

# Problemskabende seksuel adfærd

- en specialpædagogisk tilgang

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*Autoriseret psykolog*

# Hvad skal vi se på?

Adfærd som nogen synes er et problem

- Hvem?
- Vi definerer adfærden som problemfyldt, når den er et problem for os
- Det er når vi ikke har den rigtige metode
- Personale påvirkes betydeligt mere af seksuel adfærd end af anden adfærd
- Derfor ses adfærd som kan tolkes som seksuel oftere som problemskabende

# Hvad skal vi se på?

Adfærd med seksuelt indhold i omsorgen behøver ikke at være seksuel adfærd som de fleste skulle definere det

- Kan være uden søgen efter nydelse
- Kan være angstfyldt
- Kan være uden menneskeligt objekt
- Kan være et socialt værktøj helt uden seksuelle undertoner

# Hvad skal vi se på?

Vi skal se på lidt forskellige ting

- Affektreguleringsadfærd
- Tvangsmæssig seksuel adfærd
- Stressrelateret adfærd
- Socialt orienteret seksuel adfærd
- Og noget om hvordan man håndterer det
- Men først lidt historie og noget om perspektiver



# Pædagogik

Platon anså at børn er vilde som skal tæmmes og disciplineres

Dette syn støttedes af Augustin og Calvin fordi det passer ind i et kristent verdensbillede

Og har medvirket i det kristne syn på sex

Som noget som er koblet til ægteskabet og reproduktion

# Pædagogik

Aristoteles anså at børn er ufærdige voksne som vokser op til gode voksne hvis de får relevant støtte til at udvikles

Dette syn støttes af både udviklingspsykologien, neuropsykologien og adfærdsgenetikken

# Pædagogik

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

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



# Perspektivskiftet

Ross Greene snakker om et  
perspektivskifte

Greene siger at det handler om  
hvorvidt vi anser at

- personen gør det med vilje
- eller gør sit bedste





# 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

Måske handler det om flere faktorer vi skal kigge på

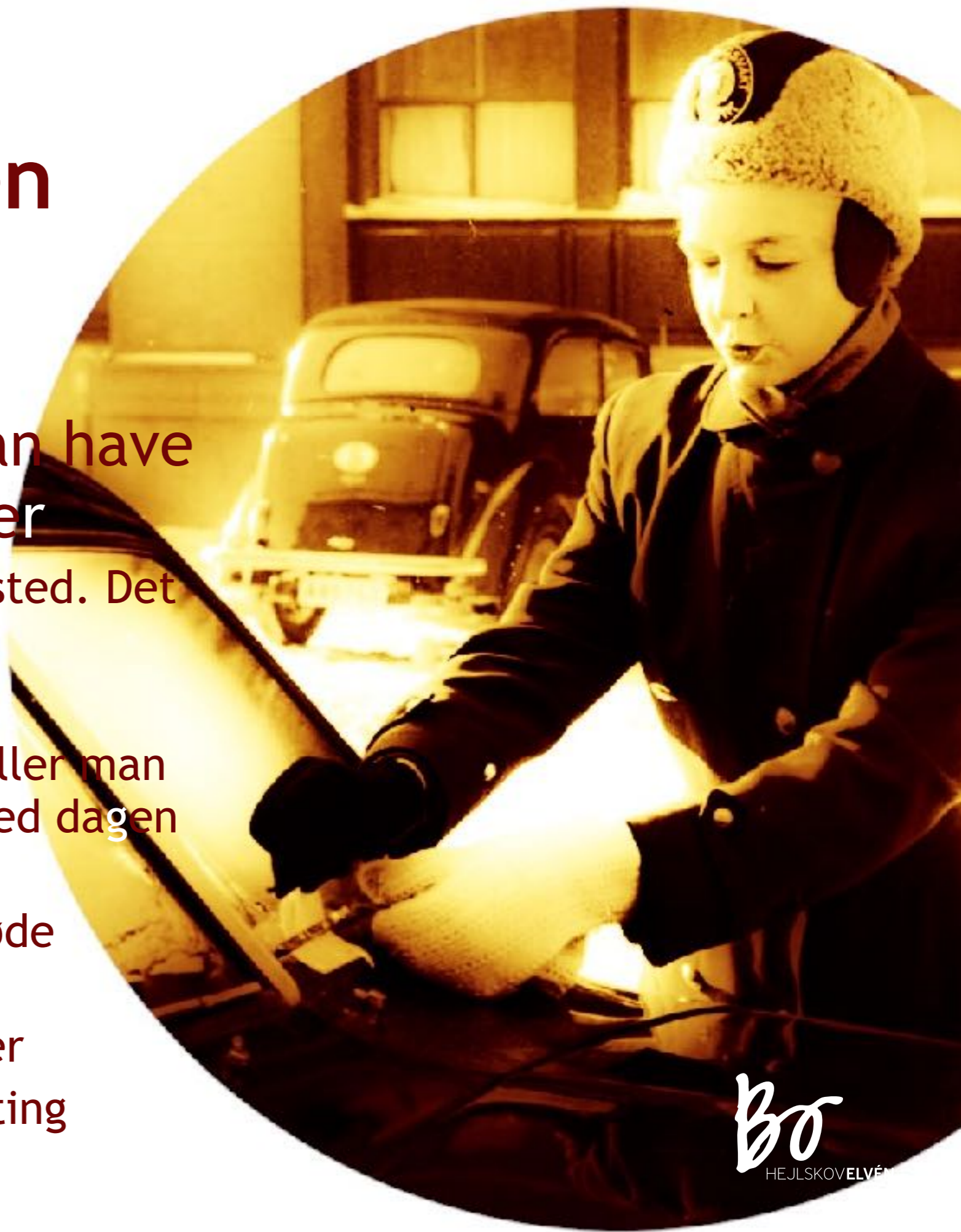
Helt klart er dog at det handler om attribution

# 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



# Attribution

Metoder som vi let falder i når vi attribuerer adfærden til personen med adfærden

- Appellere
- Irettesætte og sætte grænser



Behavioral/Systems/Cognitive

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

**Anna C. K. van Duijvenvoorde,<sup>1,2,3</sup> Kiki Zanolie,<sup>1,3,4</sup> Serge A. R. B. Rombouts,<sup>1,3,5</sup> Maartje E. J. Raijmakers,<sup>2</sup> and Eveline A. Crone<sup>1,3</sup>**

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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-

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

STÅL BJØRKLY

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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; Benjaminsen *et al.*, 1996; Cooper & Mendonca, 1991; Harris & Varney, 1986; Litwack, 1996; Noble & Rodger, 1989).

# Attribution

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- Appellere
- Irettesætte og 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

Anna Piil Damm, Britt Østergaard Larsen, Helena Skyt Nielsen and Marianne Simonsen



DEPARTMENT OF ECONOMICS  
AND BUSINESS ECONOMICS  
AARHUS UNIVERSITY

## The Neural Basis of Altruistic Punishment

Dominique J.-F. de Quervain,<sup>1\*†</sup> Urs Fischbacher,<sup>2\*</sup>  
Valerie Treyer,<sup>3</sup> Melanie Schellhammer,<sup>2</sup> Ulrich Schnyder,<sup>4</sup>  
Alfred Buck,<sup>3</sup> Ernst Fehr<sup>2,5†</sup>

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

# Attribution

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



# Belønninger

## Effekter

- 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.



