

# Autonomistøttende pædagogik

- en ramme for afstemt  
pædagogik

Bo Hejlskov Elvén  
*Autoriseret psykolog*





# Pædagogisk magtesløshed

Et af de spørgsmål jeg tidligt  
stødte på var:

”Skal han virkelig have lov til  
det?”

Jeg oplevede spørgsmålet  
som absurd



# Pædagogisk magtesløshed

Frans af Assisi beskrev det  
nok bedst i historien om  
ulven i Gubbio:

”Ulven gør hvad ulven er”

# Prevention of Youth Violence: Why not Start at the Beginning?

Richard E. Tremblay

Published online: 25 July 2006

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“He who considers things in their first growth and origin . . . will obtain the clearest view of them.”

(Aristotle, Politics, Book 1 chap 2)

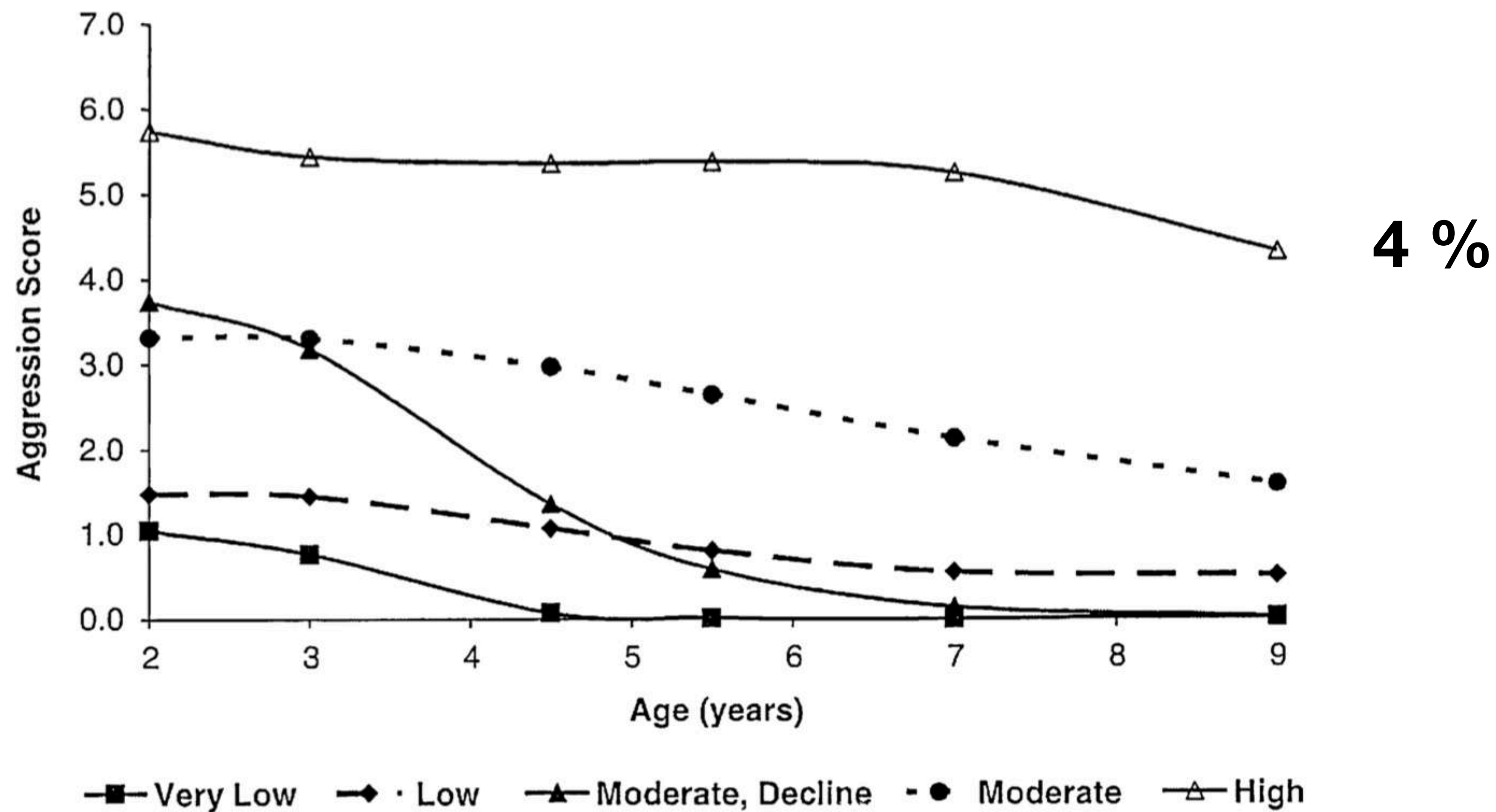
The product of an applied science is as good as the knowledge that gets into the hands of those who do not produce the science. From this perspective, I applaud the National Institutes of Health’s initiative to ask eminent scientists at

that asking the panel to concentrate its attention on preventing “violence” and “related health-risking behaviours” *in adolescents* was misguided. I attempt to demonstrate why an alternative perspective is needed.

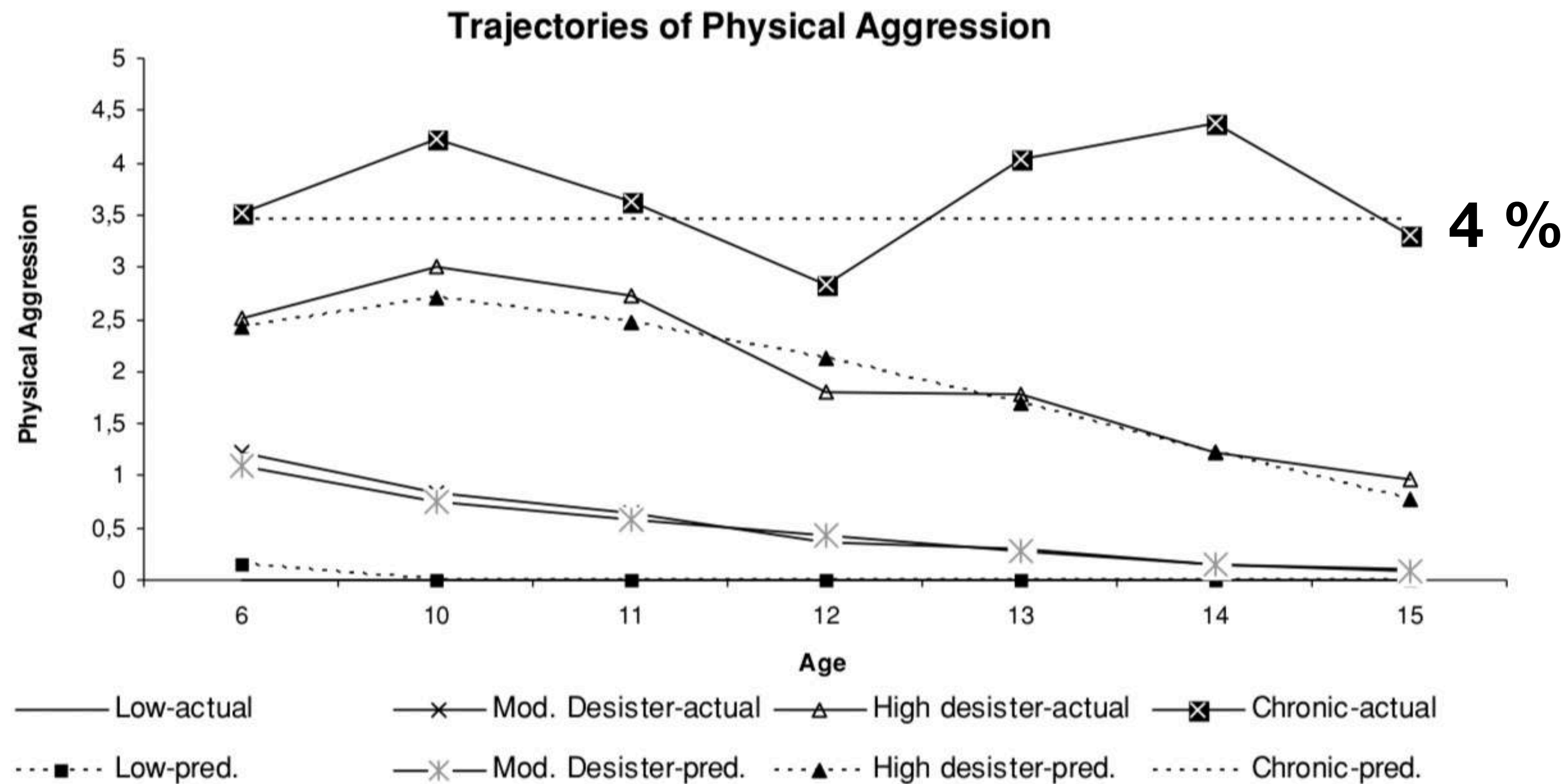
## Towards a common language

The report insists on the importance of a common language for violence scientists. The term “violence” was chosen as

# Våldsutveckling i barndomen



# Våldsutveckling i barndomen





# Pædagogisk magtesløshed

Frans af Assisi beskrev det  
nok bedst i historien om  
ulven i Gubbio:

”Ulven gør hvad ulven er”

Vi skal finde ud af hvad vi  
skal gøre

LEE ROSS RICHARD E NISBETT

# THE PERSON AND THE SITUATION

Perspectives of Social Psychology

"A brilliant, penetrating analysis."  
*Psych Today*



## Attributionsteori

Vi kan forlægge årsagen  
til at vi mislykkes

forskelligt

Vi bliver magtløse hvis vi  
lægger den

- I egne træk
- I andres træk
- I noget vi ikke kan påvirke



# JUDGMENTS OF RESPONSIBILITY

A FOUNDATION FOR  
A THEORY OF  
SOCIAL CONDUCT

BERNARD WEINER

## Ansvarsprincippet

Den som tager ansvar kan påvirke

Hvis jag vil lykkes er jeg nødt til at finde ud af hvad jeg skal gøre  
Så bliver jeg ikke magtesløs

