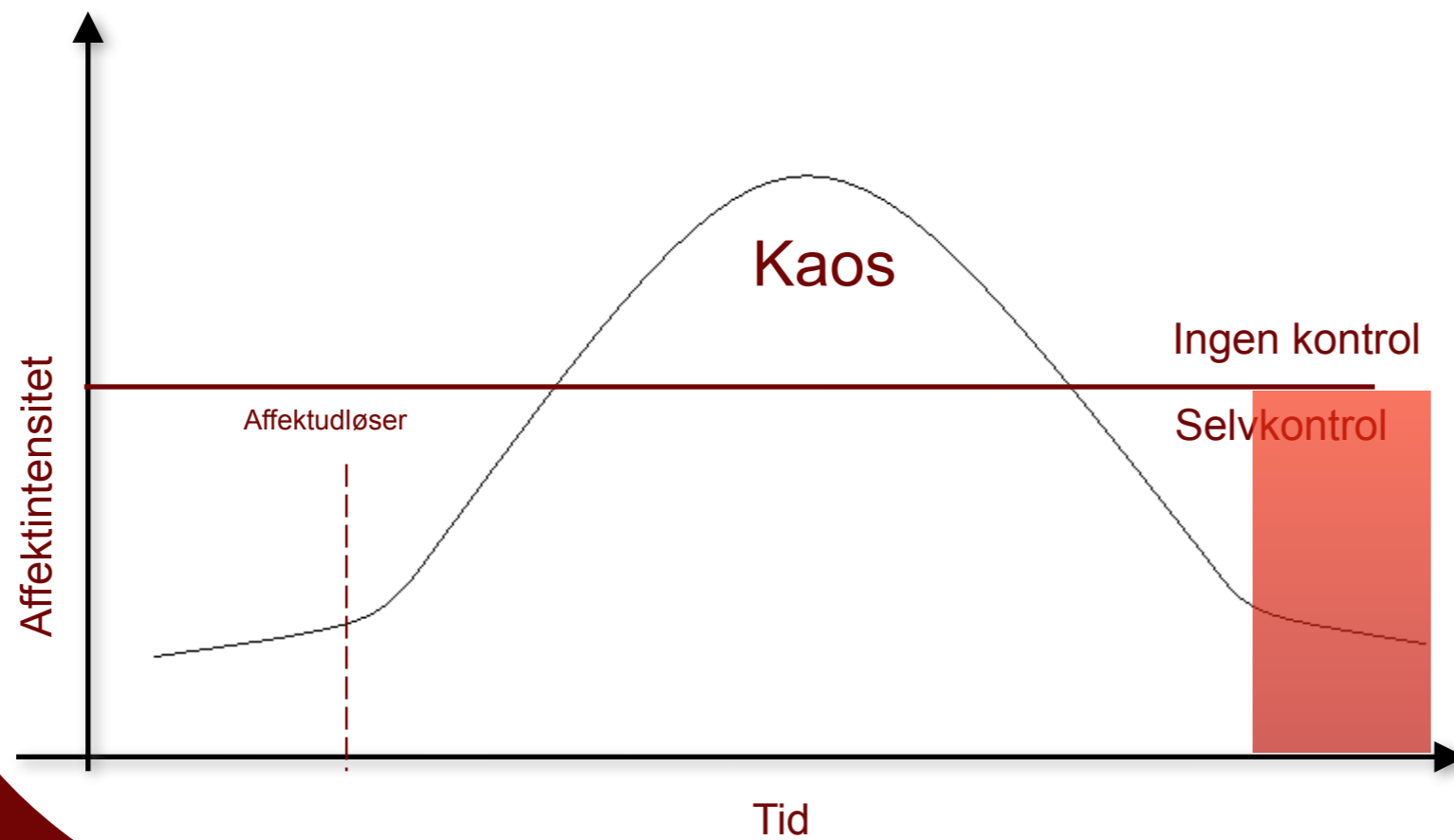
Ryd op

Kom når du er klar

Afled videre



# Metode: Hverdag igen





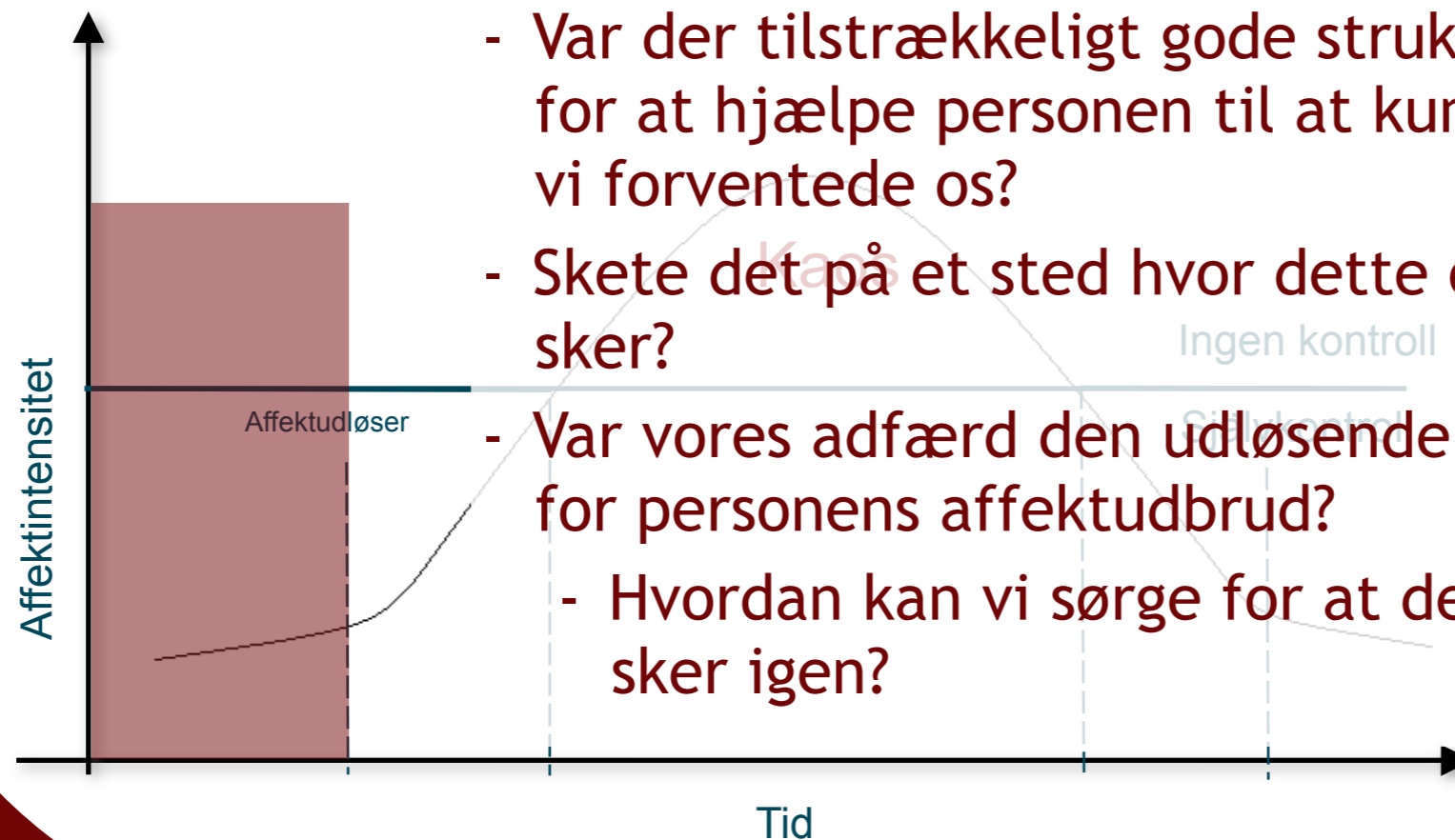
# Metode

Håndtere svære situationer uden at eskalere dem