# Belønninger

## Effekter

- Legitimerende effekter
- Adfærden vi vil øge mindsker når belønningen fases ud

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

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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 ( $d = -0.40, -0.36, \text{ and } -0.28$ , respectively), as did all rewards, all tangible rewards, and all expected rewards. Engagement-contingent and completion-contingent rewards also significantly undermined self-reported interest ( $d = -0.15, \text{ and } -0.17$ ), 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

## 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



# Belønninger

## Effekter

- Legitimerende effekter
- Adfærden vi vil øge mindsker når belønningen fases ud
- 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-



# Metode

At håndtere svære situationer uden at eskalere dem

At evaluere hvorfor det blev svært

At forandre så det ikke sker igen

# Håndtering

At forholde sig følelsesmæssigt  
neutral

# Evaluering

Vi skal se på lidt forskellige ting

- Affektreguleringsadfærd
- Tvangsmæssig seksuel adfærd
- Stressrelateret adfærd
- Socialt orienteret seksuel adfærd

# Kontrolprincippet

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

# Affektregulering

Ingen vil tabe kontrollen

For så bliver der

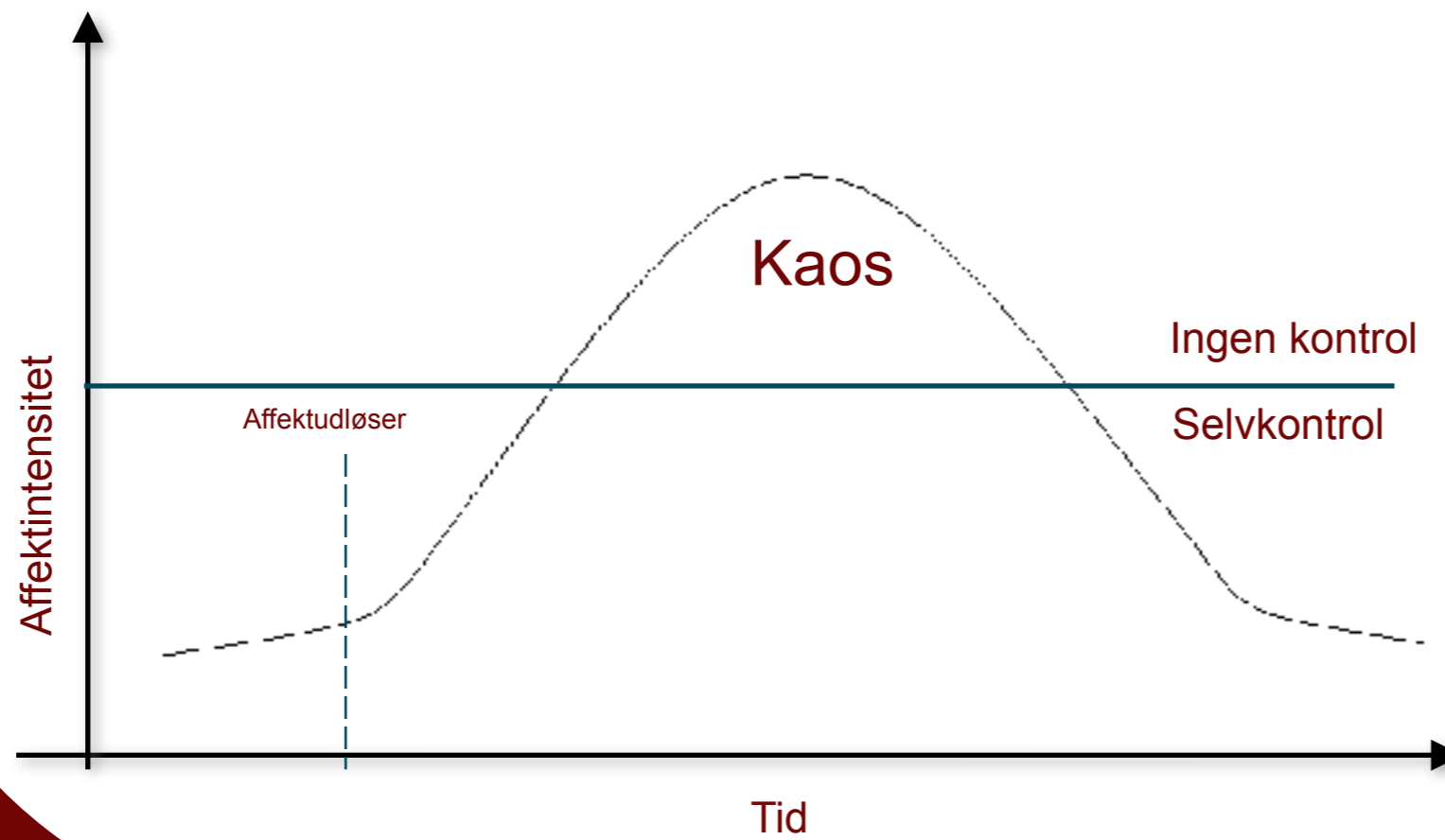
- Voldsom angst
- Slag
- Spark
- Bid
- Kast med stol
- Voldsom selvskaide