# 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



# Ansvarsprincippet

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

Man kan dumpe ansvar ved at bruge visse ord





**JIDR**

**Journal of Intellectual Disability Research**

Published on behalf of mencap and in association with IASSID

# Staff judgements of responsibility for the challenging behaviour of adults with intellectual disabilities

D. Dagnan , M. Cairns

First published: 22 December 2004

<https://doi.org/10.1111/j.1365-2788.2005.00665.x>

Cited by: 26

# Ansvarsprincippet

Man kan dumpe ansvar ved at bruge visse ord

- Stædig
- Umotiveret
- Magtkamp
- Kravafvisende
- Oppositionel
- Ulydig

Alle disse ord bygger på en lydighedsforventning

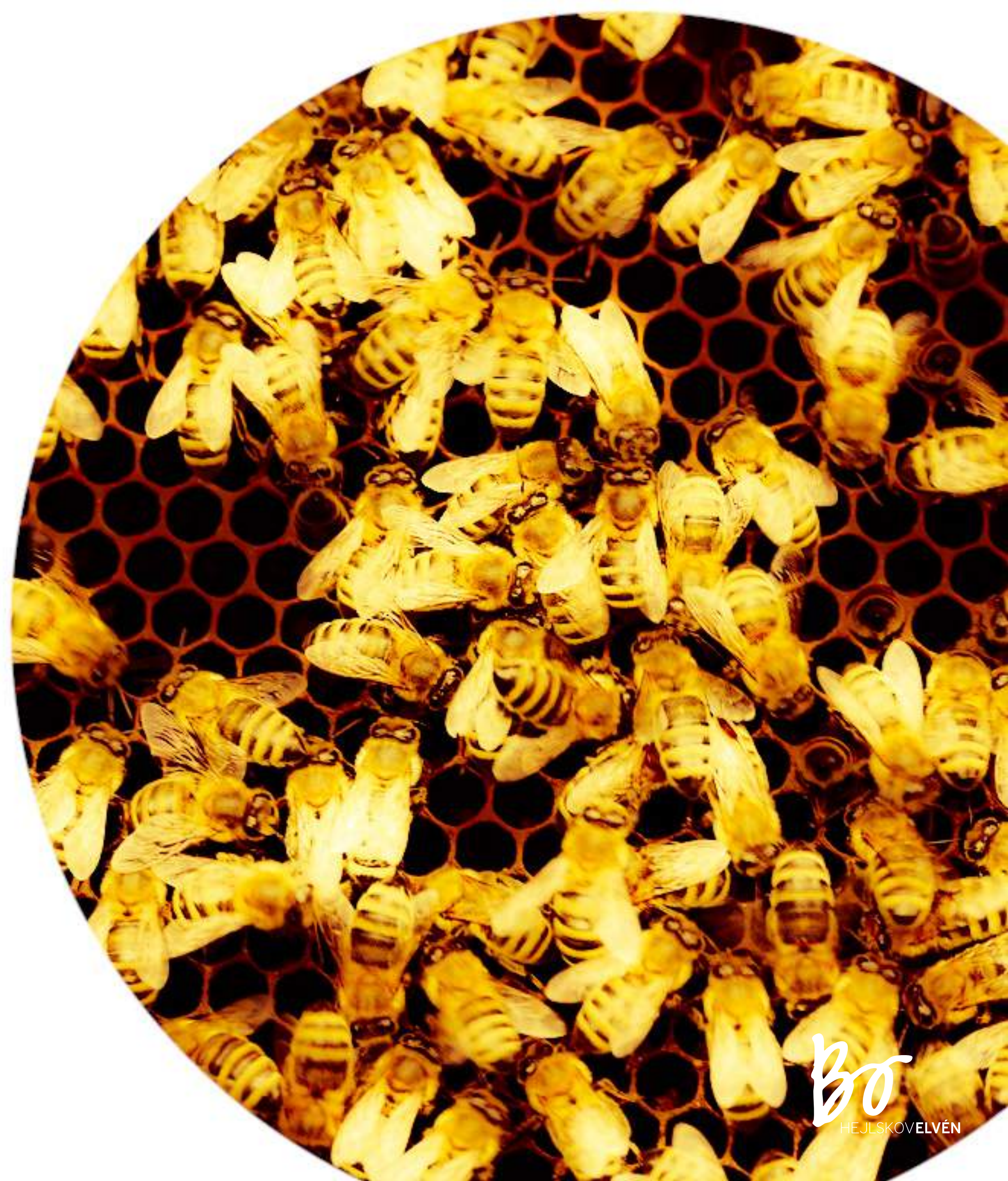


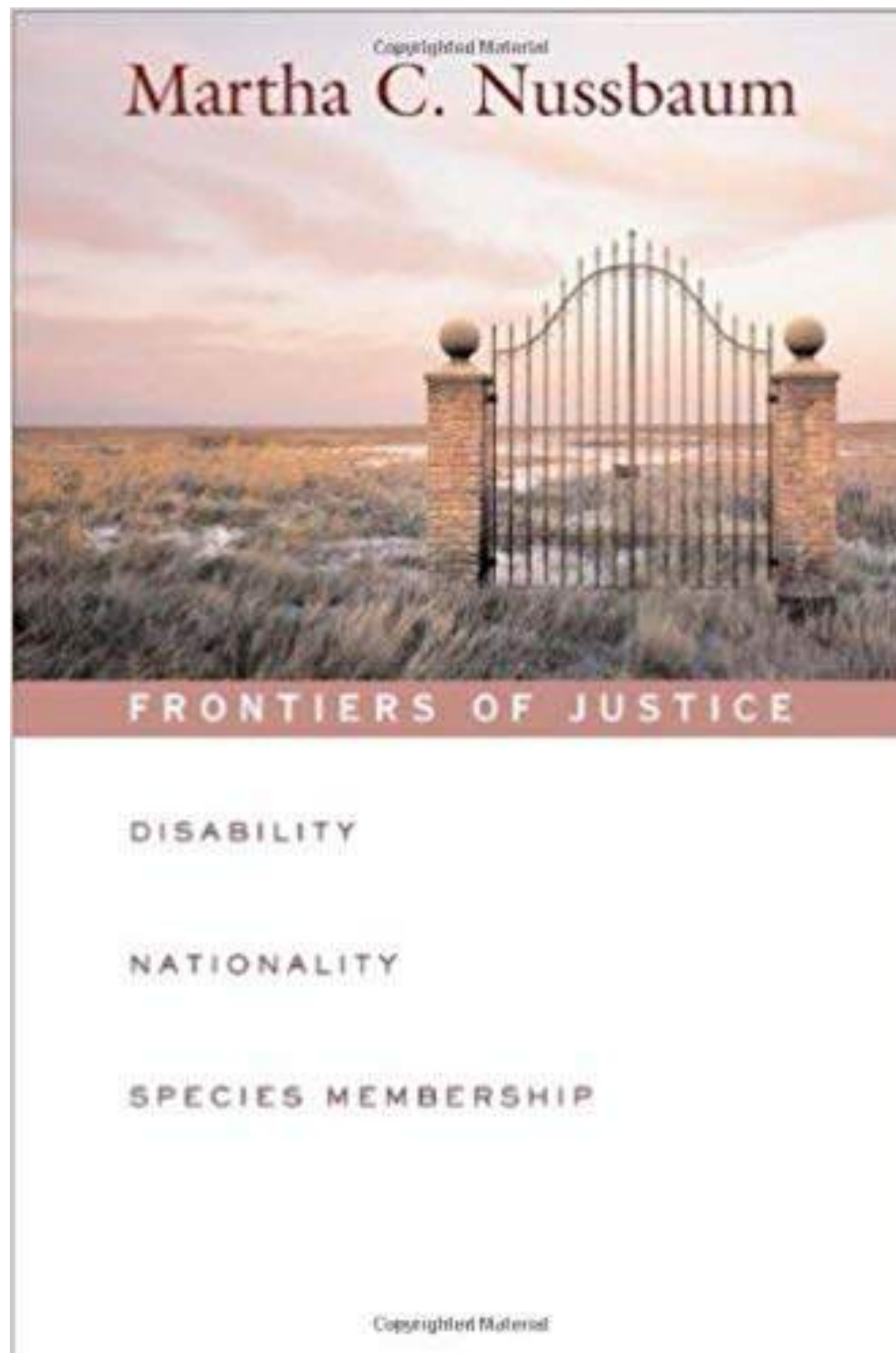
# Summeopgave

Er der situationer hvor du har lydighedsmål?

Er de relevante?

Har du kolleger som har fler af den slags situationer end dig?





# Autonomi

Martha Nussbaum anser att  
pædagogik i vis udstrækning  
handler om at fjerne  
selvbestemmelse

Og at det kan være ok  
Hvis vi har et godt argument

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# Clinical holding: ethical guidance for children's nurses working in the UK

Andrea Page, Bo Hejlskov Elvén, Suzanne Seabra et al

## Citation

Page A, Elvén BH, Seabra S et al (2019) Clinical holding: ethical guidance for children's nurses working in the UK. *Nursing Children and Young People*. doi: 10.7748/ncyp.2019.e1021

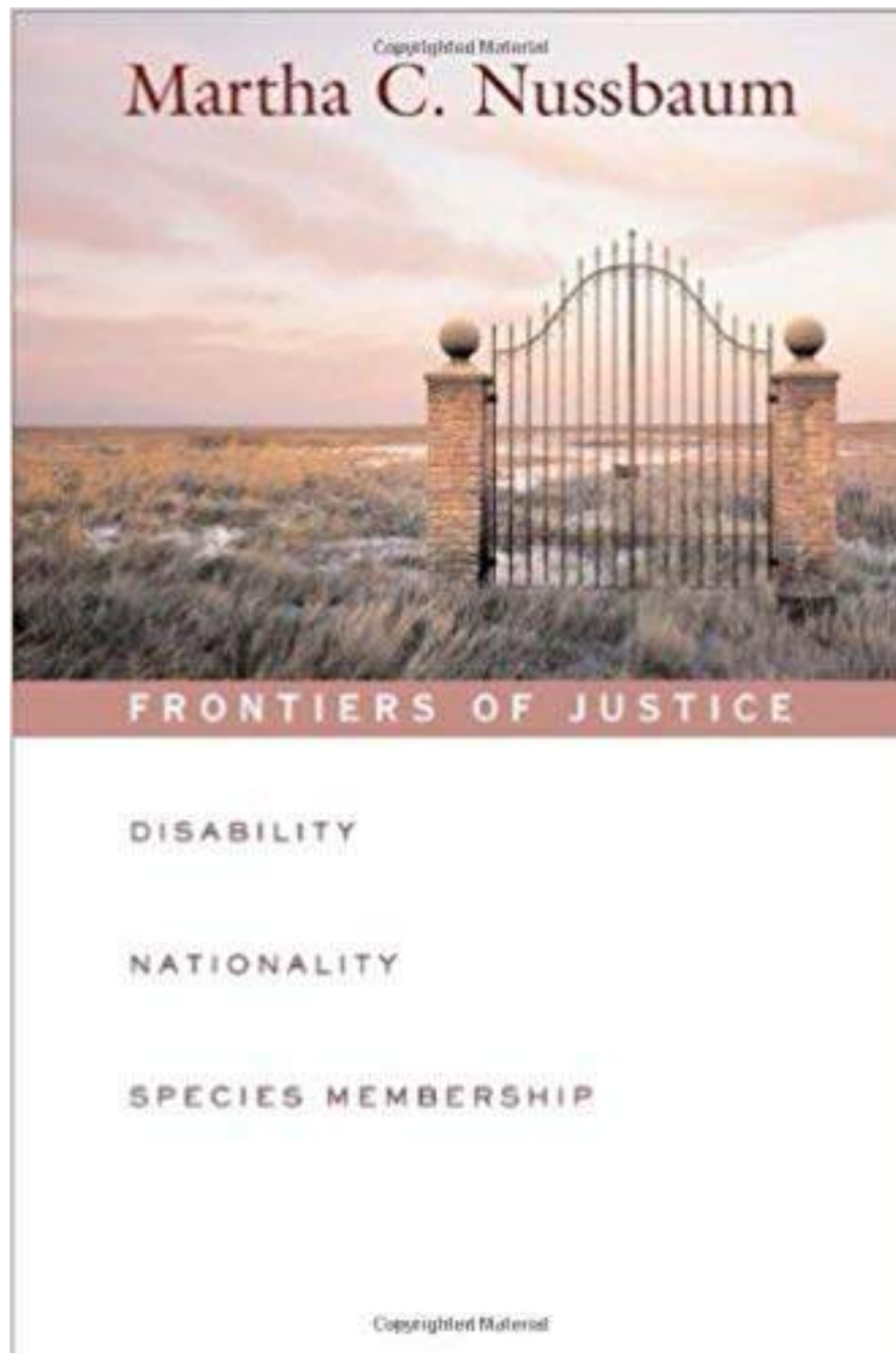
## Peer review

## Abstract

This article explores ethical decision-making surrounding clinical holding of children and young people in healthcare environments with the aim of enhancing autonomy and engagement on their behalf. A considerable body of evidence, published over the last 20 years, suggests that this complex and challenging area of practice is not always well managed, with mixed messages about the nature of consent, choice and negotiated practice countered by best interests decisions taking precedence ahead of the child's wishes.

An ethical framework is proposed comprising four levels of value-based interventions and how they may be applied in clinical practice, allowing for increased engagement, empowerment and





# Autonomi

De argumenter vi kan synes er ok er

- For at undvige akut fare
- Omsorg
- For at øge autonomien på sigt

Men graden af fjernelse af selvbestemmelse bestemmes af argumentets styrke

# Ansvarsprincippet

Man kan også dumpe  
ansvar ved at

- Appellere
- Irettesætte



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>**

<sup>1</sup>Leiden University Institute for Psychological Research, Leiden University, 2333 AK Leiden, The Netherlands, <sup>2</sup>Department of Developmental Psychology, University of Amsterdam, 1018 WB Amsterdam, The Netherlands, <sup>3</sup>Leiden Institute for Brain and Cognition, Leiden University, 2300 RC Leiden, The Netherlands, <sup>4</sup>Department of Psychology, Erasmus University Rotterdam, 3000 DR Rotterdam, The Netherlands, and <sup>5</sup>Department of Radiology, Leiden University Medical Center, 2333 ZA Leiden, The Netherlands

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

# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser



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

STÅL BJØRKLY

*Molde College, Molde, Norway*

Bjørkly, 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.

*Stål Bjørkly, Molde College, Pb 308 6401 Molde, Norway*

# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser
- Straffe og bruge konsekvenser



# 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 School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime

Andrew Bacher-Hicks, Stephen B. Billings, David J. Deming

**NBER Working Paper No. 26257**

**Issued in September 2019**

**NBER Program(s):** [The Program on Children](#), [The Education Program](#), [The Law and Economics Program](#)

Schools face important policy tradeoffs in monitoring and managing student behavior. Strict discipline policies may stigmatize suspended students and expose them to the criminal justice system at a young age. On the other hand, strict discipline acts as a deterrent and limits harmful spillovers of misbehavior onto other students. This paper estimates the net impact of school discipline on student achievement, educational attainment and adult criminal activity. Using exogenous variation in school assignment caused by a large and sudden boundary change and a supplementary design based on principal switches, we show that schools with higher suspension rates have substantial negative long-run impacts. Students assigned to a school that has a one standard deviation higher suspension rate are 15 to 20 percent more likely to be arrested and incarcerated as adults. We also find negative impacts on educational attainment. The negative impacts of attending a high suspension school are largest for males and minorities.



## 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 indi-

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 be-

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).

# The evolution of altruistic punishment

Robert Boyd<sup>\*†</sup>, Herbert Gintis<sup>‡</sup>, Samuel Bowles<sup>§</sup>, and Peter J. Richerson<sup>¶</sup>

<sup>\*</sup>Department of Anthropology, University of California, Los Angeles, CA 90095; <sup>‡</sup>Department of Economics, University of Massachusetts, Amherst, MA 01002, <sup>§</sup>Santa Fe Institute, 1399 Hyde Park Road, Santa Fe, NM 87501; and <sup>¶</sup>Department of Environmental Science and Policy, University of California, Davis, CA 95616

Communicated by Elinor Ostrom, Indiana University, Bloomington, IN, January 24, 2003 (received for review September 23, 2002)

**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

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

# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser
- Straffe og bruge 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 ( $d = -0.40, -0.36, \text{ and } -0.28$ , 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.

# Ansvarsprincippet

Eller ved at

- Appellere
- Irettesætte
- Sætte grænser
- Straffe og bruge konsekvenser
- Bruge belønninger

Alle disse metoder sigter på at få personen til at adlyde

Det har ingenting med pædagogik at gøre

Og nævnes hverken i skoleloven eller serviceloven





# Pædagogik

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



# Pædagogik

Aristoteles anså at børn er umodne voksne som nok skal vokse op til gode voksne

Præcis som en plante har de brug for vand og næring, så går det oftest fint

Men visse planter har brug for en pind at støtte sig til. Særligt når det blæser

Vi er nødt til at tilpasse støtten til den enkelte - *fronesis*



# Pædagogik

Så de havnede i en diskussion om pædagogikkens og omsorgens mål og metode

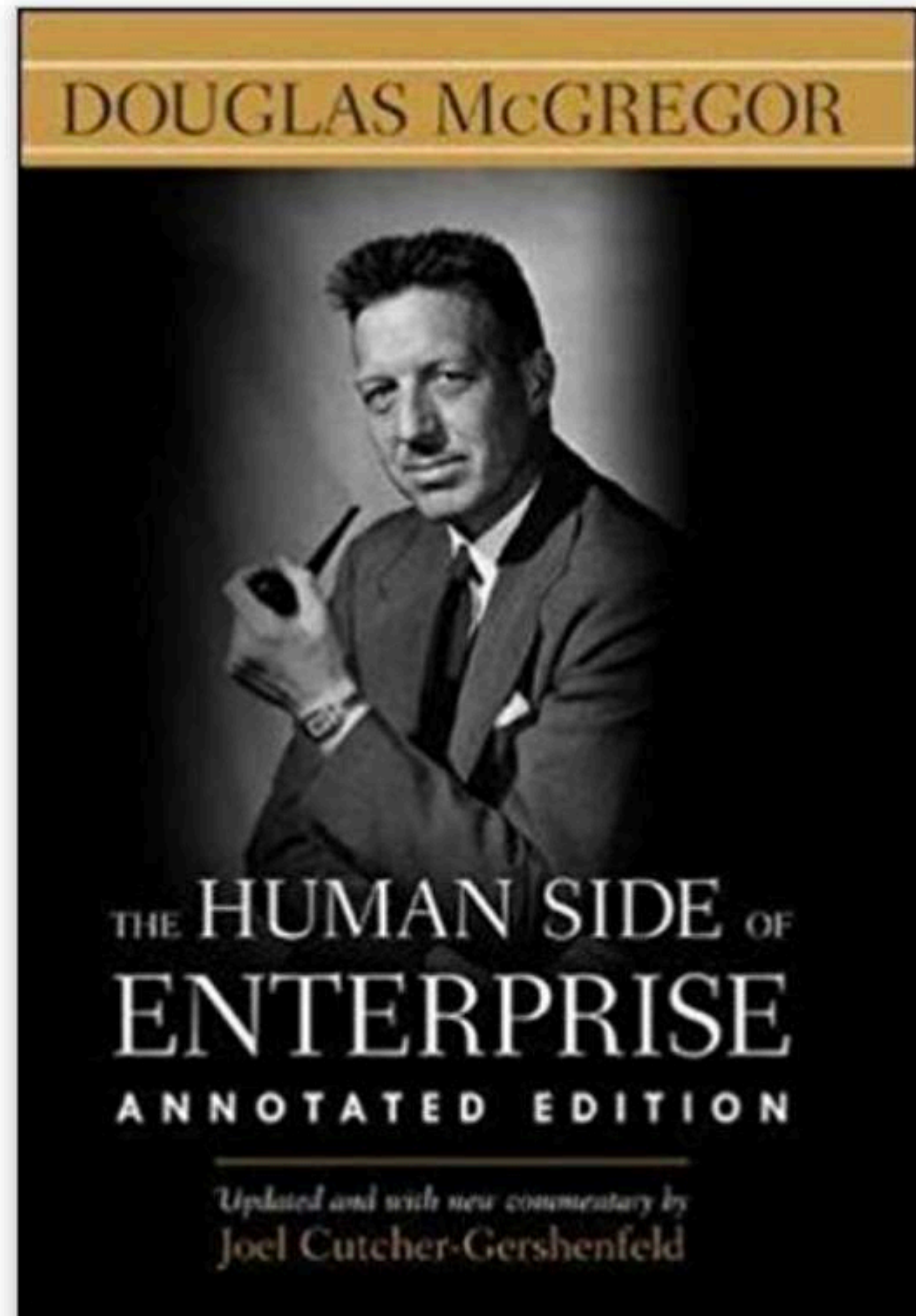
- Lydighed gennem manipulation og autoritære metoder
- Autonomi gennem tilpasset støtte og træning