Evaluere hvorfor det blev svært

Forandre så det ikke sker igen

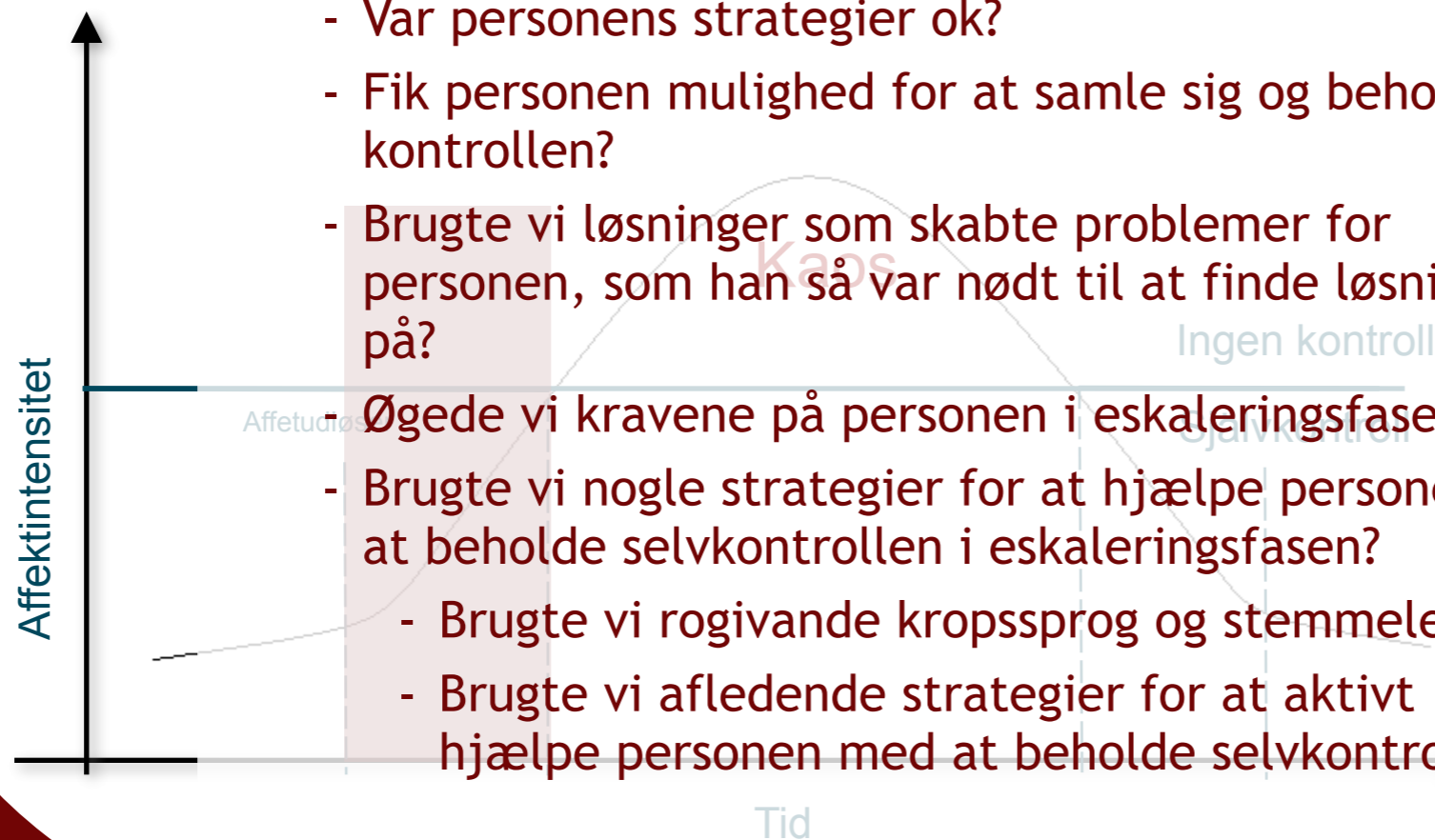
# Hverdagen



- Hvad skete der inden det gik galt?
- Hvad forventede vi at personen kunne?
- Var der tilstrækkeligt gode strukturer for at hjælpe personen til at kunne det vi forventede os?
- Skete det på et sted hvor dette ofte sker?
- Var vores adfærd den udløsende faktor for personens affektudbrud?
  - Hvordan kan vi sørge for at det ikke sker igen?