# Affektregulering

Derfor har vi forskellige strategier for at bevare kontrollen

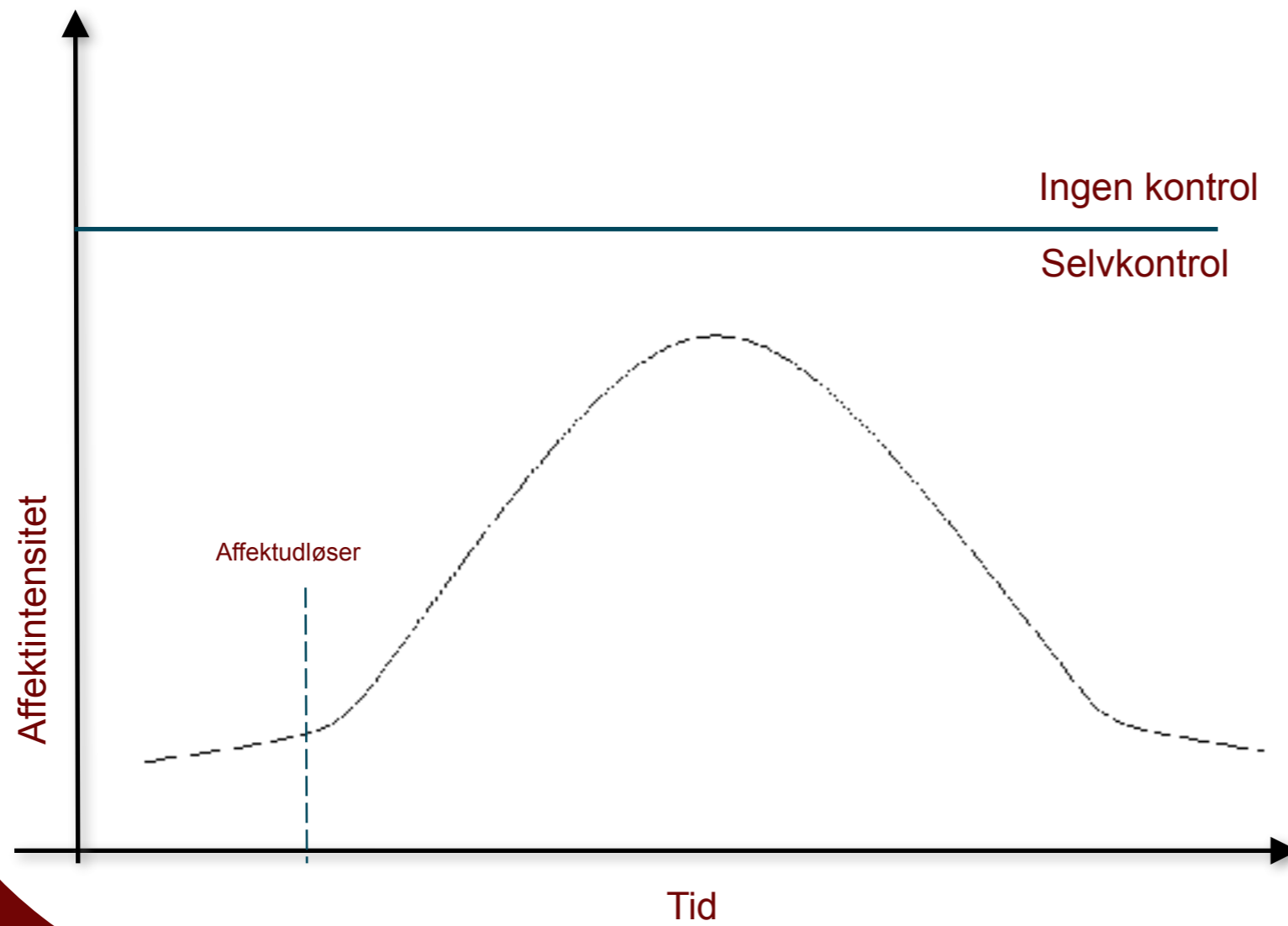
- At nægte

# Affektregulering

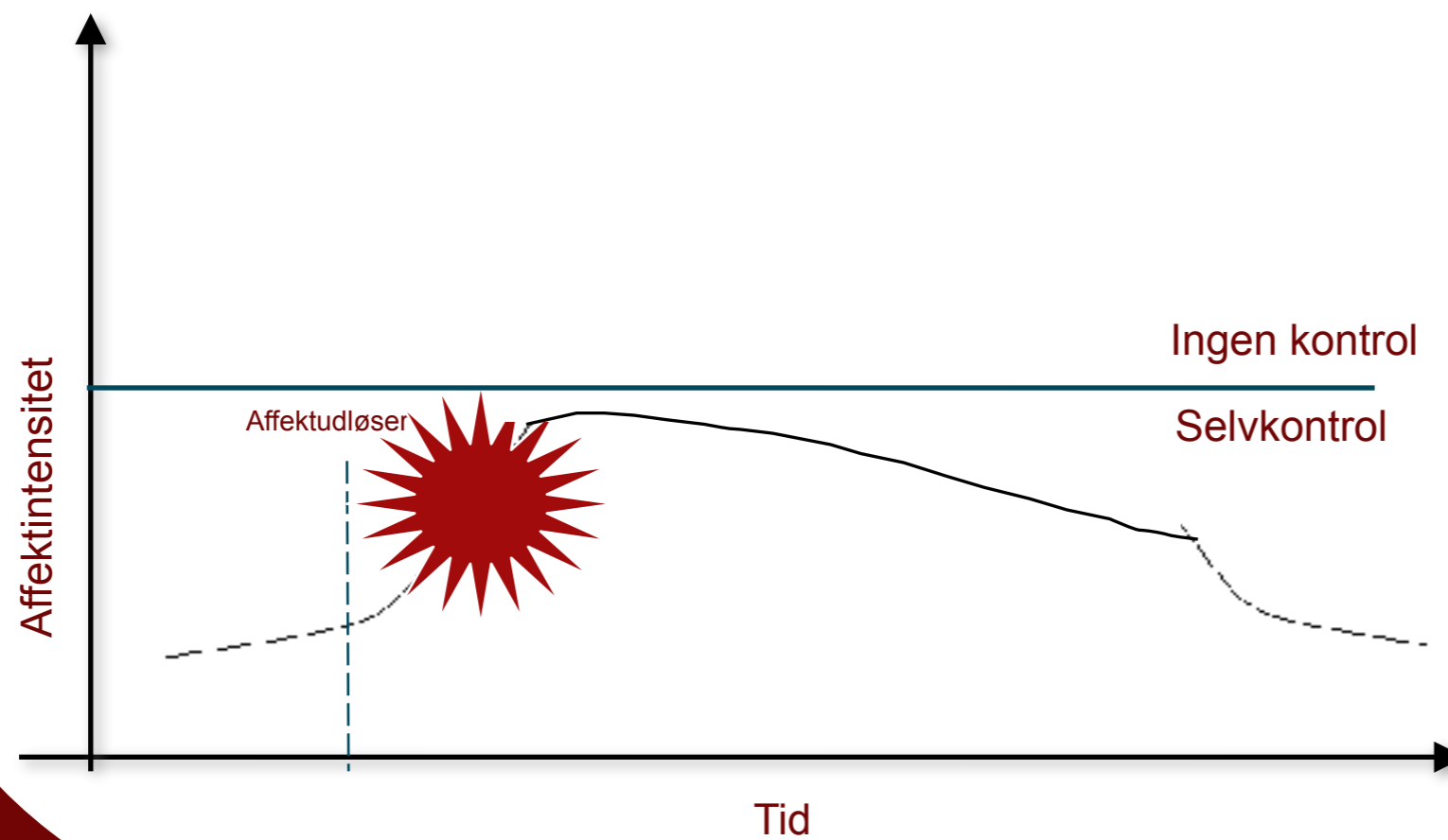




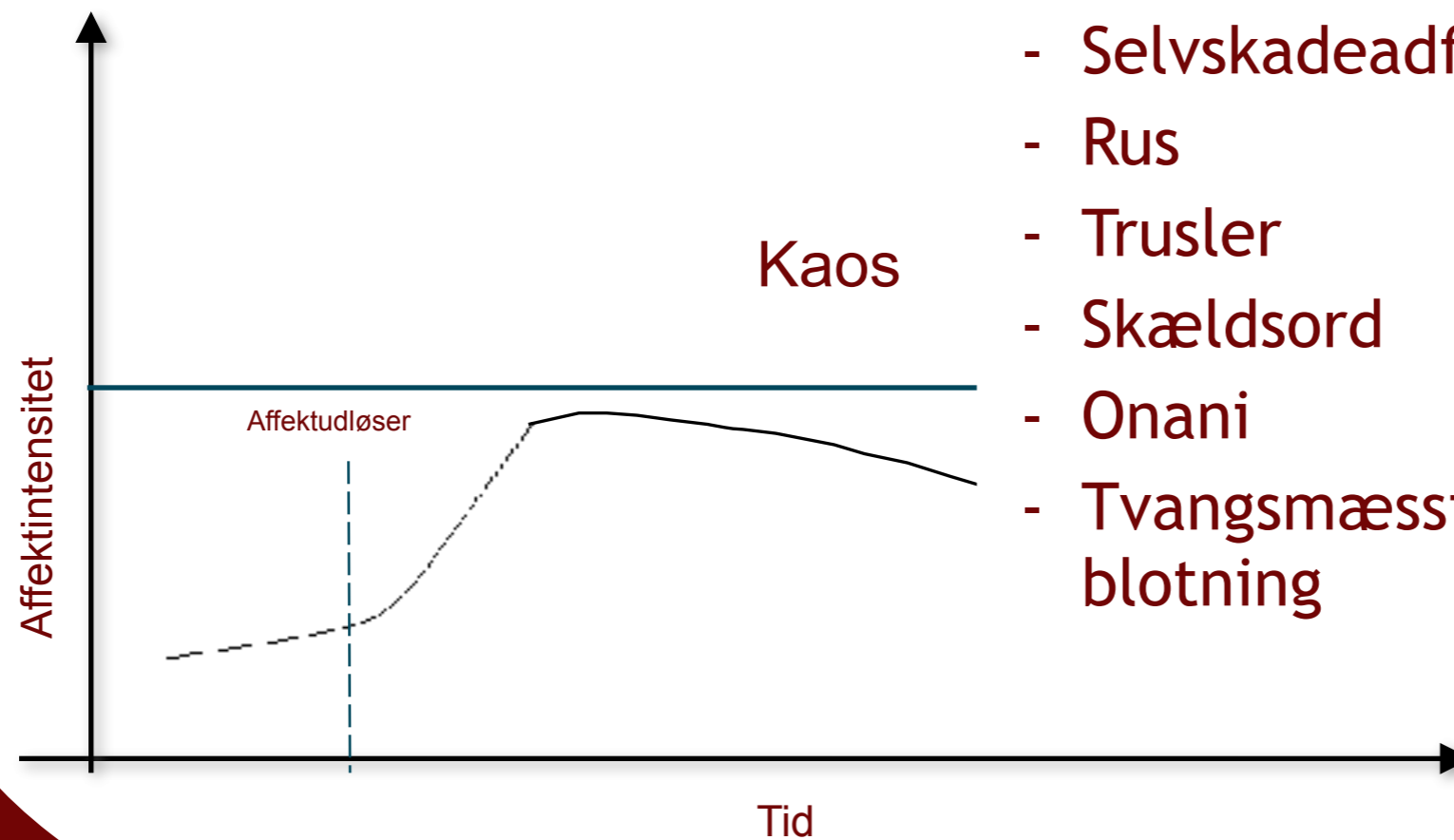
# Affektregulering



# Affektregulering



# Affektregulering



## Strategier

- At nægte
- At lyve
- At stikke af
- At spytte eller slå
- Selvskadeadfærd
- Rus
- Trusler
- Skældsord
- Onani
- Tvangsmæssig blotning



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# Cognition

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## 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