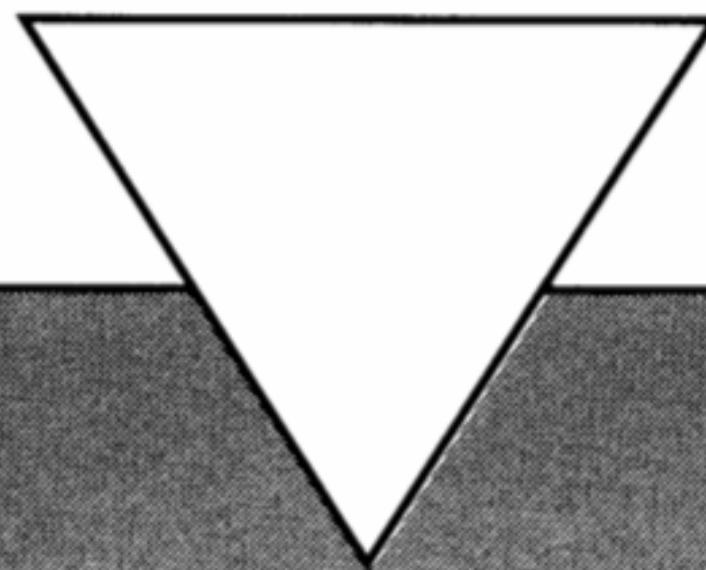


# Menneskesyn

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

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





# *PARENTING*

## THE DISCIPLINE CONTROVERSY REVISITED\*



Diana Baumrind\*\*

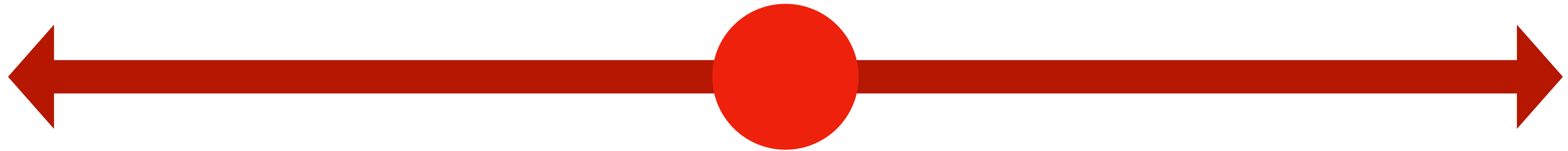
*Neither extreme position in the reincarnated discipline controversy offers parents an efficacious model of childrearing today, any more than it did 30 years ago when the authoritative model was developed as a viable alternative to both the conservative (authoritarian) model and the liberal (permissive) model. Each polarized model contains its germ of truth, but each demonizes the other. It is argued here that within a responsive and supportive parent-child relationship, prudent use of punishment is a necessary tool in the disciplinary encounter.*

**T**n the course of 1995-1996, I was carnation of this false polarity centers on pendently. Neither arbitrary enforce-

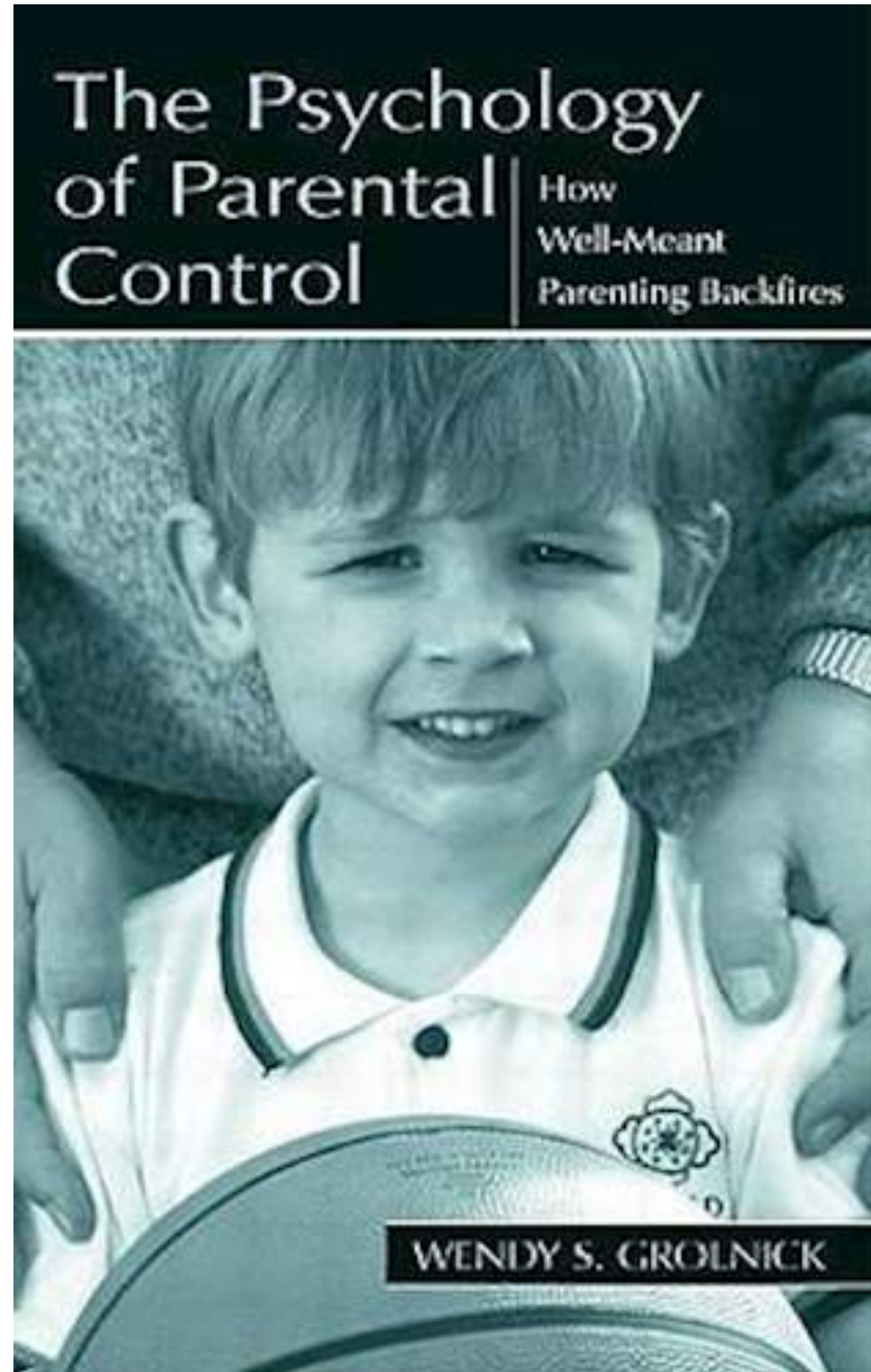
# Baumrinds forældrestile

Demandingness

Permissiveness



Baumrind diskuterer dog kun  
hvordan vi opnår lydighed  
Og anser at fysisk straf er  
nødvendigt



# Grolnicks dikotomi

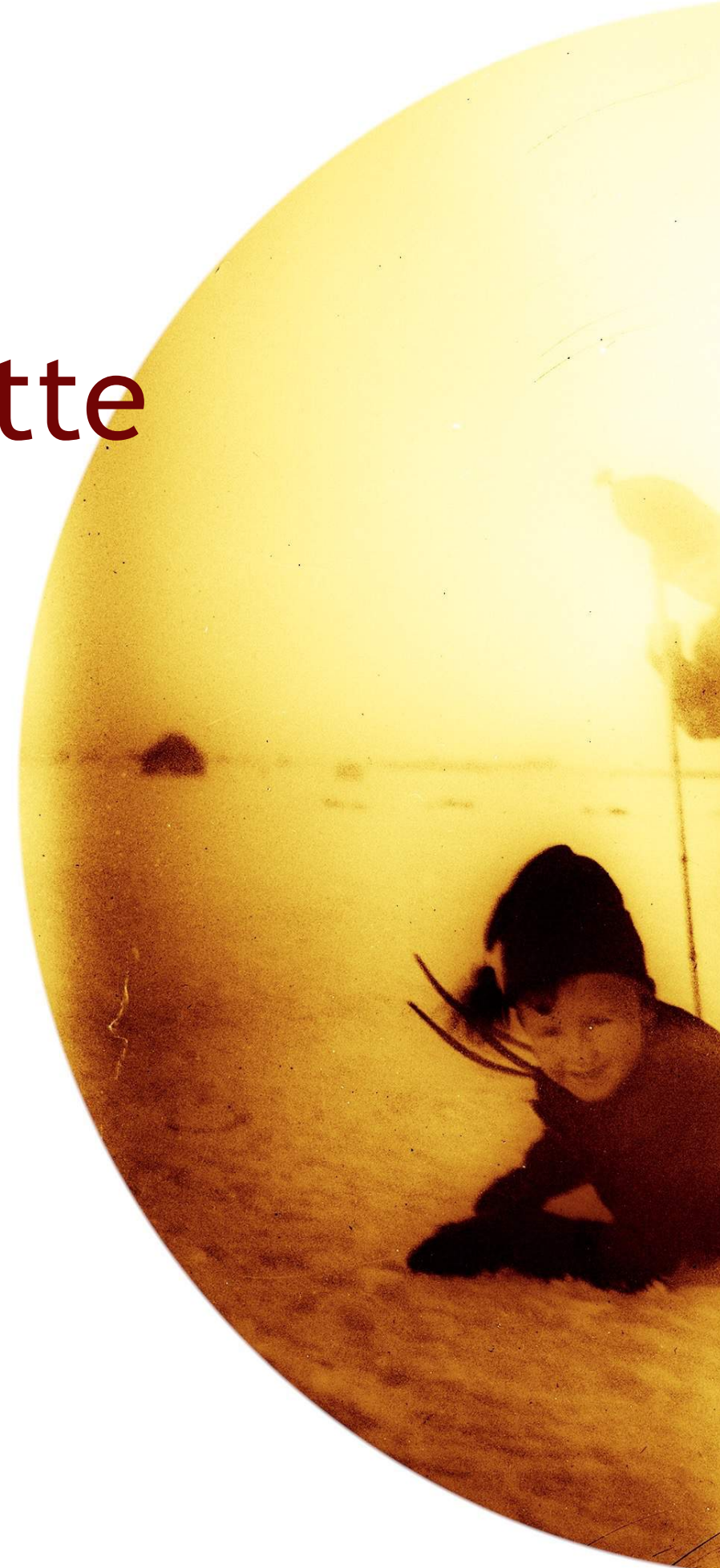
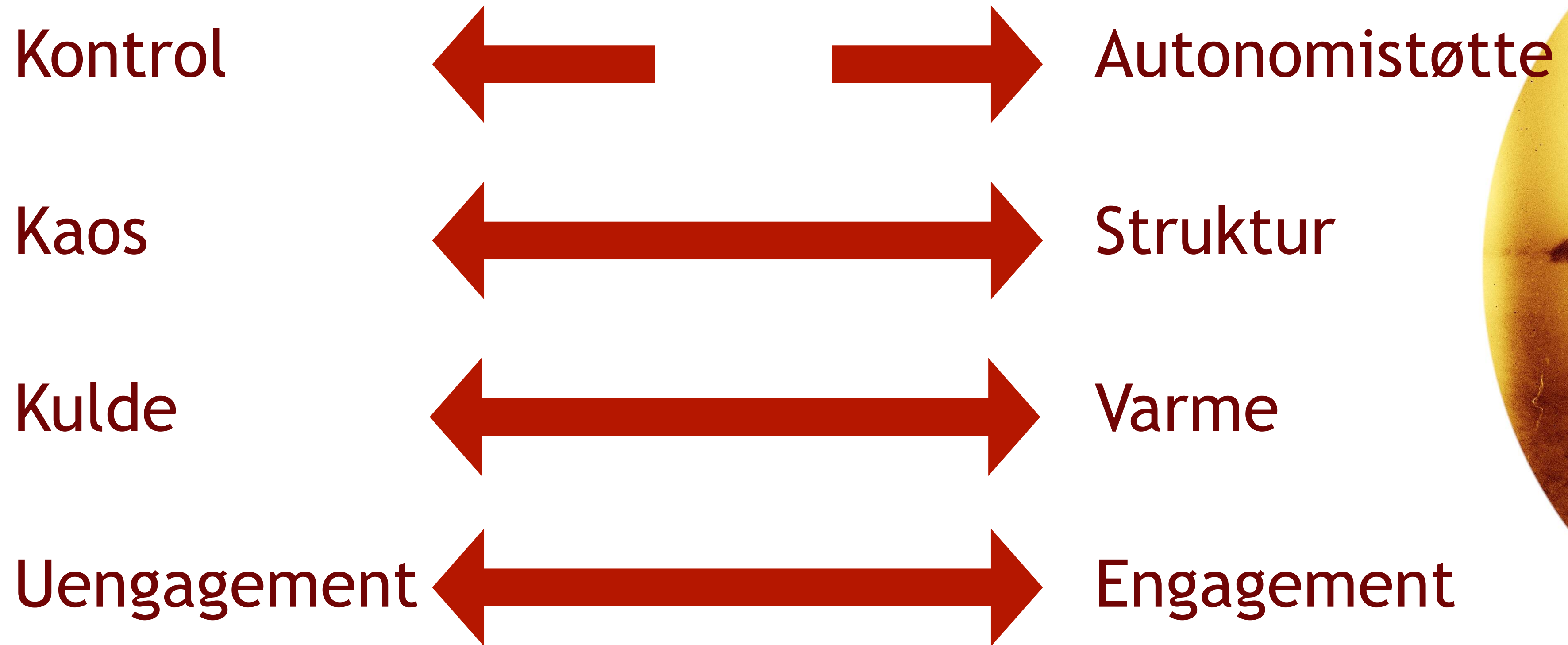
Wendy Grolnick argumenterer at forældre enten har fokus på