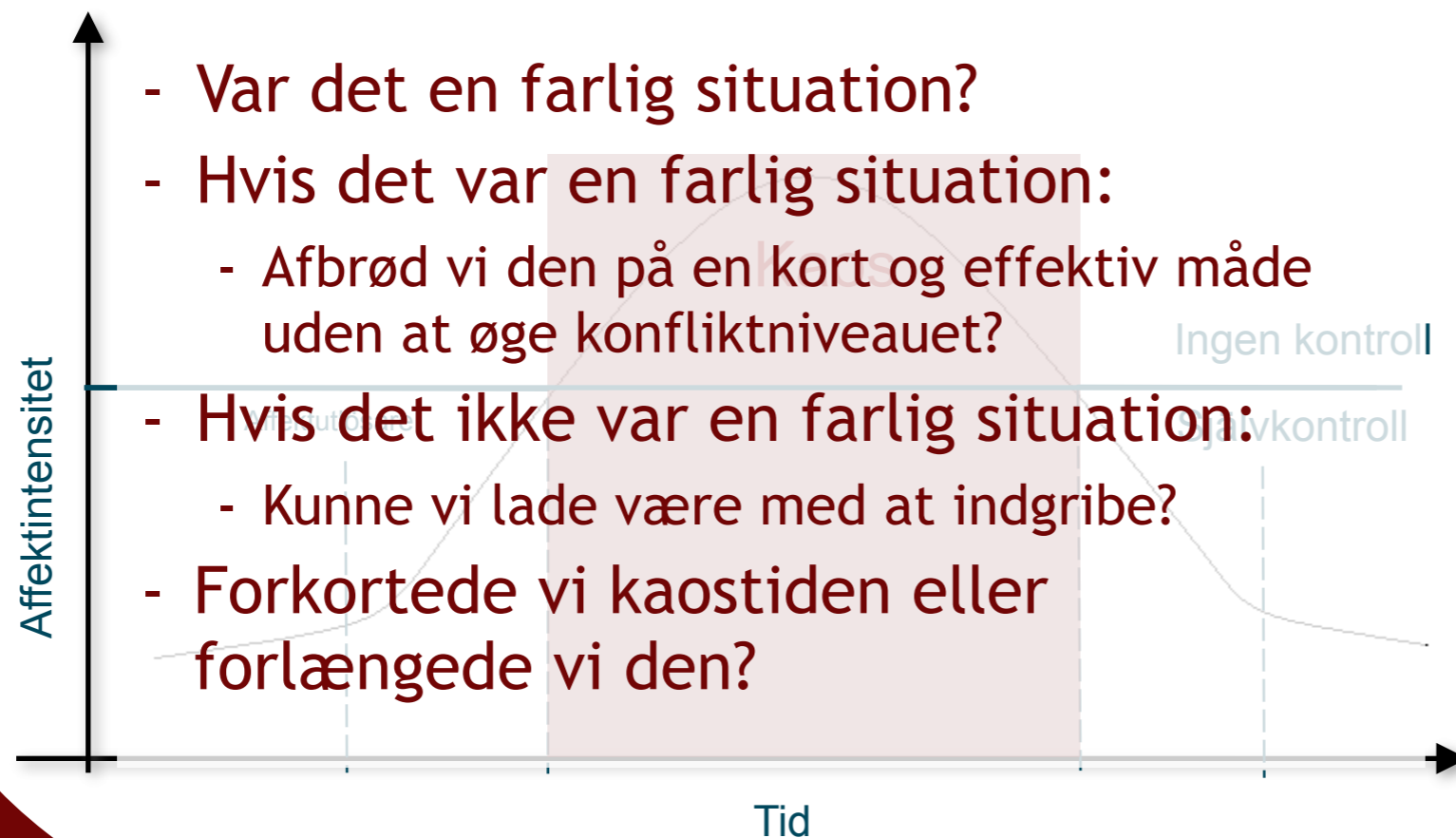
# Eskaleringen

- Hvilke strategier prøvede personen?
- Var personens strategier ok?
- Fik personen mulighed for at samle sig og beholde kontrollen?
- Brugte vi løsninger som skabte problemer for personen, som han så var nødt til at finde løsninger på?
- Øgede vi kravene på personen i eskaleringsfasen?
- Brugte vi nogle strategier for at hjælpe personen til at beholde selvkontrollen i eskaleringsfasen?
  - Brugte vi rogivande kropssprog og stemmeleje?
  - Brugte vi afledende strategier for at aktivt hjælpe personen med at beholde selvkontrollen?