# Moral pop-out effect

Derfor lægger vi gerne et moralsk filter på strategisk adfærd

Det betyder at vi hellere dømmes end forstår andres adfærd

Attributionsteori!

Måske er perspektivskiftet at vi begynder at undertrykke pop-outeffekten

Hvilket gør det till en kognitiv process og derfor stressfølsom



# Håndtering

At forholde sig følelsesmæssigt  
neutral

Undvig moralisering

Undvig at være stresset

# Evaluering

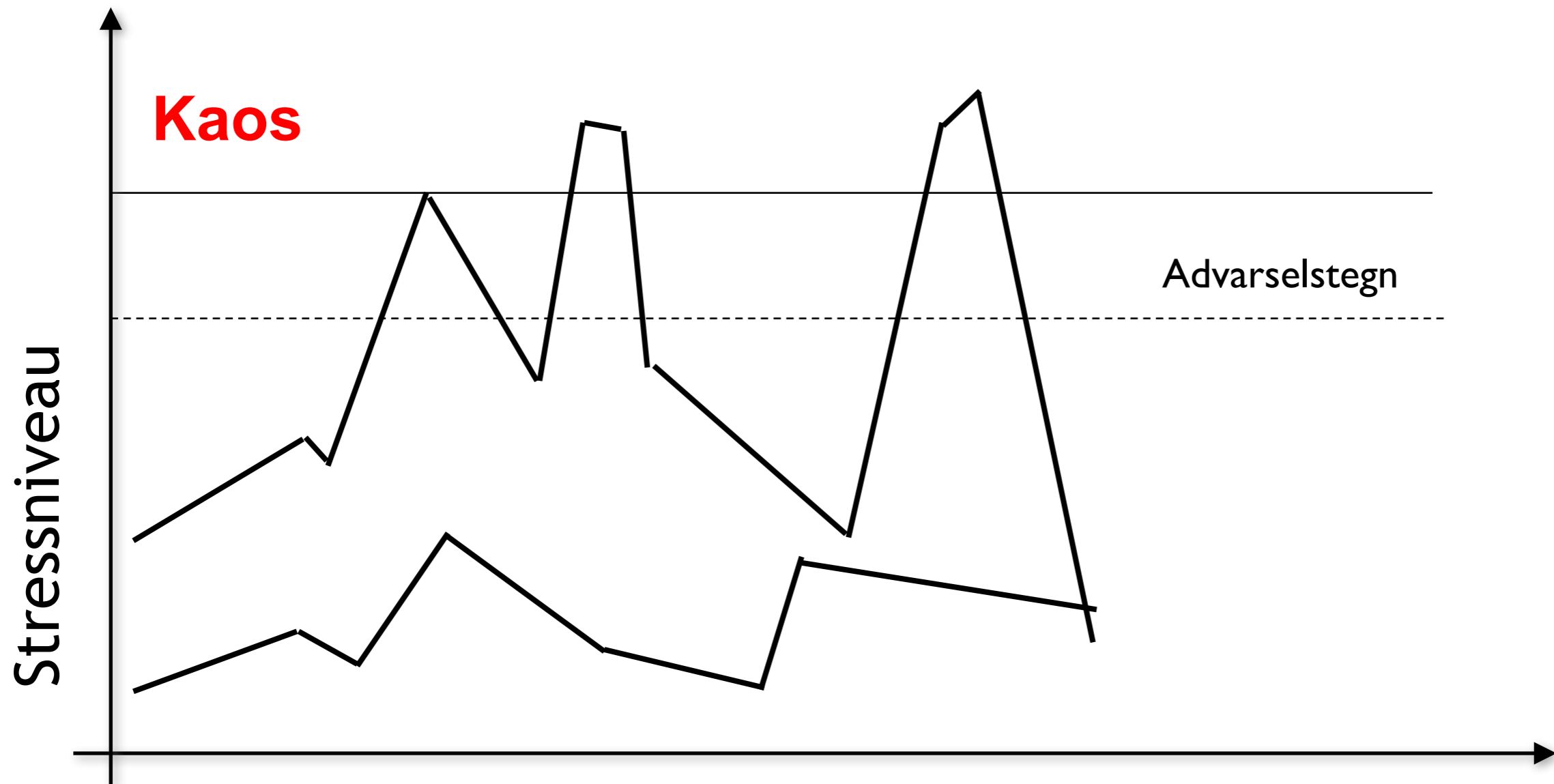
Vi skal se på lidt forskellige ting

- Affektreguleringsadfærd
- Stressrelateret adfærd
- Tvangsmæssig seksuel adfærd
- Socialt orienteret seksuel adfærd