- Kontrol
- Autonomistøtte

Men billedet kompliceres af faktorerne

- Grad af struktur
- Engagement
- Varme

# Forældreskab



# 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

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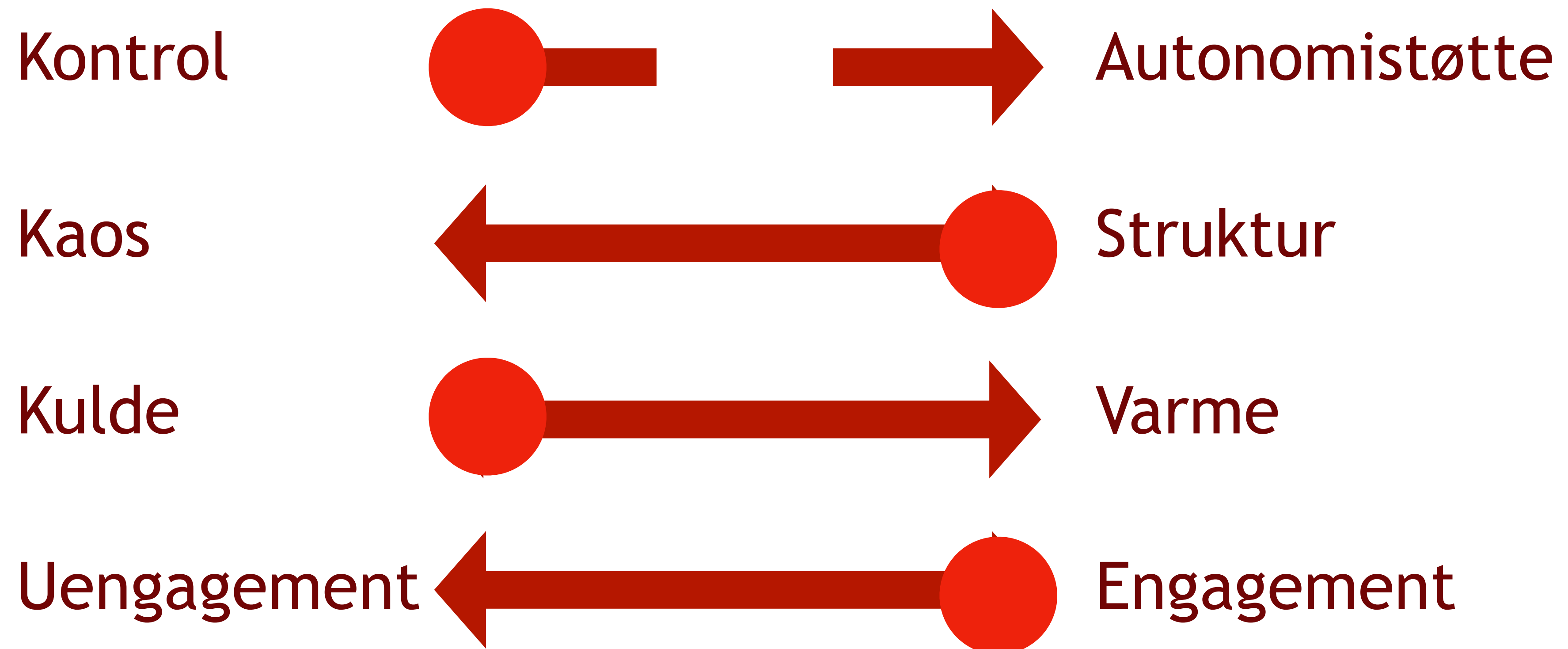
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# Autoritært forældreskab





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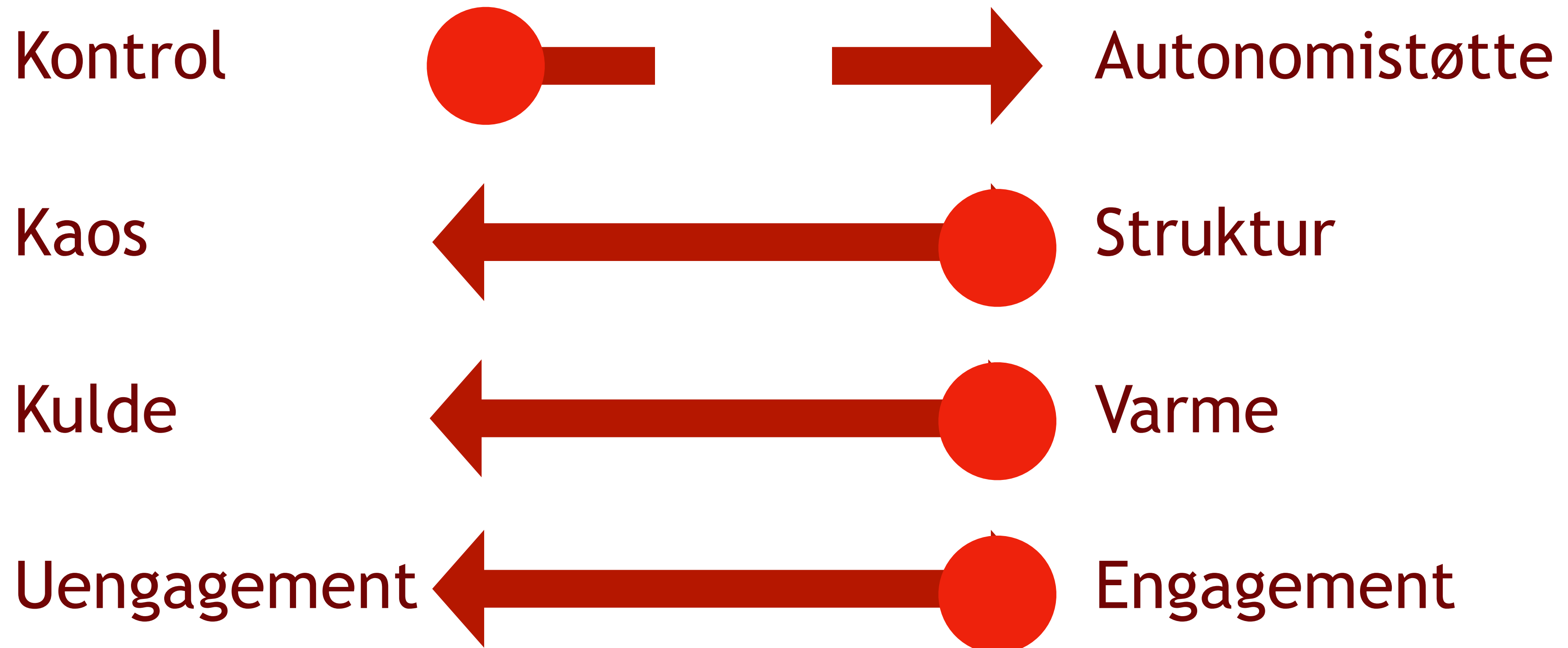
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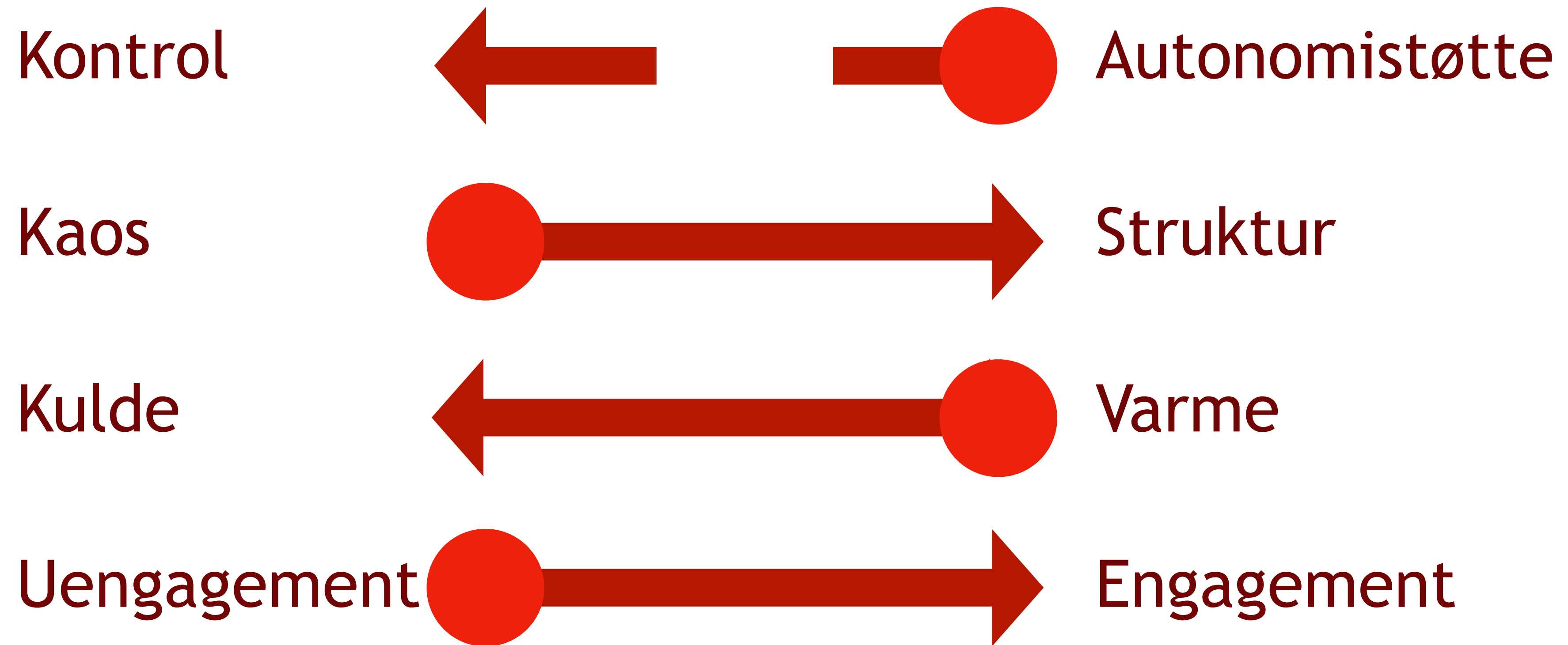
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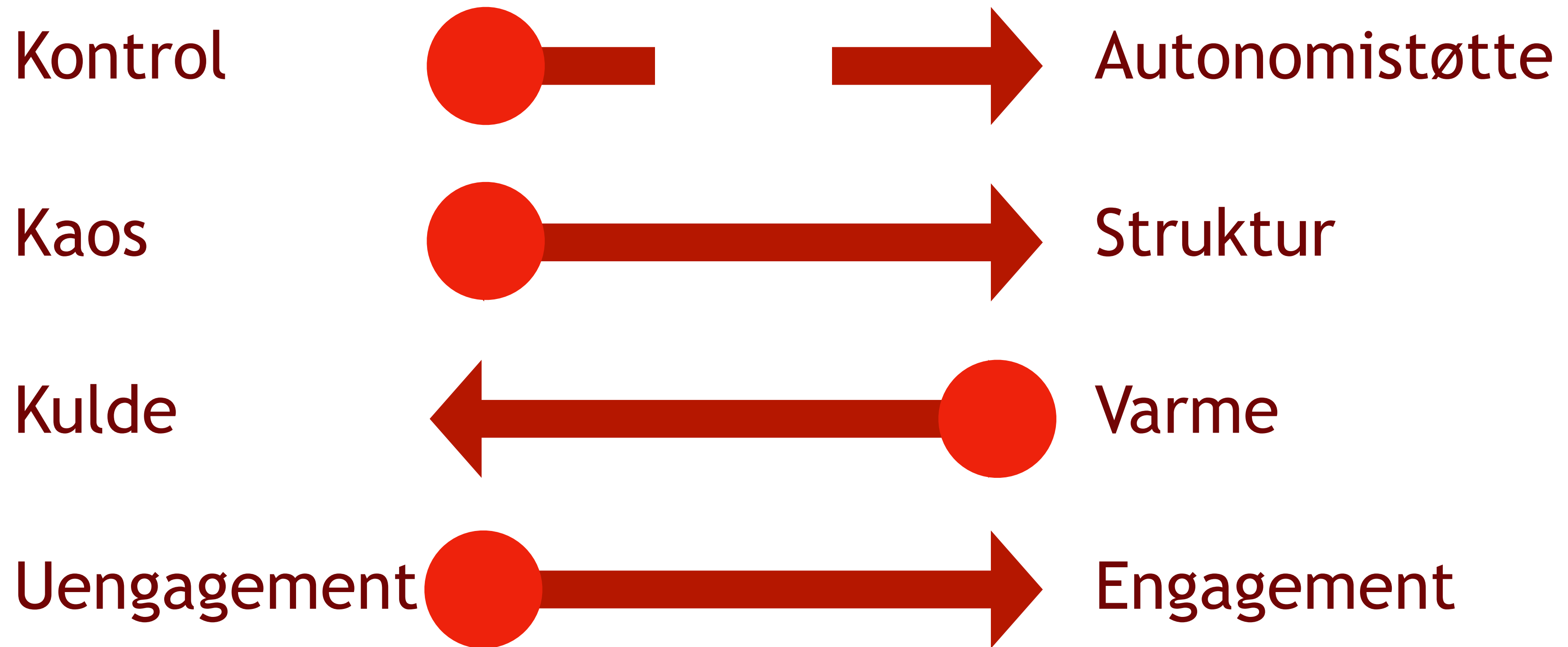
# Positivt forældreskab



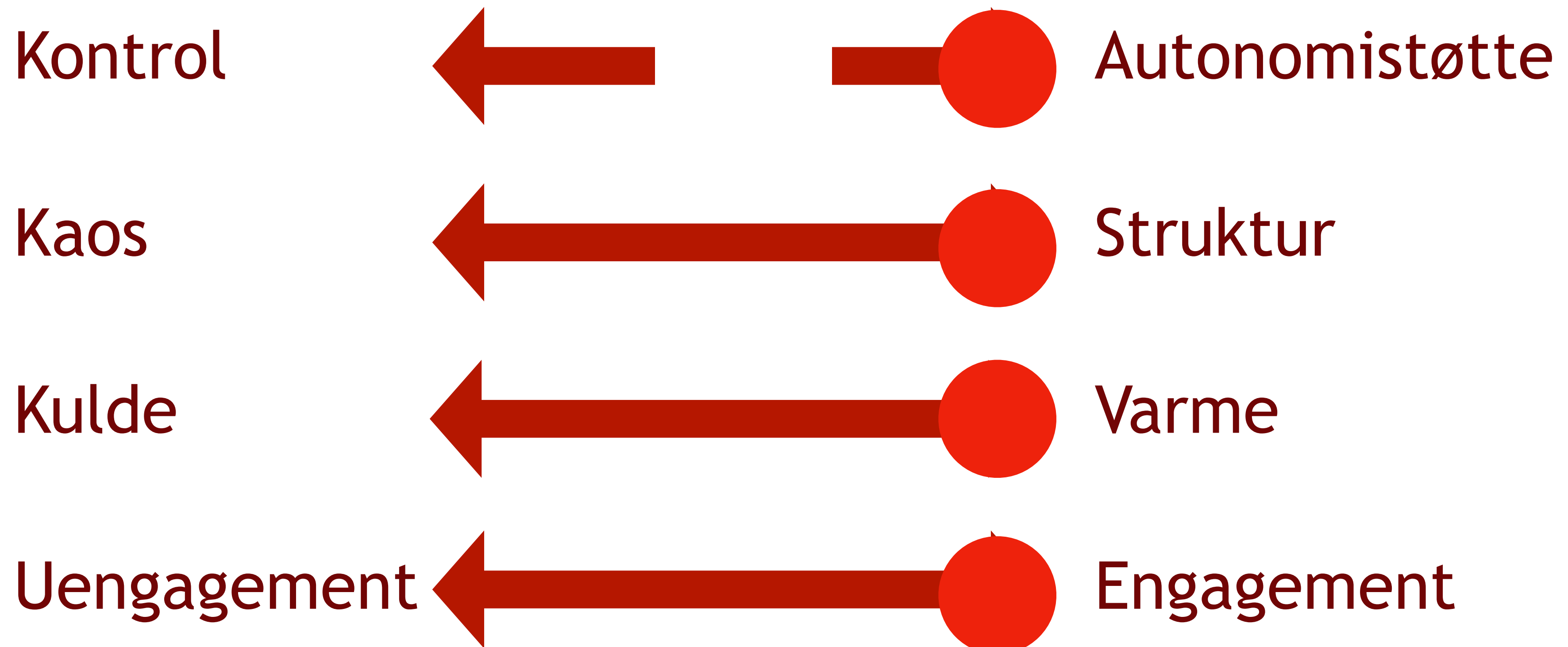
# Laizzes faire



# Ødelæggende forældreskab



# Godt forældreskab



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# 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