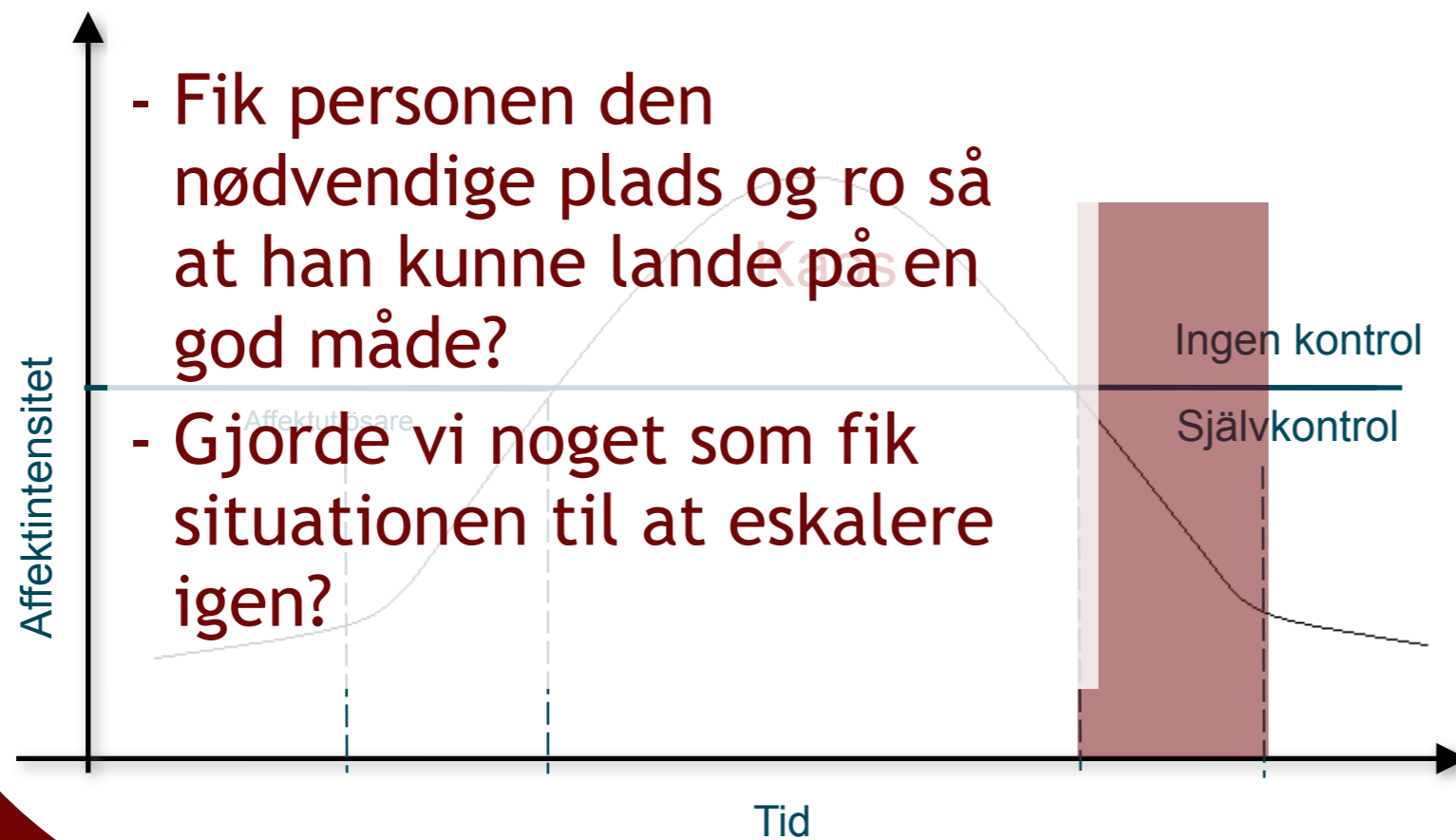




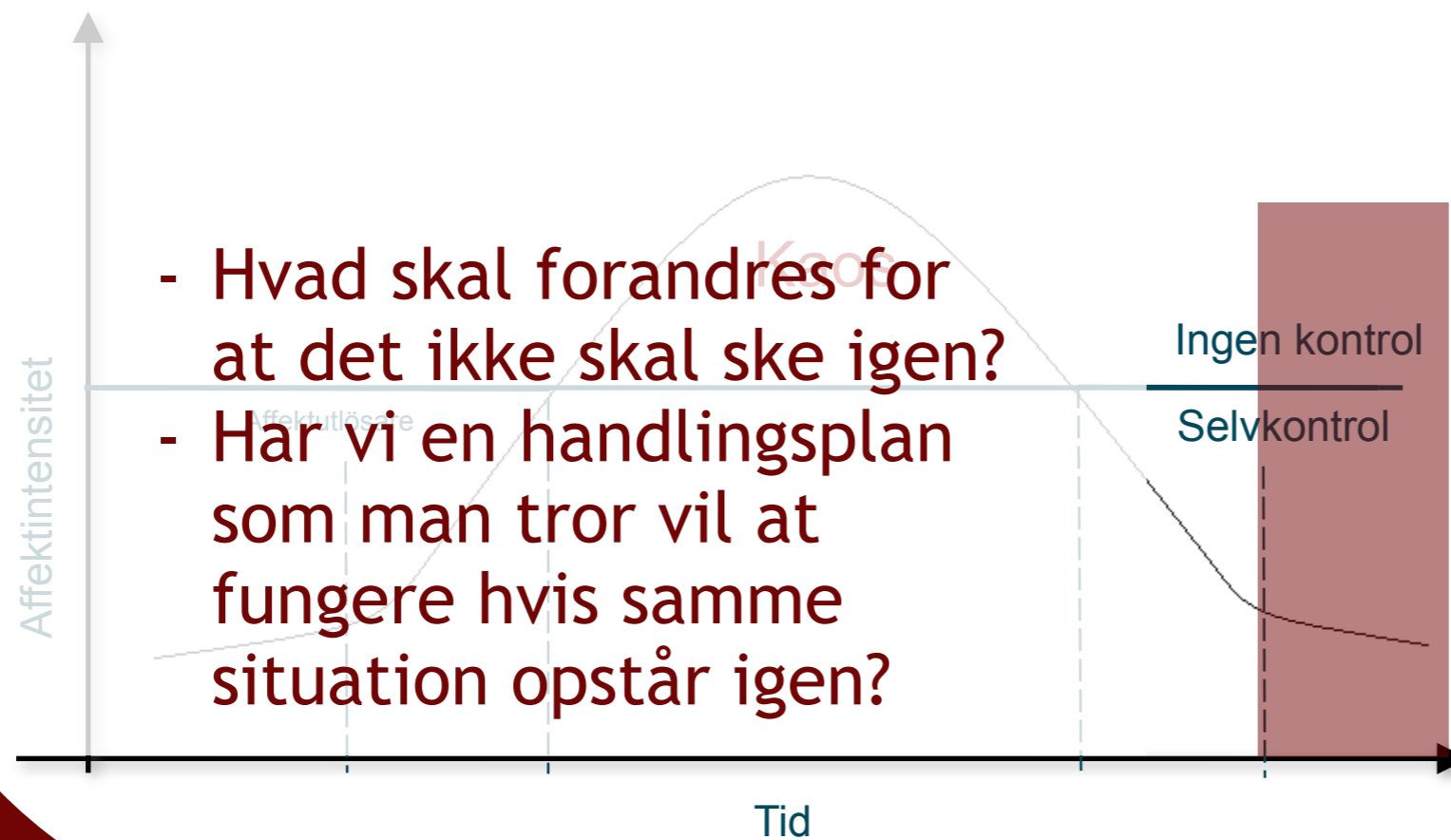
# Kaosfasen



# Deeskaleringen



# Hverdag igen



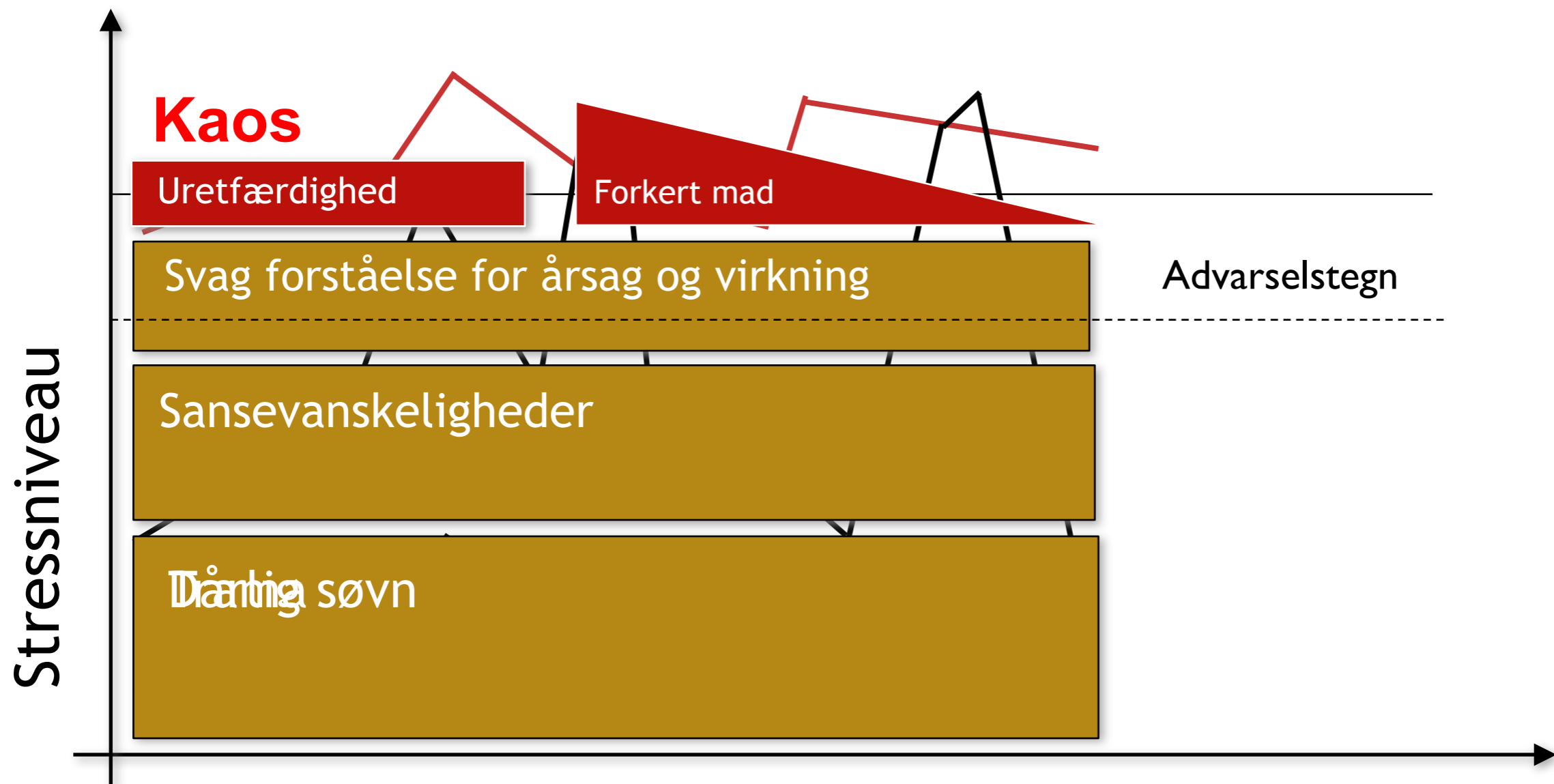
- Hvad skal forandres for at det ikke skal ske igen?
- Har vi en handlingsplan som man tror vil at fungere hvis samme situation opstår igen?