# Belastningsmodellen

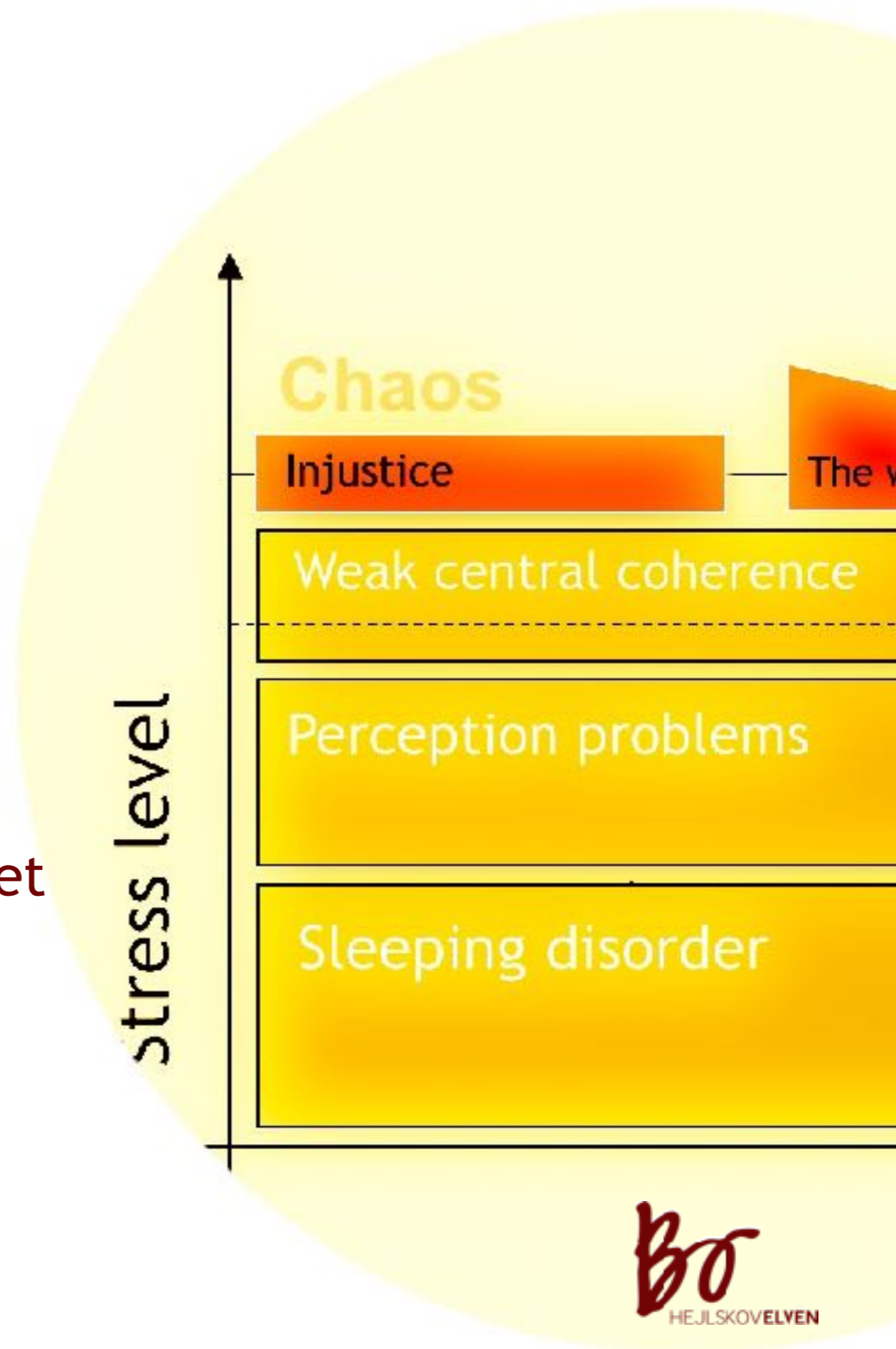
Uhrskov & Hejlskov Elvén 2007



# Advarselstegn

## Positive - mestring

- At nægte
- Skældsord og trusler
- At skærme sig
- Lettere selvskade
- Træthed og dovenskab
- Øget fokus på særinteresser (hvilket kan være en særinteresse om en person - stalking)
- Onani uden tvangsinhold