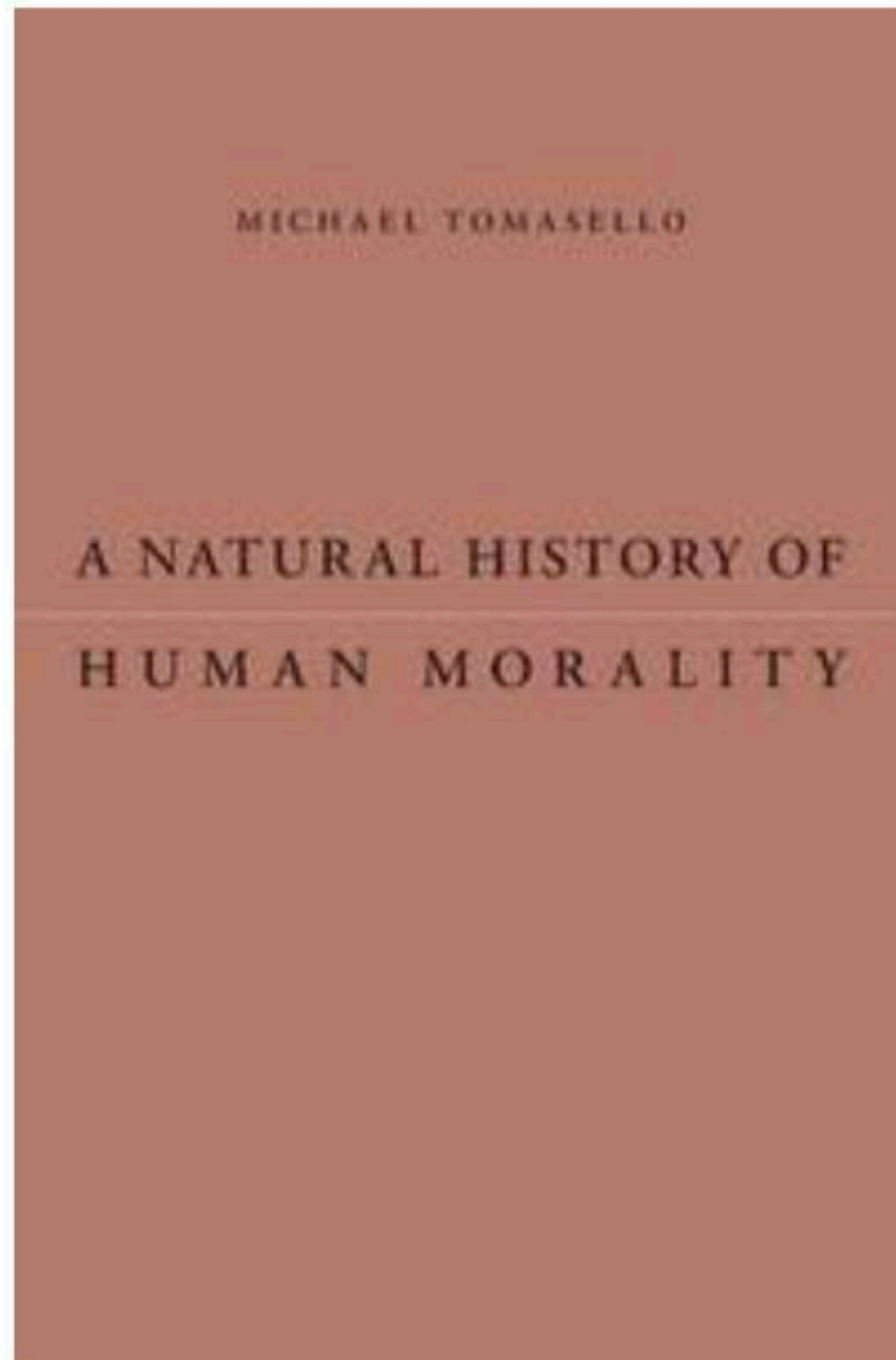
# Perspektivskiftet

Tomasello beskriver udviklingen af moral som to spor

Begge spor er vigtige for en gruppes sammenhold

Og dermed for gruppens overlevelse

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





# Den gode og den onde cirkel

Hvis vi tror at personen er svag og sårbar

- Tror vi at personen gør sit bedste
- Tager vi ansvar
- Øger vores ønske om at forstå hvorfor personen gør som han eller hun gør
- Øger vores tendens til empati
- Synes vi bedre om personen
- Øger vores fleksibilitet og acceptens omkring personen
- Tilpasser vi mere omkring personen

Det bliver en god cirkel

# Dopamine modulates egalitarian behavior in humans

Ignacio Sáez, Lusha Zhu, Eric Set, Andrew Kayser, Ming Hsu

*Current Biology* 25 (7), 912-919, 2015

Egalitarian motives form a powerful force in promoting prosocial behavior and enabling large-scale cooperation in the human species

# The role of D4 receptor gene exon III polymorphisms in shaping human altruism and prosocial behavior

Yushi Jiang, Soo Hong Chew, Richard Paul Ebstein

*Frontiers in human neuroscience* 7, 195, 2013

# Den gode og den onde cirkel

Hvis vi tror at personen er jævnbyrdig med os selv

- Tror vi at personen gør det med vilje
- Placerer vi ansvar på personen
- Mindsker vores ønske om at forstå hvorfor personen gør som han eller hun gør
- Mindsker vores tendens til empati
- Synes vi mindre om personen
- Mindsker vores fleksibilitet og acceptens omkring personen
- Tilpasser vi mindre omkring personen

Det bliver en ond cirkel

Science 27;305(5688):1254-1258

## 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  $H_2^{15}O$  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.

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

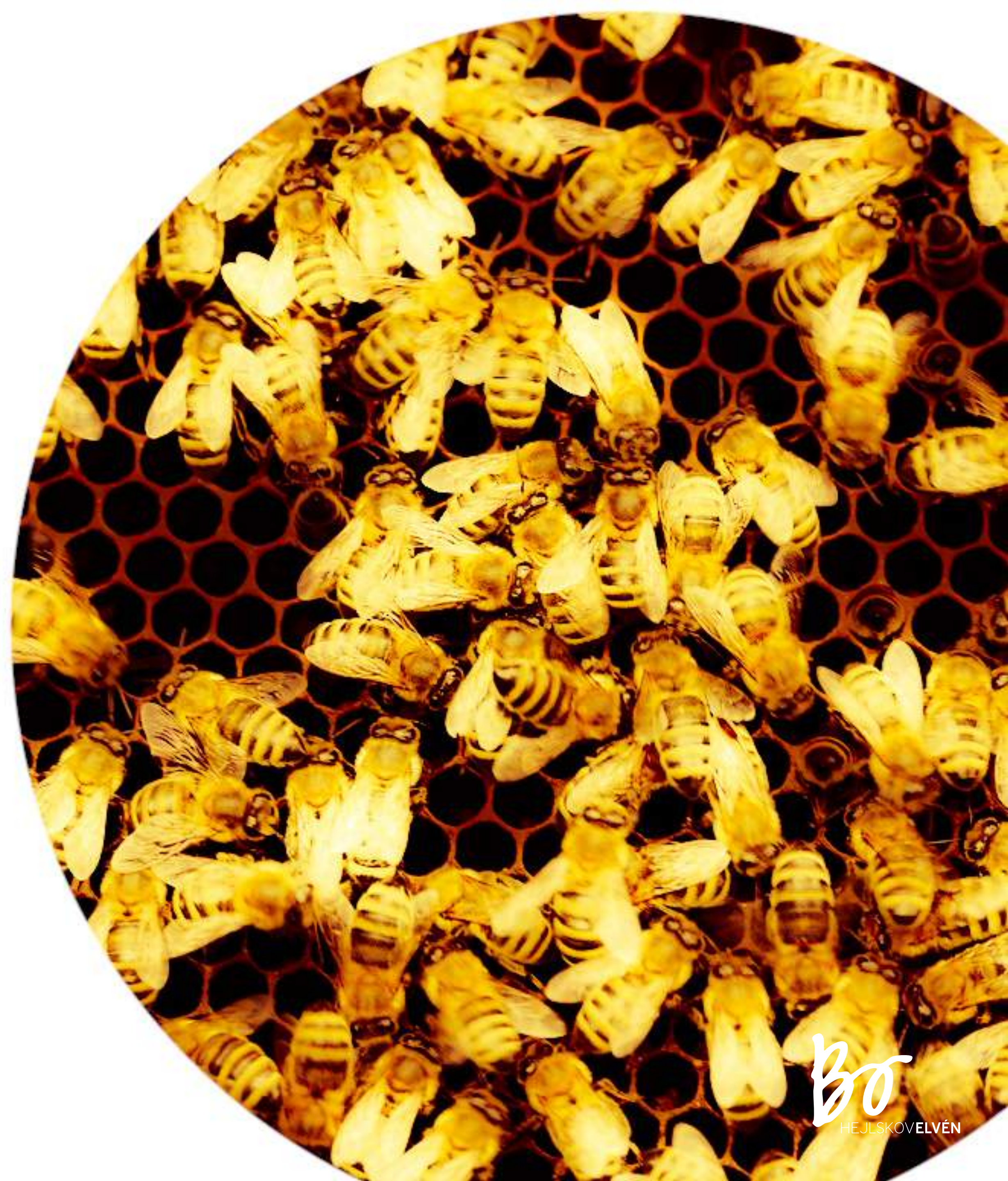
# Summeopgave

Find situationer hvor du er havnet i den onde cirkel

- Hvilke faktorer gjorde at du havnede der?

Find situationer hvor du er havnet i den gode cirkel

- Hvilke faktorer gjorde at du havnede der?





Contents lists available at [ScienceDirect](#)

# 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



Ana P. Gantman, Jay J. Van Bavel\*

*Psychology Department, New York University, 6 Washington Place, New York, NY 10003, USA*

### ARTICLE INFO

#### *Article history:*

Received 13 August 2013

Revised 20 February 2014

Accepted 23 February 2014

Available online 16 April 2014

### 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

# 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

Måske er perspektivskiftet at vi begynder at undertrykke pop-outeffekten

Hvilket gør det till en kognitiv process

Og derfor følsom for stress og angst





Review Article

Published: 01 June 2009

# Stress signalling pathways that impair prefrontal cortex structure and function

Amy F. T. Arnsten

*Nature Reviews Neuroscience* **10**, 410–422 (2009) | [Download Citation](#) ↓



Available online at [www.sciencedirect.com](http://www.sciencedirect.com)



**BIOLOGICAL  
PSYCHOLOGY**

Biological Psychology 75 (2007) 1–7

[www.elsevier.com/locate/biopsycho](http://www.elsevier.com/locate/biopsycho)

# The effects of social stress and cortisol responses on the preconscious selective attention to social threat

Karin Roelofs<sup>a,\*</sup>, Patricia Bakvis<sup>a,b</sup>, Erno J. Hermans<sup>c</sup>, Johannes van Pelt<sup>d</sup>, Jack van Honk<sup>e</sup>

<sup>a</sup> *Section Clinical and Health Psychology, University of Leiden, P.O. Box 9555, 2300 RB Leiden, The Netherlands*

<sup>b</sup> *Stichting Epilepsie Instellingen Nederland (SEIN), Heemstede, The Netherlands*

<sup>c</sup> *F.C. Donders Centre for Cognitive Neuroimaging, Nijmegen, The Netherlands*

<sup>d</sup> *Department of Clinical Chemistry, Leiden University Medical Center (LUMC), Leiden, The Netherlands*

<sup>e</sup> *Helmholtz Institute, University Utrecht, The Netherlands*

Received 7 March 2006; accepted 1 September 2006

Available online 6 October 2006

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## Abstract

The purpose of the present study was to investigate the effects of social stress and stress-induced cortisol on the preconscious selective attention to social threat. Twenty healthy participants were administered a masked emotional Stroop task (comparing color naming latencies for angry

# Threat-Related Attentional Bias in Anxious Youth: A Review

Authors

[Authors and affiliations](#)

Anthony C. Puliafico, Philip C. Kendall 

Article

**First Online:** 20 October 2006

1.4k

Downloads

98

Citations

The research literature suggests that children and adolescents suffering from anxiety disorders experience cognitive distortions that magnify their perceived level of threat in the environment. Of these distortions, an attentional bias toward threat-related information has received the most theoretical and empirical consideration. A large volume of research suggests that anxiety-disordered youth selectively allocate their attention toward threat-related information. The present review critically examines this research and highlights several issues relevant to the study of threat-related attentional bias in youth, including the influences of

# 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

Published online: 15 May 2014  
© Springer Science+Business Media New York 2014

**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 displayed challenging behaviors. The study included

## Introduction

There is evidence to suggest that without appropriate interventions, challenging behaviors, such as harm to self or others, will persist (Tait et al. 2010). Further



# Perspektivskiftet

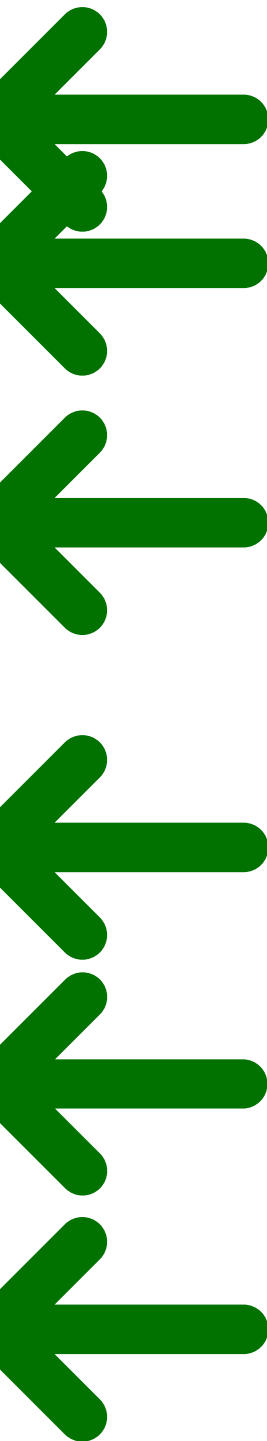
Perspektivskiftet er altså en  
ret kompliceret løbende proces  
Med basis i menneskets  
udviklingshistorie som flokdyr  
Og følsom for stress og angst  
Men vi er nødt til at forholde  
os til hvem vi er

# Den gode og den onde cirkel

Hvis vi tror at personen er svag og sårbar

- Tror vi at personen gør sit bedste
- Tager vi ansvar
- Øger vores ønske om at forstå hvorfor personen gør som han eller hun gør
- Øger vores tendens til empati
- Synes vi bedre om personen
- Øger vores fleksibilitet og acceptens omkring personen
- Tilpasser vi mere omkring personen