# Appen Behaviours of concern



# Belastningsmodellen

Uhrskov & Hejlskov Elvén 2007



# At arbejde med stressmodellen

Kortlæg personens

- Grundlæggende belastningsfaktorer
- Advarselstegn
- Kaostegn

Navigér efter advarselstegnene

Kvalificér belastningsfaktorerne

- Hvilke kan vi fjerne?
- Hvilke vil vi fjerne?





# Metode

Håndtere svære  
situationer uden at  
eskalere dem

Evaluere  
hvorfor det blev  
svært

Forandre så det  
ikke sker igen

# Forandring

## Støtte

- Fysiske rammer
- Sanseshjælpemidler
- Low Arousal i hverdagen
- Tydelighed
  - Forudsigelighed
  - Begribelighed





# At øge begribeligheden

## Delagtighed og medbestemmelse

- Valg
- Vi-oplevelser
- Validering

## Fremtid

- Forberedelsestid
- At blive klar / vente ud
  - Snooze-metoden

## Begribelighedstricks

- Prompter og cues
- At skabe overblik
- At skabe årsag
- At blive færdig
- Bestikkelse
- Motiverende handlinger



**Mennesker gør  
altid det som er  
mest begribeligt**

# Forandring

## Støtte

- Fysiske rammer
- Sanseshjælpemidler
- Low Arousal i hverdagen
- Tydelighed
  - Forudsigelighed
  - Begribelighed

Øgning af delagtighed generelt

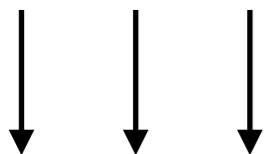
Træning af færdigheder og strategier

Behandling af det som kan behandles



# Behandling

## Stress



Mindfulness  
ACT  
MBT  
Selvindlæggelse  
Narrativ metode

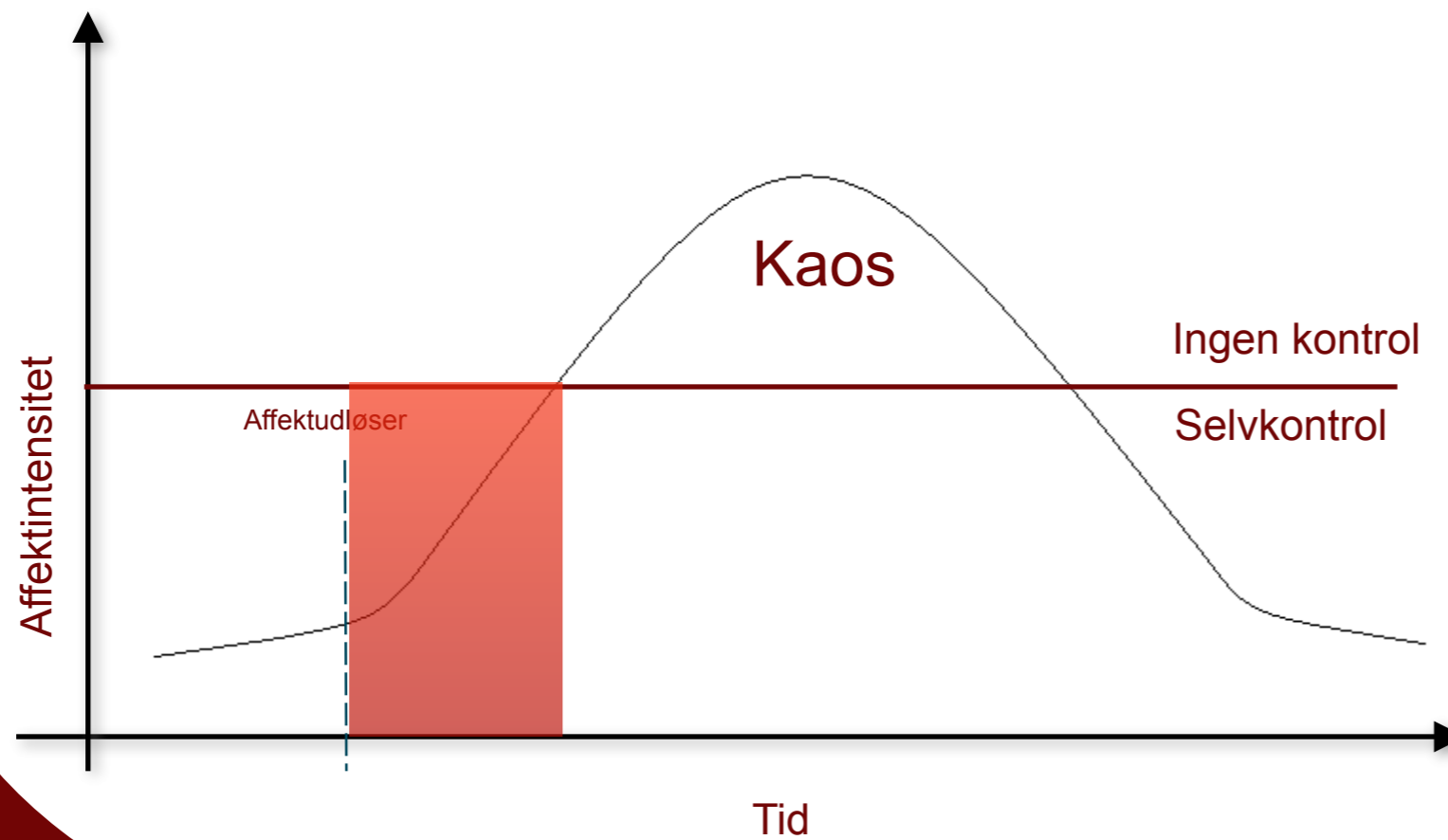
Forudsigelighed  
Delagtighed  
Low arousal  
Sanshjælpemidler  
Fysiske rammer  
Systemiske interventioner