# Advarselstegn

## Negative

Lydfølsomhed

Lysfølsomhed

Angst

Utryghed

Forstyrret søvn

Infektioner

Tvangsadfærd

Aggressivitet

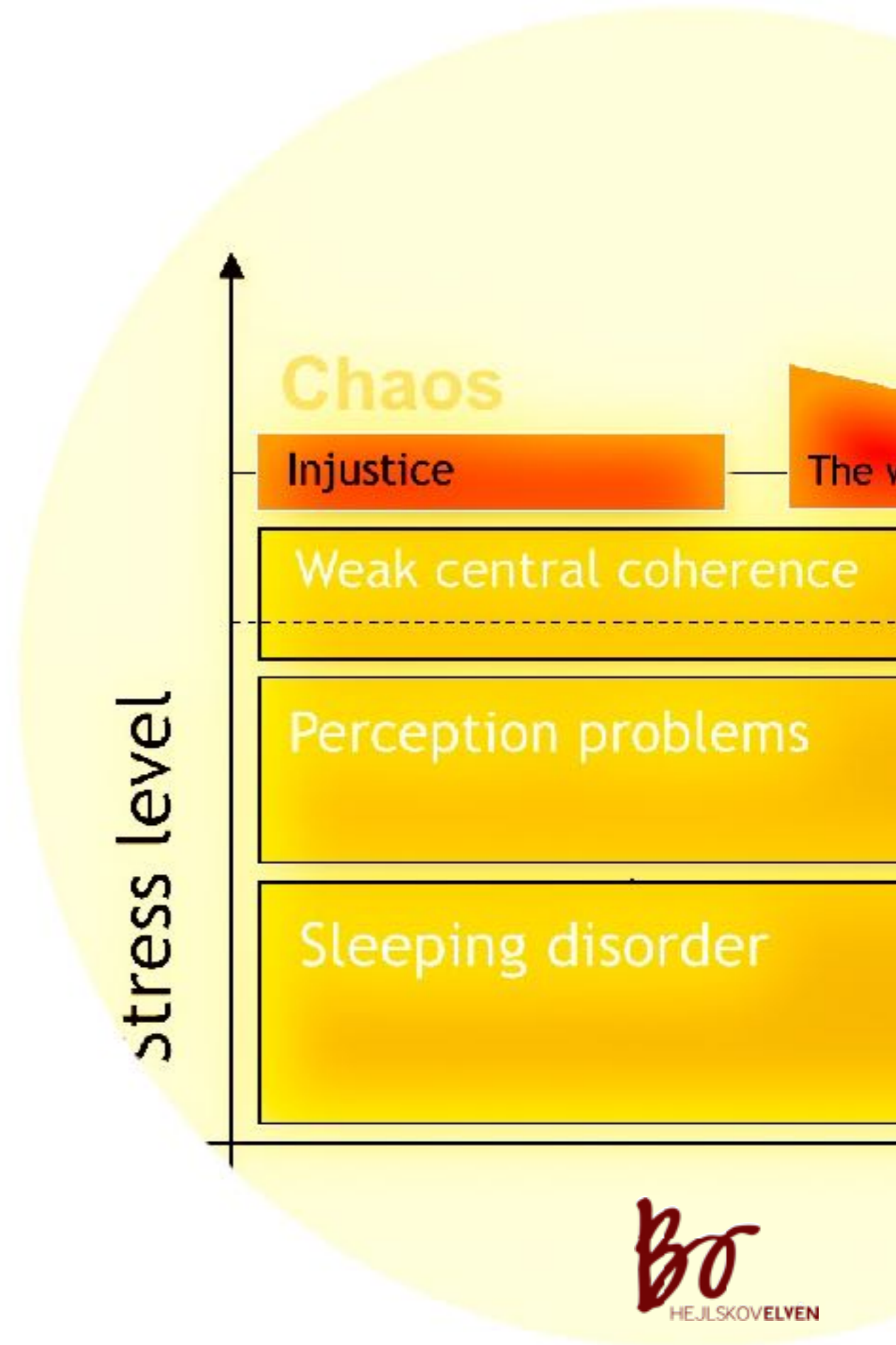
Irritabilitet

Pessimisme

Humørsvingninger

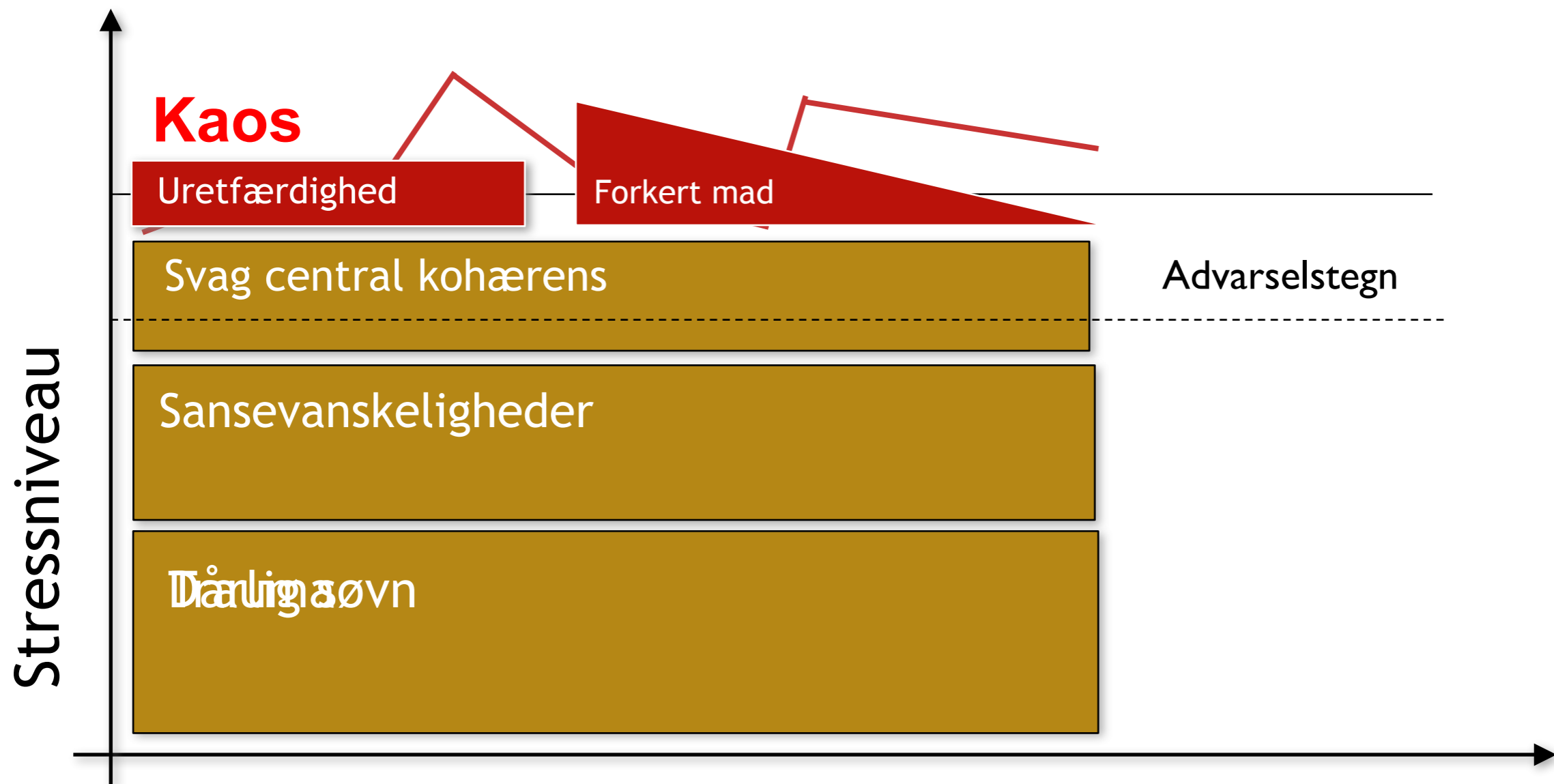
Rastløshed

Modløshed



# Belastningsmodellen

Uhrskov & Hejlskov Elvén 2007



# Central kohærens

- beskrivende symptomer, kognitivt niveau

## At strukturere verden

- Udvikles gennem leg med årsag og virkning
  - Ranglen
  - Lyskontakten
  - Stopknappen i bussen
  - Spørgsmål
  - Til man har forstået at alt har en årsag og alt har en konsekvens



# Vanskeligheder med central kohærens

- beskrivende symptomer, kognitivt niveau

Børn med udviklingsforstyrrelser udvikler ikke central kohærens ordentligt

- Nogle er ikke hvorfor-mennesker og leder ikke efter årsagssammenhænge
- Andre leder febrilt efter årsagssammenhænge men er ikke særligt dygtige til det
- Ingen af dem kan forudsige fremtiden
- Og andres handlinger



# Vanskeligheder med central kohærens

- beskrivende symptomer, kognitivt niveau

Her ser vi en mulighed for såkaldte fejlkoblinger

- Man kobler seksuelle følelser til objekter eller situationer hvor de har været stærke
  - Meget enkle feticher som hud, sko, vold eller andet med vis kobling til seksualitet
  - Endnu enklere feticher som toiletter
  - Pædofili



# Vanskeligheder med central kohærens

- beskrivende symptomer, kognitivt niveau

Hvis man ikke kan skabe gode årsag-virknings-sammenhænge

- Oplever man måske den direkte angstreduktion ved tvang
- Men ikke den langsommere ved at modarbejde tvanget
- Man fortsætter derfor med tvangsadfærden til det føles godt
- Og der går længere og længere for hver gang