Det bliver en god cirkel



# Mennesker som kan opføre sig ordentligt, gør det

Ross W. Greene





# Ellers kan man måske ikke leve op til krav og forventninger til

- At forstå konsekvenser af egne handlinger
- Flexibilitet
- Udholdenhed
- Impulskontrol
- Sociale evner
- Affektregulering
- Stressfølsomhed
- Perceptuel følsomhed
- Kommunikationsevner
- Efterrettelighed



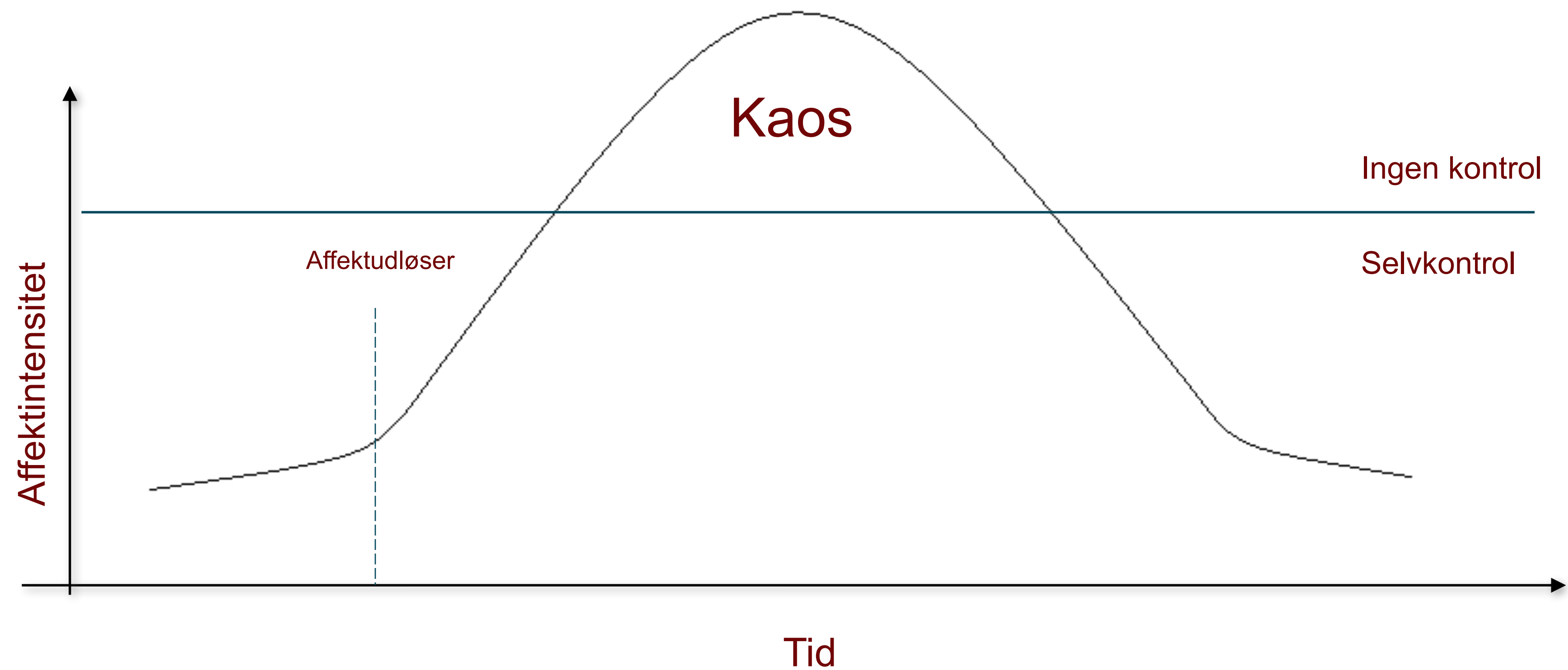
# Affektregulering

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

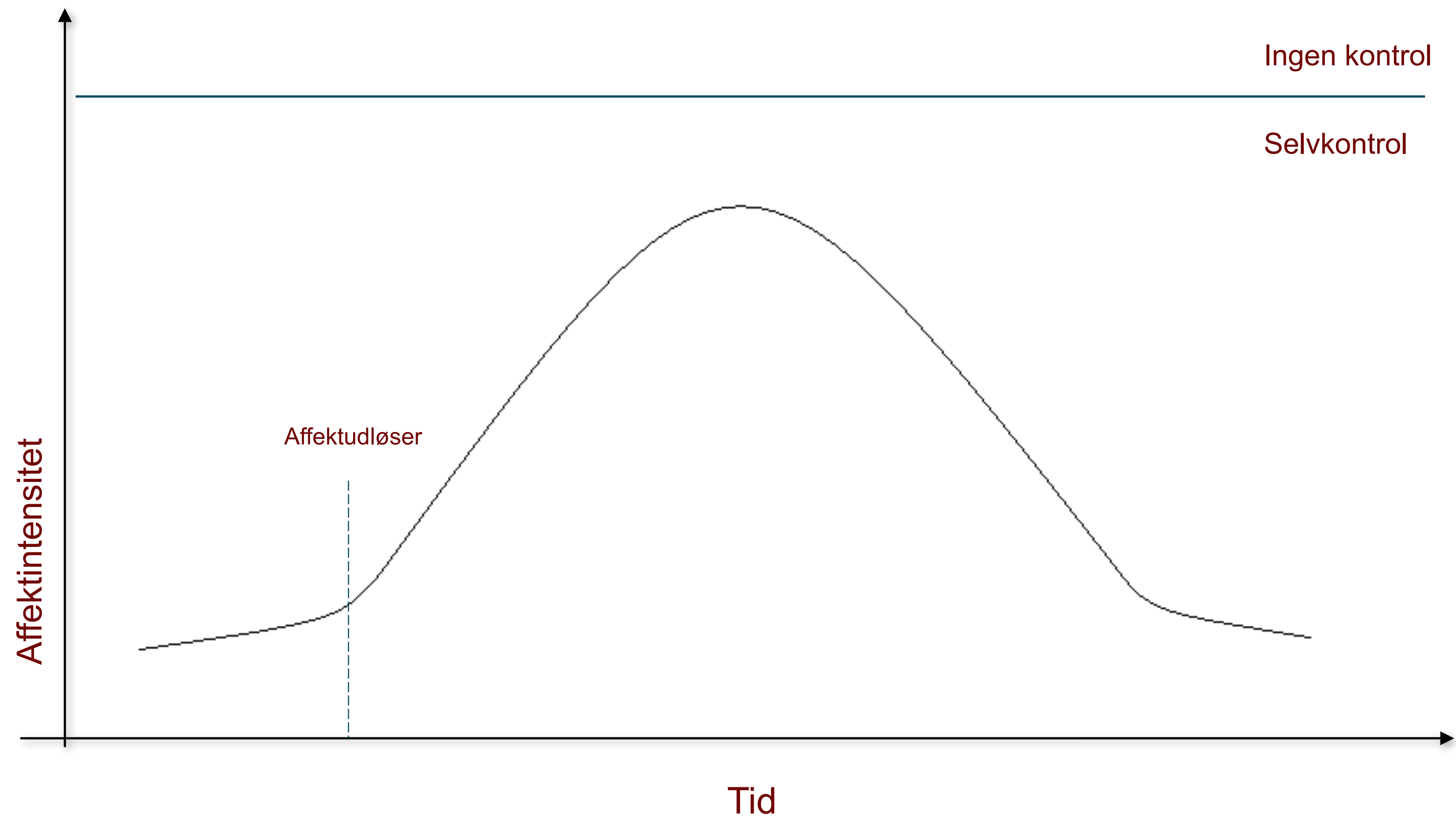
- At nægte



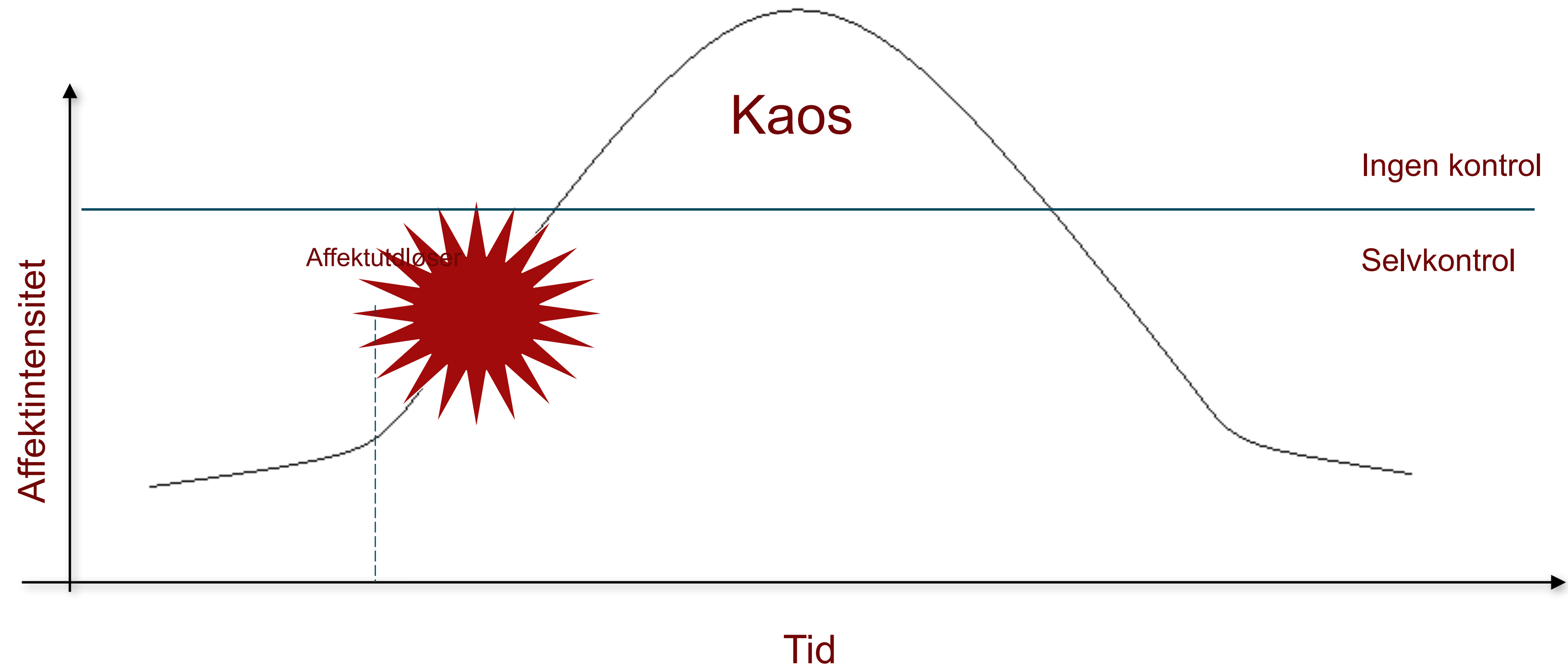
# Affektregulering



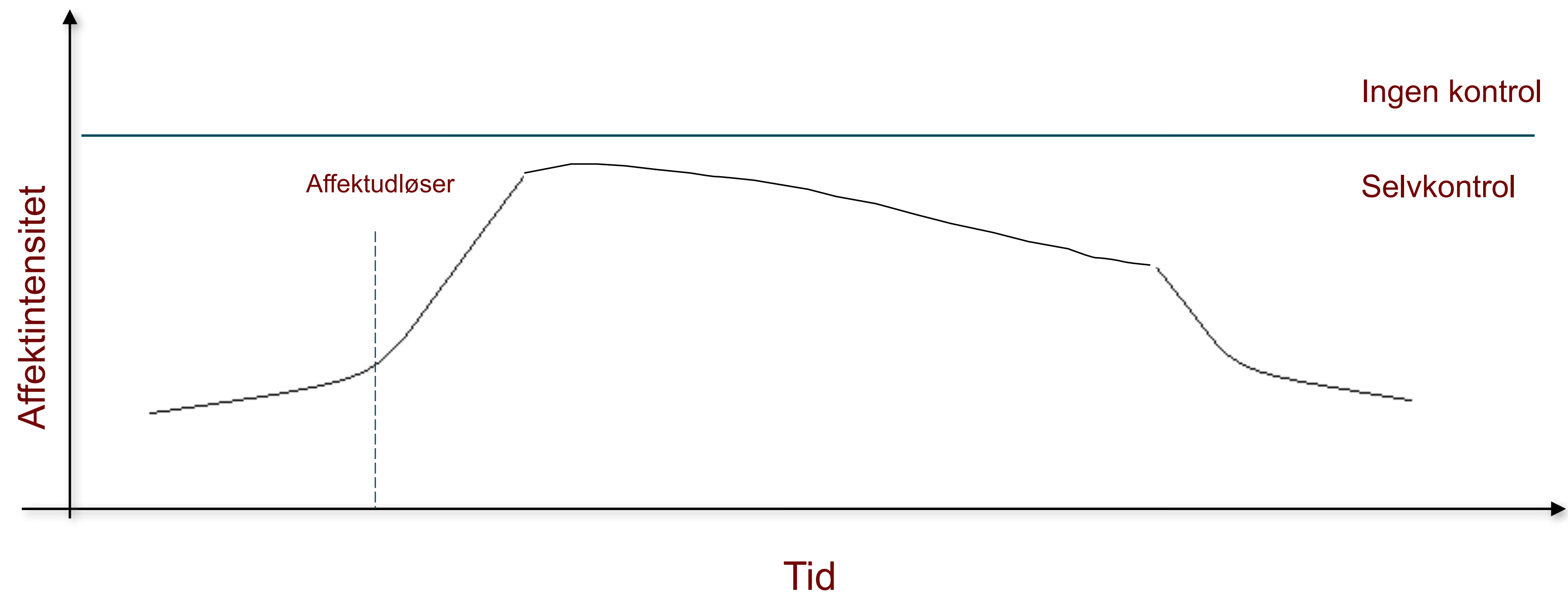
# Affektregulering



# Affektregulering



# Affektregulering



# Kontrolprincippet

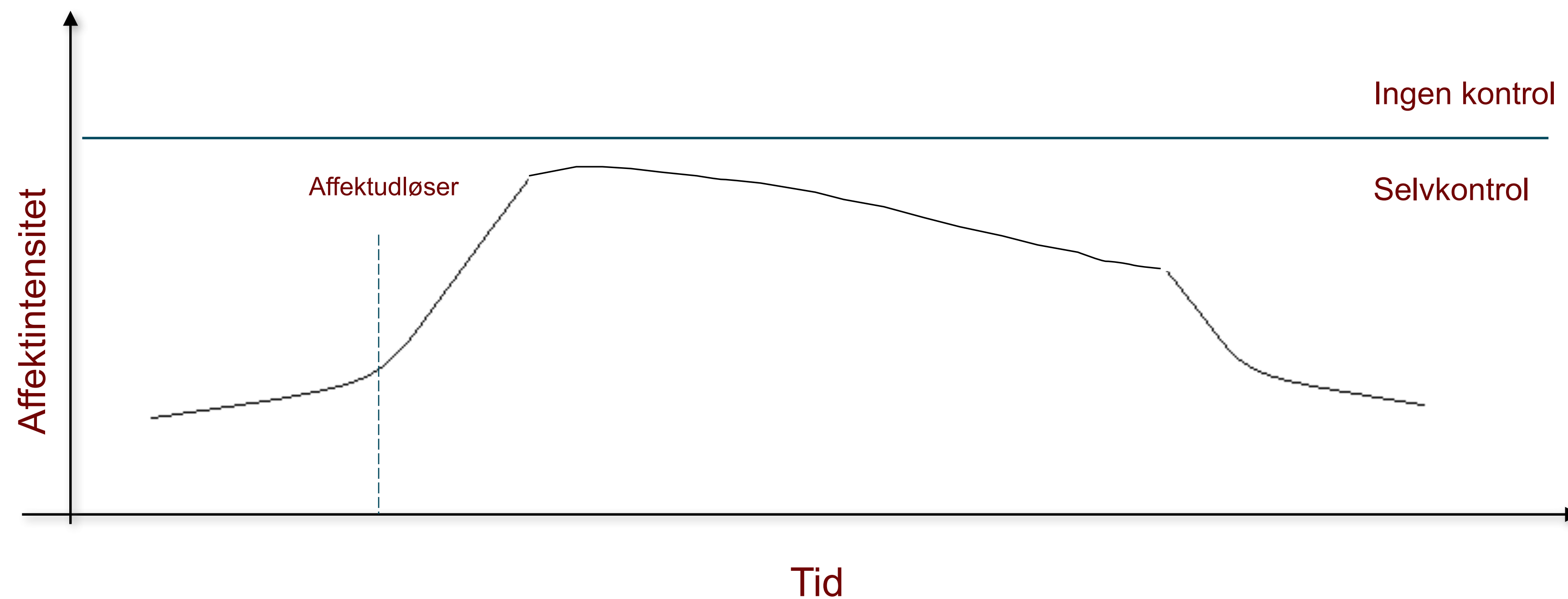
Man er nødt til at have kontrol over sig selv hvis man skal kunne samarbejde