Symptomer/strategier

- Selvskadeadfærd
- Elektiv mutisme
- Anoreksi og andre spiseforstyrrelser
- Tvangsadfærd
- Udadreagerende adfærd
- Angst
- Depression
- Psykotiske symptomer

KAT  
DAT  
MI

# Metode: Eskaleringen



# Handlingsplanen

Handlingsplanen har fem punkter

1. Skab plads til personens egne strategier.
2. Brug en dokumenteret effektiv afledning - konkret
3. Brug en dokumenteret effektiv afledning - affektiv
4. Brug en dokumenteret effektiv afledning - affektiv eller perceptuel
5. Afbryd, enten ved at alle forlader situationen eller med bevægelse



Bo Hejlskov Elvén  
**Padékime  
nesimušti,  
nesikandžioti,  
nešūkauti...**  
Kaip pasiekti,  
kad žmonės,  
turintys autizmo  
ir kitų vystymosi  
sutrikimų,  
elgtųsi gerai

Bū Hejlskovs-Elvėns  
**Bez kļiedzieniem,  
kodzieniem,  
sitieniem**

Bo Hejlskov Elvén  
David Edfelt  
**Beteende-  
problem  
I FÖRSKOLAN**  
Om lågaffektivt bemötande

**UNFUSED  
ANGRY  
ANXIOUS?**

**PROBLEMER  
HOS ANBRAGTE  
UNGE**

BO HEJLSKOV ELVÉN  
**Herausforderndes  
Verhalten  
vermeiden**  
Menschen mit Autismus und psychischen  
oder geistigen Einschränkungen  
positives Verhalten ermöglichen

Bo Hejlskov Elvén  
**MIENEN ONGELMA?**  
Tilastavat tilanteet koulun arjessa

Бо Hejlskov Elvén  
**поведение у людей  
с особенностями  
развития**

Bo Hejlskov Elvén  
**BARN  
SOM BRÅK**  
Att hantera känslolarka barn i var

Bo Hejlskov Elvén  
**Problemskabende  
adfærd**  
ved udviklingsforstyrrelser  
eller udviklingshæmning

**ADFERDS  
PROBLEMER  
I VUGGES  
& BØRNE**

**ADFERDS-  
PROBLEMER  
I SKOLEN**

BO HEJLSKOV ELVÉN OG TINA WIMAN  
**RABALDER  
I BØRNEFAMILIEN**  
En bog til forældre om at håndtere børn med stærke følelser

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PROBLEMER  
I SKOLEN**

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**No fighting,  
No biting,  
No screaming**  
How to Make  
Behaving Positively  
Possible for People  
with Autism and Other  
Developmental  
Disabilities

**RÖWDY  
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Bo HEJLSKOV ELVÉN

[www.hejlskov.se](http://www.hejlskov.se)