# Vanskeligheder med central kohærens

- beskrivende symptomer, kognitivt niveau

Tvangsmæssig onani begynder derfor ofte som affektregulering

Men bliver tvangsmæssig på grund af vanskeligheder med central koherens



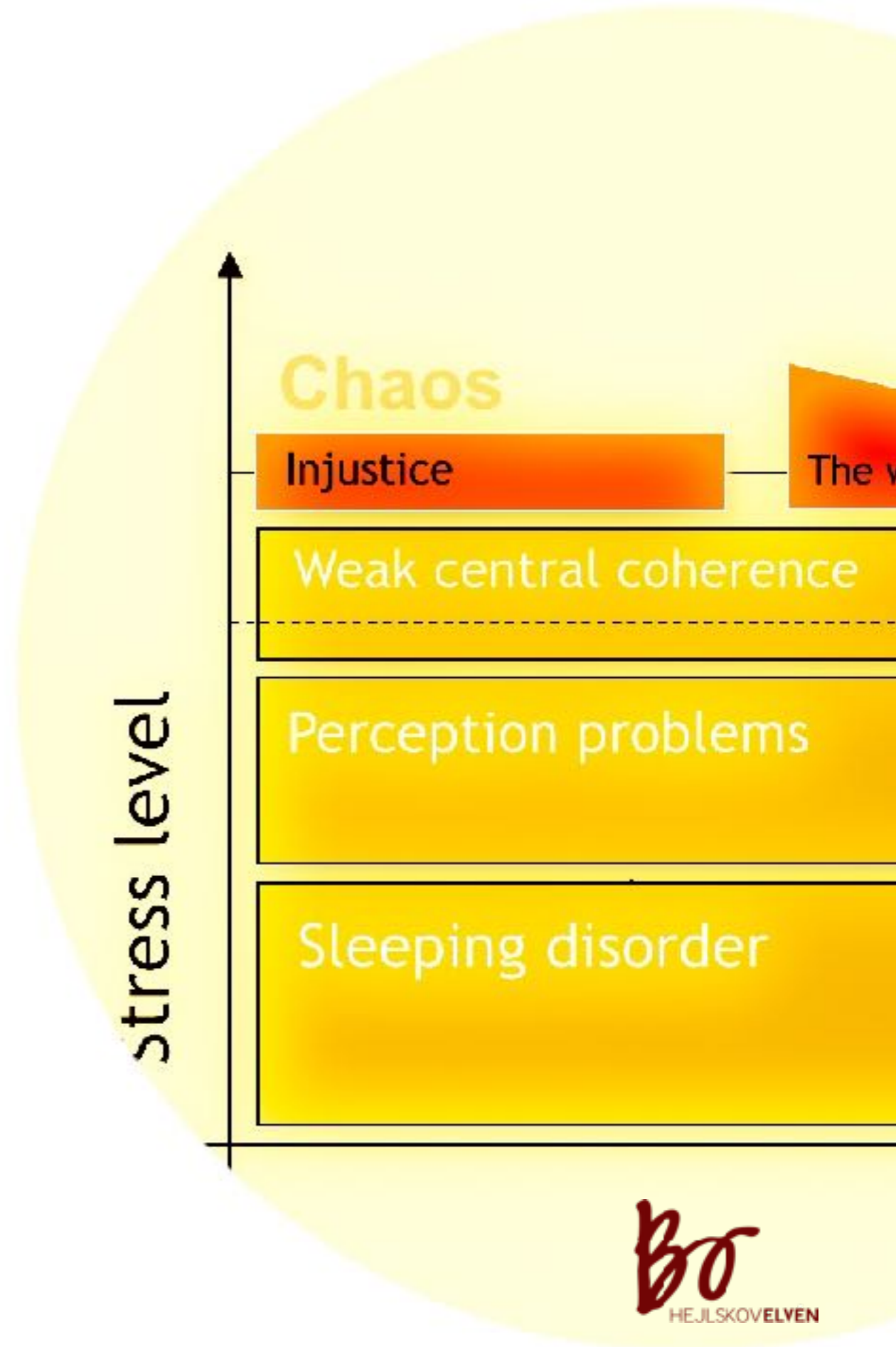
# At arbejde med stressmodellen

Kortlæg grundlæggende belastningsfaktorer

Kvalificér belastningsfaktorerne

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

Navigér efter advarselstegnene

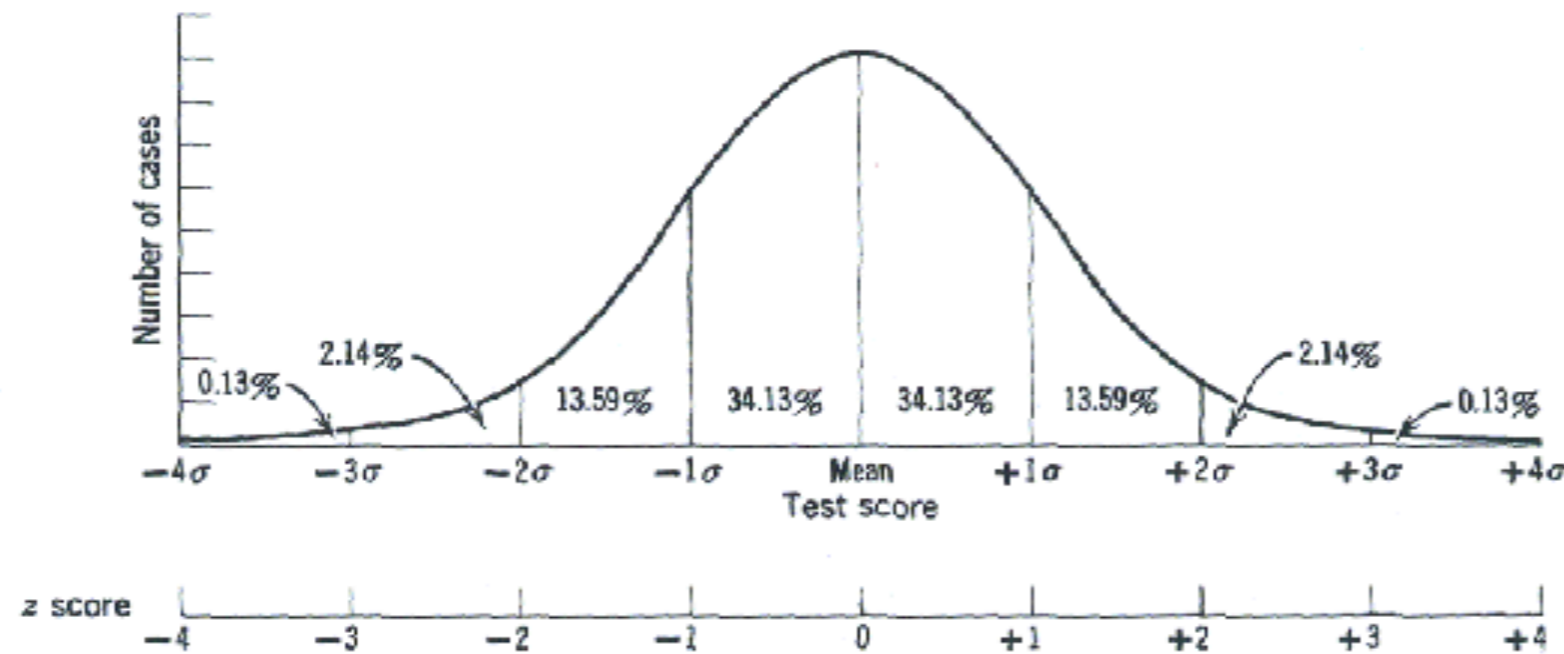


# Evaluering

Vi skal se på lidt forskellige ting

- Affektreguleringsadfærd
- Stressrelateret adfærd
- Tvangsmæssig seksuel adfærd
- **Socialt orienteret seksuel adfærd**
- Og noget om hvordan man håndterer det