# Affektregulering

## Strategier

- At nægte
- At lyve





# Little Liars: Development of Verbal Deception in Children

Kang Lee

*University of Toronto*

---

**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*

*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

---

SCIENTIFIC CONTRIBUTION

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

Pier Jaarsma · Petra Gelhaus · Stellan Welin

Published online: 8 November 2011

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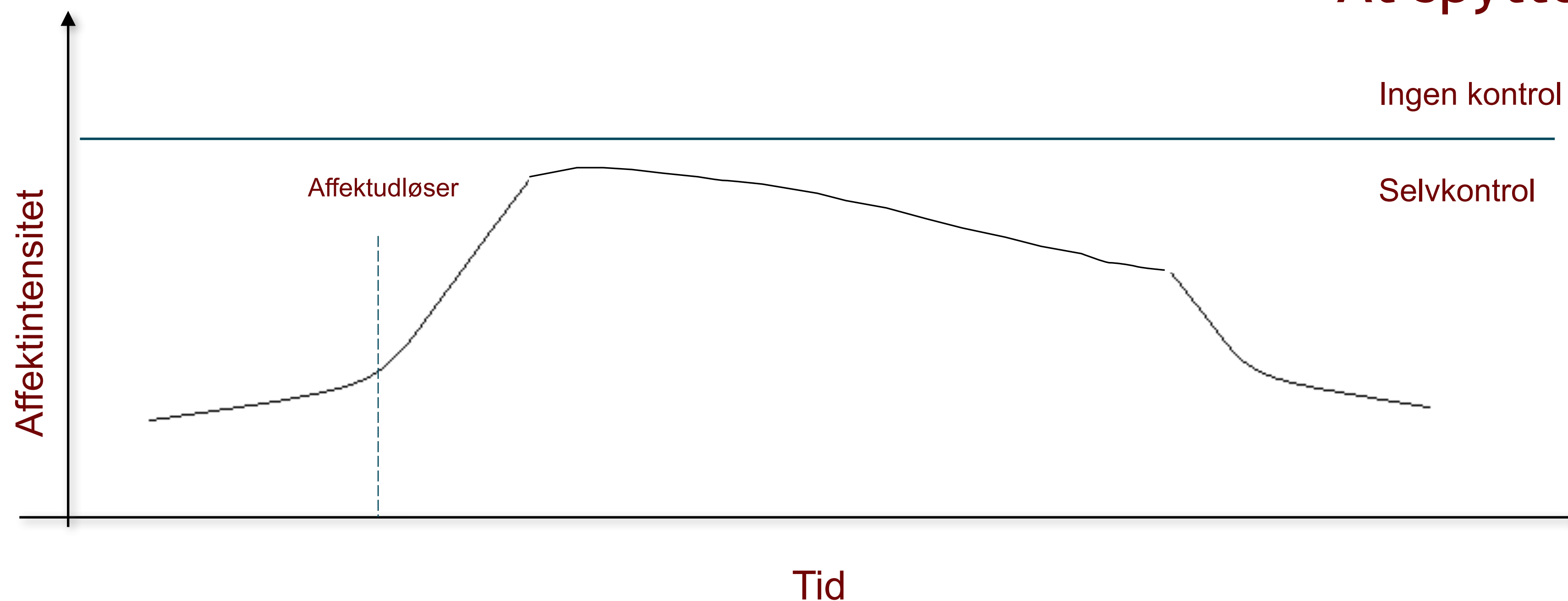
**Abstract** Lying is a common phenomenon amongst human beings. It seems to play a role in making social interactions run more smoothly. Too much honesty can be

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-

# Affektregulering

## Strategier

- At nægte
- At lyve
- At gå to skridt bagud
- At spytte eller slå



# Prevention of Youth Violence: Why not Start at the Beginning?

Richard E. Tremblay

Published online: 25 July 2006

© Springer Science+Business Media, Inc. 2006

“He who considers things in their first growth and origin . . . will obtain the clearest view of them.”

(Aristotle, Politics, Book 1 chap 2)

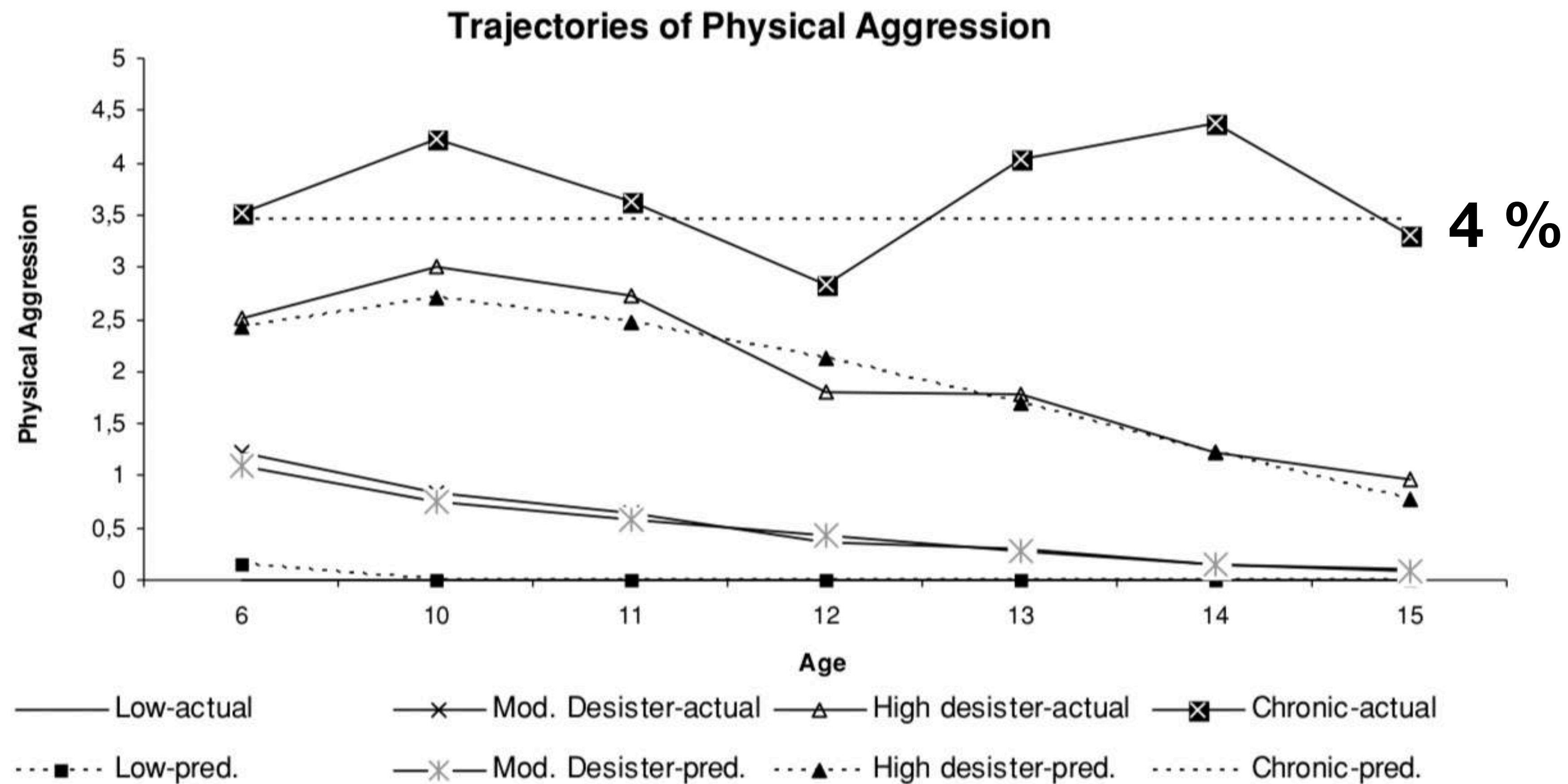
The product of an applied science is as good as the knowledge that gets into the hands of those who do not produce the science. From this perspective, I applaud the National Institutes of Health’s initiative to ask eminent scientists at

that asking the panel to concentrate its attention on preventing “violence” and “related health-risking behaviours” *in adolescents* was misguided. I attempt to demonstrate why an alternative perspective is needed.

## Towards a common language

The report insists on the importance of a common language for violence scientists. The term “violence” was chosen as

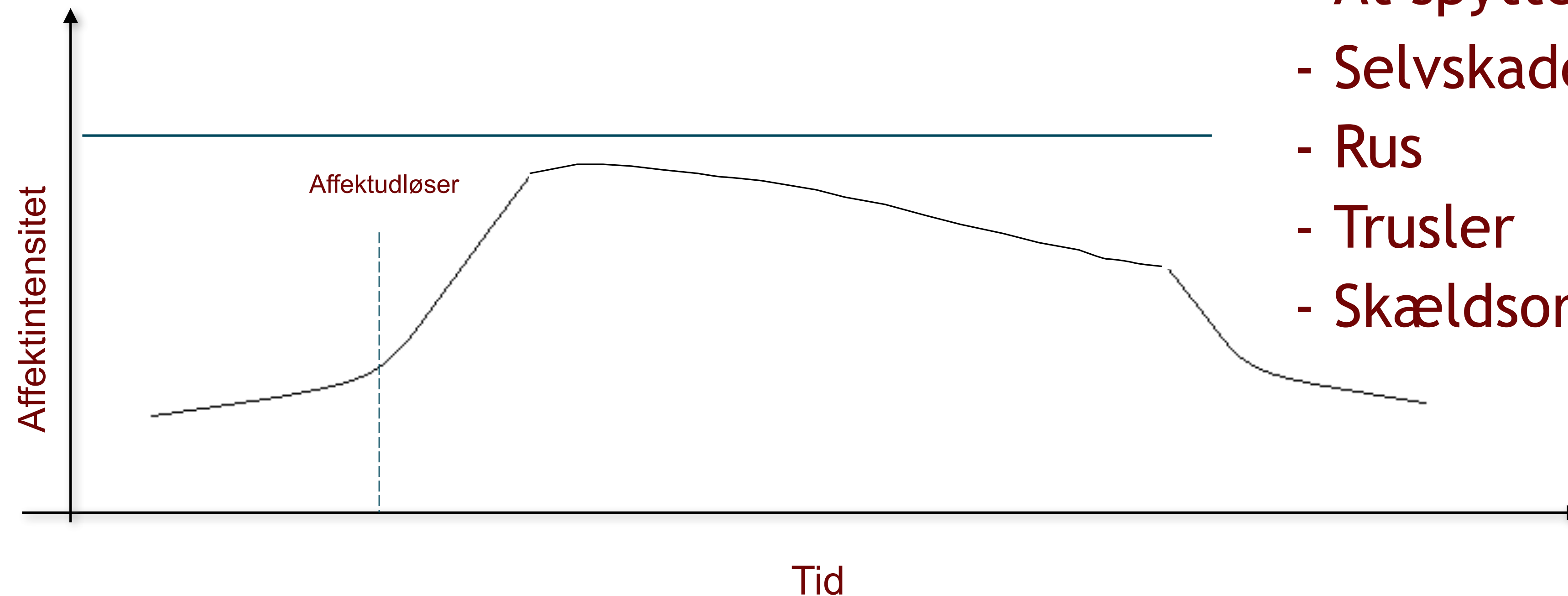
# Våldsutveckling i barndomen



# Affektregulering

## Strategier

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





# Perspektivskiftet

Strategier eller  
adfærdsproblemer?