# Normalfordelingen



- De fleste menneskelige egenskaber er normalfordelte
- En af de mere interessante er extraversion

# Extraversión

## Extraverte mennesker

- Opleves som enormt nærværende
- Tar plads
- Kan ikke bearbejde information på egen hånd men har brug for feedback fra omgivelserne for bearbejdelsen
- Ved god social funktion bliver de spændende mennesker
- Ved svag social funktion opleves de som alt for meget på
- Svag social funktion og extraversion indebærer ofte lav livskvalitet

# Extraversjon

Frem for alt kræver man  
meget opmærksomhed  
Kvaliteten på  
opmærksomheden behøver  
dog ikke ligne det vi oplever  
som kvalitet  
Det er ofte en affektiv  
opmærksomhed



# Affektsmitta

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



**Bo**  
HEJLSKOVENVEN





*Bo*  
HEJLSKOVÉLVÉN



# Affektsmitte

Alle børn er født med evnen til affektsmitte

Det er det første led i empatiudviklingen

De fleste børn udvikler evnen til at skelne mellem egen og andres affekt ved 2-3 års alder

Det er empatiudviklingens andet led

Men evnen kan forsvinde ved stress eller på grund af trauma, psykose og demens

# Atypical neural self-representation in autism

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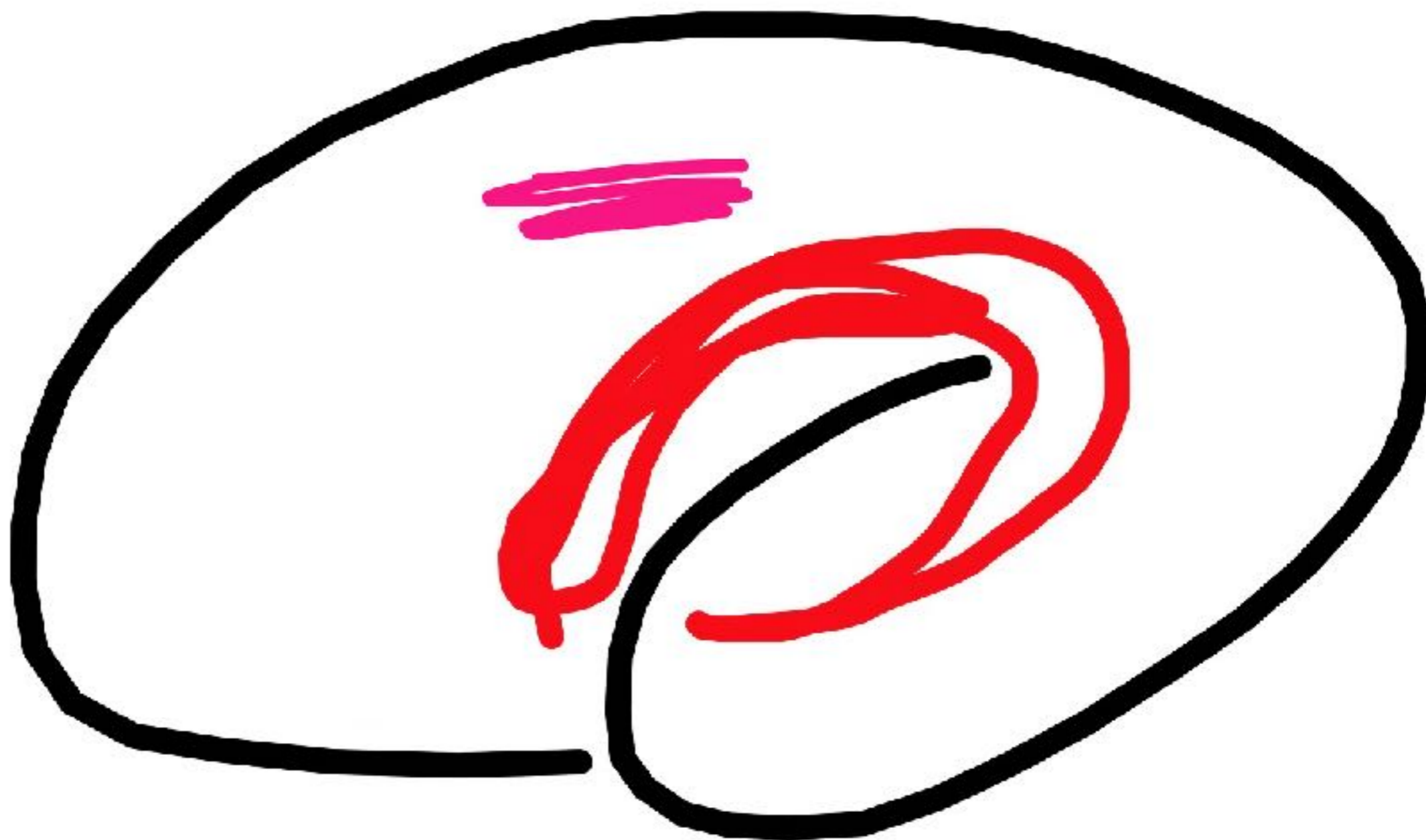
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# At adskille sig selv fra andre



Lombardo et al 2010



# 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 affektregulering

Kinner *et al* fandt at vi har sværere at 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



# Mentalisering

- theory of mind

Det sidste niveau i  
empatiudviklingen

At regne på andres  
sindsstemning og hensigter

Kræver veludviklet central  
koherens

Mentaliseringsevnen  
udvikles hele livet





**Bo**  
HEJLSKOVENVEN





# Empativanskeligheder

Affektsmitte fungerer

Man kan dog ikke skelne mellem egen og andres affekt

Mentalisering udvikles langsomt og er ofte påvirket i hverdagen

# Extraversjon

Extraverte mennesker med svag empati søker ofte bekræftelse i affektsmitten

Jeg kalder det rutsjebaneeffekten

- Det er sjovt at få følelser man ikke behøver at have
- Når andre mennesker får en affektiv opplevelse
- Smitter den til mig
- Hvis jeg har empativanskeligheter bliver det en sjov opplevelse

# Extraversjon

Det ses i adfærd som

- At skræmme
- At knibe
- At bruke groft sprog
- At tage på andre mennesker
- At blotte sig (når det ikke er angstpræget)

# Extraversjon

At arbejde med problemskabende  
extravert seksuel adfærd

- Forstærk ikke adfærden
  - Vær følelsesmæssig neutral
  - Skæld ikke ud
  - Hav ikke nogle alvorlige samtaler om det
- Se til at tilbyde tilstrækkelig social kontakt på dit initiativ

# Problemskabende seksuel adfærd

- en specialpædagogisk tilgang

Bo Hejlskov Elvén  
*Autoriseret psykolog*