Afhænger af om du er i den  
gode eller den onde cirkel

- Om du ser personen som  
svag og sårbar eller  
jævnbyrdig
- Og om du er stresset eller  
angstpræget

# 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





# 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!

- Og sorterer vores værktøj og metoder
  - Først sorterer vi de ulovlige væk
  - Så de uhensigtsmæssige, de uetiske
  - Og til sidst de ineffektive



# Hejlskovs bilværksted

Attributionsteoretisk eksempel

## Vi arbejder på et bilværksted!

- På værkstedet bruger værktøj og metoder
- Vi skal kigge på
  - Hvilke værktøj og metoder vi har brug for
  - Og hvornår vi bruger dem



# Hejlskovs bilværksted

Attributionsteoretisk eksempel

## Alle vore værktøjer

- Udgår fra den gode cirkel
- Støtter den gode cirkel
- Og har derfor autonomi som mål





# Værktøjskasserne

Kvalitetssikring i pædagogisk arbejde

At håndtere svære situationer uden at eskalere dem

At evaluere hvorfor det blev svært

At forandre så det ikke sker igen



# Værktøjskasserne

Kvalitetssikring i pædagogisk arbejde

At håndtere svære situationer  
uden at eskalere dem

At evaluere hvorfor det blev  
svært

At forandre så det ikke sker igen



# Affektsmitte

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







*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>

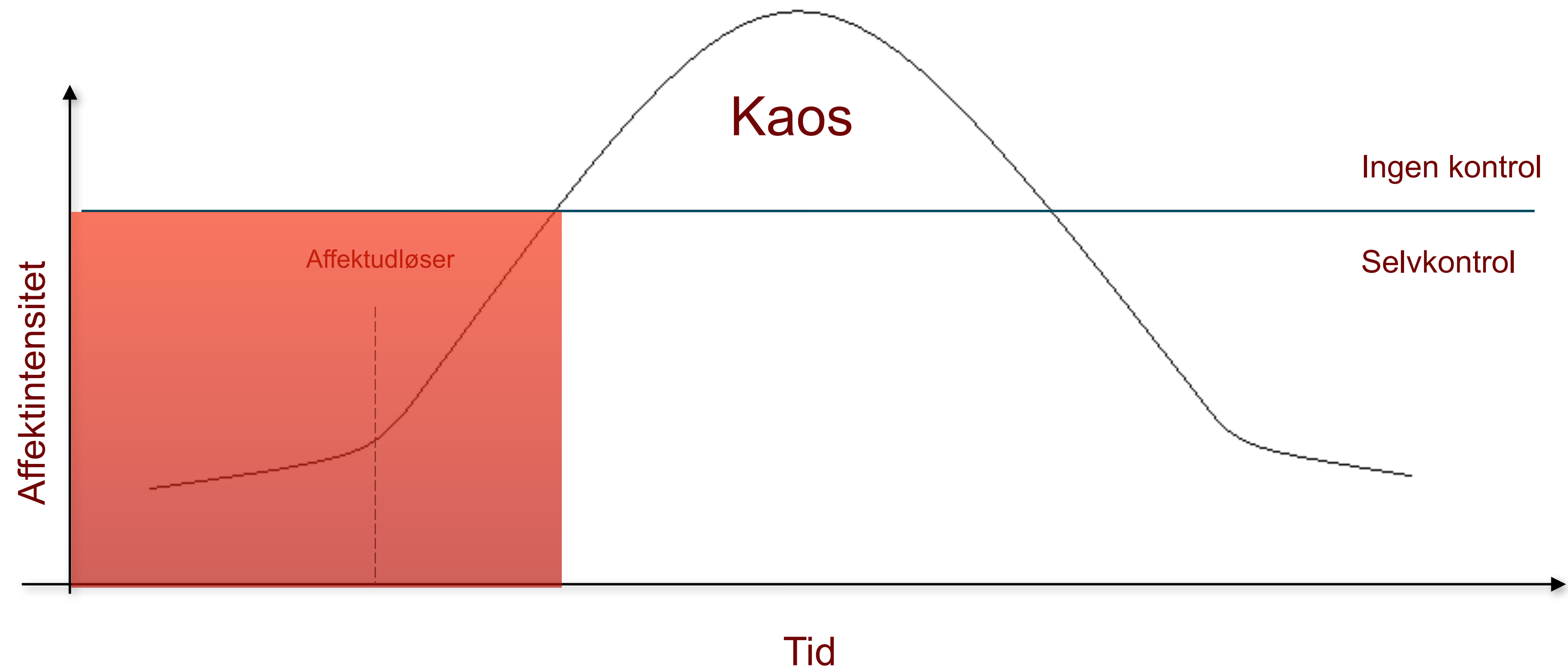
[a] University of Hawaii, Honolulu, HI, USA.

## **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

# Metode: Affektiva metoder



2015

# Projekt Særforanstaltning

Udvikling af metode og effektmålingsværktøjer

Afsluttende rapport fra et treårigt udviklingsprojekt, der har udviklet Den Afstemte Pædagogiske metode og hertil hørende effektmålingsværktøjer. Metoden bygger på Low Arousal tænkningen, men er tilpasset dansk socialpædagogisk tradition.



# Affektive metoder

Dæmp de store følelser

Undvig dominerende øjenkontakt

Tal roligt uden kæbespændinger

Tag tid - stress ikke

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

Boost ikke situationen med din egen  
stress

Men smit med din ro



ELSEVIER

# International Journal of Nursing Studies



Volume 47, Issue 6, June 2010, Pages 699-708

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## Student nurses' de-escalation of patient aggression: A pretest– posttest intervention study


Johannes Nau <sup>a, b</sup>  , Ruud Halfens <sup>c</sup> , Ian Needham <sup>d</sup> , Theo Dassen <sup>a</sup> 

# Erleben von aggressivem Verhalten in der Notaufnahme nach Etablierung eines Deeskalationstrainings

Zweite Mitarbeiterbefragung in den Akutbereichen der Charité – Universitätsmedizin Berlin

Authors

[Authors and affiliations](#)

J. Frick , A. Slagman, M. Möckel, J. Searle, F. Stemmler, R. Joachim, T. Lindner

Originalien

**First Online:** 12 December 2017

670

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## Zusammenfassung

## Hintergrund

Aggressives und herausforderndes Verhalten von Patienten und deren Angehörigen gefährdet

1,092 0

Views

CrossRef citations to date

0


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Articles

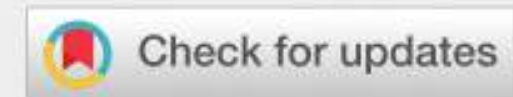
# De-Escalation Training to Medical–Surgical Nurses in the Acute Care Setting

Kimberly Lynn Ferrara , DNP, MS, RN-BC , Mary Lynn Davis-Ajami , PhD, MBA, MS, NP-C, RN,  
Joan Insalaco Warren , PhD, RN-BC, NEA-BC & Lyn Stankiewicz Murphy , PhD, MBA, MS, RN

Pages 742-749 | Published online: 26 Jun 2017

 Download citation

 <https://doi.org/10.1080/01612840.2017.1335363>



## ABSTRACT

Violence is increasing on medical–surgical units as a “silent epidemic.” This quality improvement project employs a small non-experimental, single-group, pre- and post-test design (N = 11) to determine the effectiveness of de-escalation training on medical–surgical nurses' confidence levels when dealing with agitated patients. Regardless of



Volume 206, Issue 6 June 2015 , pp. 447-455

Cited by 21

 Access

# Learning and performance outcomes of mental health staff training in de-escalation techniques for the management of violence and aggression

Owen Price <sup>(a1)</sup>, John Baker <sup>(a2)</sup>, Penny Bee <sup>(a2)</sup> and Karina Lovell <sup>(a2)</sup> 

DOI: <https://doi.org/10.1192/bjp.bp.114.144576> Published online by Cambridge University Press: 02 January 2018

## Abstract

### Background

De-escalation techniques are a recommended non-physical intervention for the management of violence and aggression in mental health. Although taught as part of mandatory training for all National Health Service (NHS) mental health staff, there remains a lack of clarity around training effectiveness.

### Aims



# Research in Developmental Disabilities

Volume 18, Issue 2, March–April 1997, Pages 101–112



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## Changing care staff approaches to the prevention and management of aggressive behaviour in a residential treatment unit for persons with mental retardation and challenging behaviour

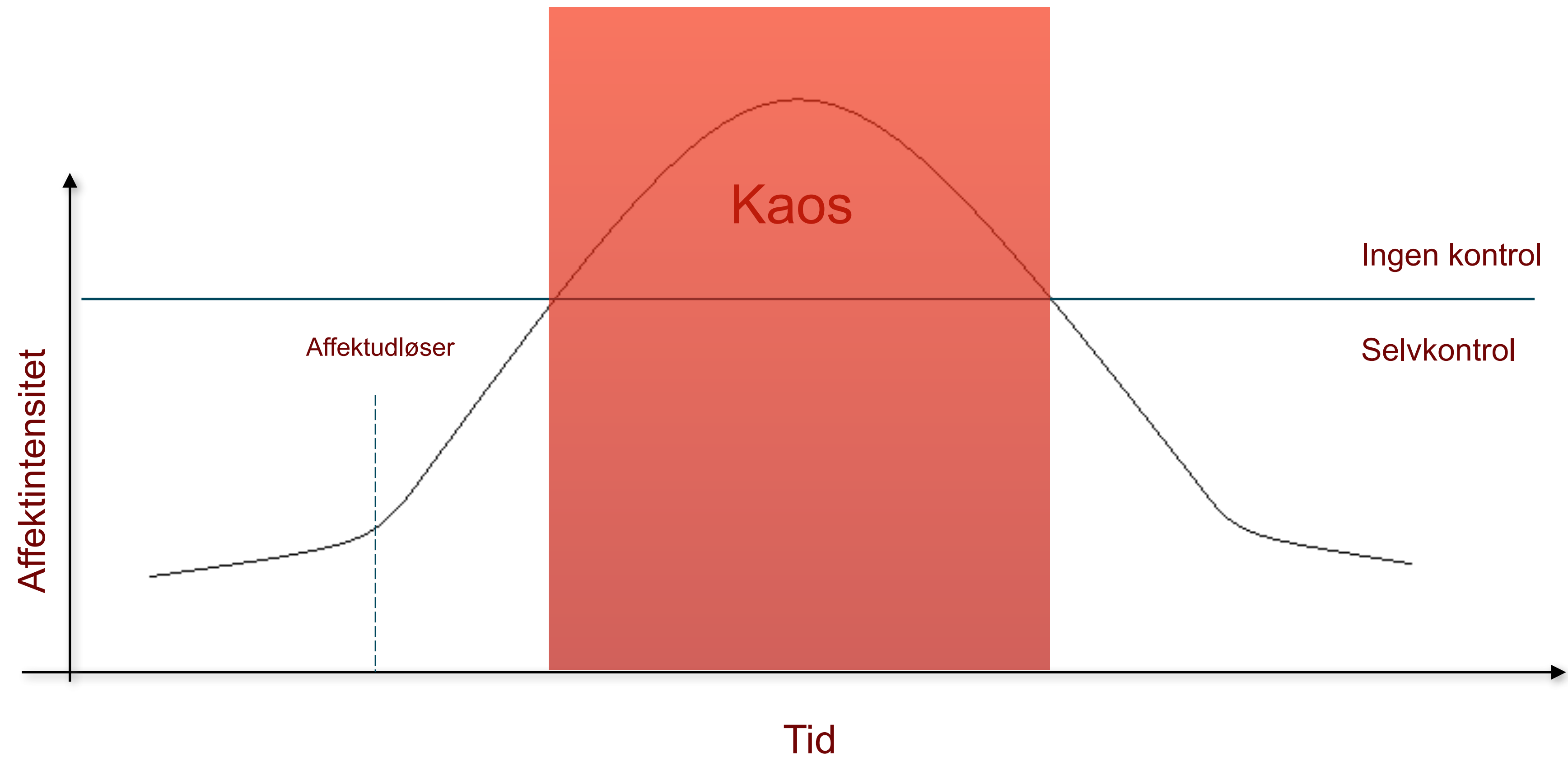
David Allen , Lindsay McDonald, Colin Dunn, Tony Doyle

 **Show more**

[https://doi.org/10.1016/S0891-4222\(96\)00043-1](https://doi.org/10.1016/S0891-4222(96)00043-1)

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# Metode: Ved kaos



# 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 skrue trækker er nok







**Pergamon**

---

---

Child Abuse  
& Neglect

---

---

Child Abuse & Neglect 30 (2006) 1333–1342

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

Michael A. Nunno\*, Martha J. Holden, Amanda Tollar

*Residential Child Care Project, Family Life Development Center, College of Human Ecology,  
Cornell University, Ithaca, NY 14853, USA*

Received 3 March 2005; received in revised form 3 February 2006; accepted 24 February 2006

Available online 15 November 2006

2011

# Review of the Medical Theories and Research Relating to Restraint Related Deaths

Caring Solutions (UK)  
University of Central Lancashire



Leggett, J. & **Silvester**, J. (2003). Care staff attributions for violent incidents involving male and female patients: A field study. *British Journal of Clinical Psychology*, 42, 393-406.

CARE STAFF ATTRIBUTIONS FOR VIOLENT INCIDENTS INVOLVING MALE  
AND FEMALE PATIENTS: A FIELD STUDY

Janice LEGGETT

Bath & North East Somerset Primary Care Trust

Avon Forensic Community Learning Disabilities Team

Kilmersdon Road, Hartcliffe

---



# 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



## McDonnells 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



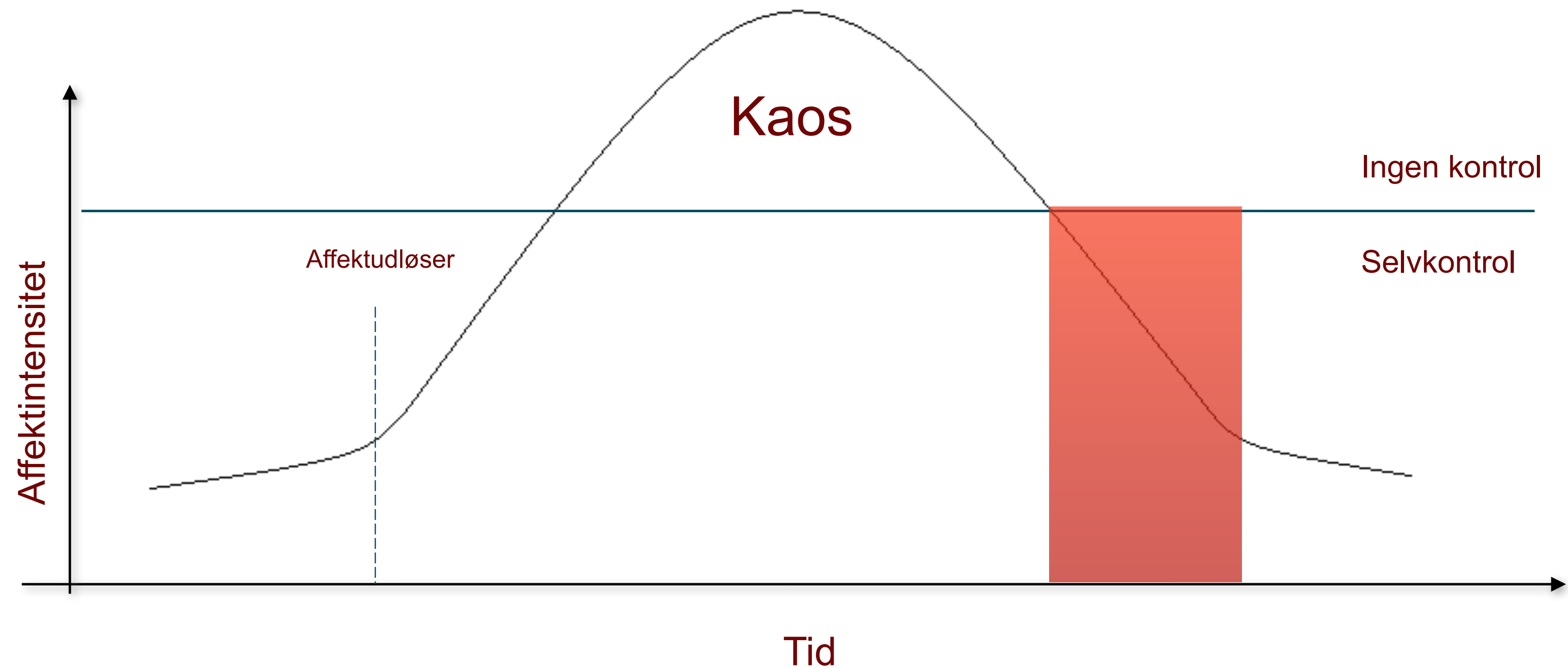
# Affektive metoder

- ved kaos

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

- Brug personens bevægelse
  - At holde fast øger adrenalin
  - Bevægelse forbrænder adrenalin
- Slip aktivt efter nogle sekunder

# Metode: At lande







# Affektive metoder

Ro på

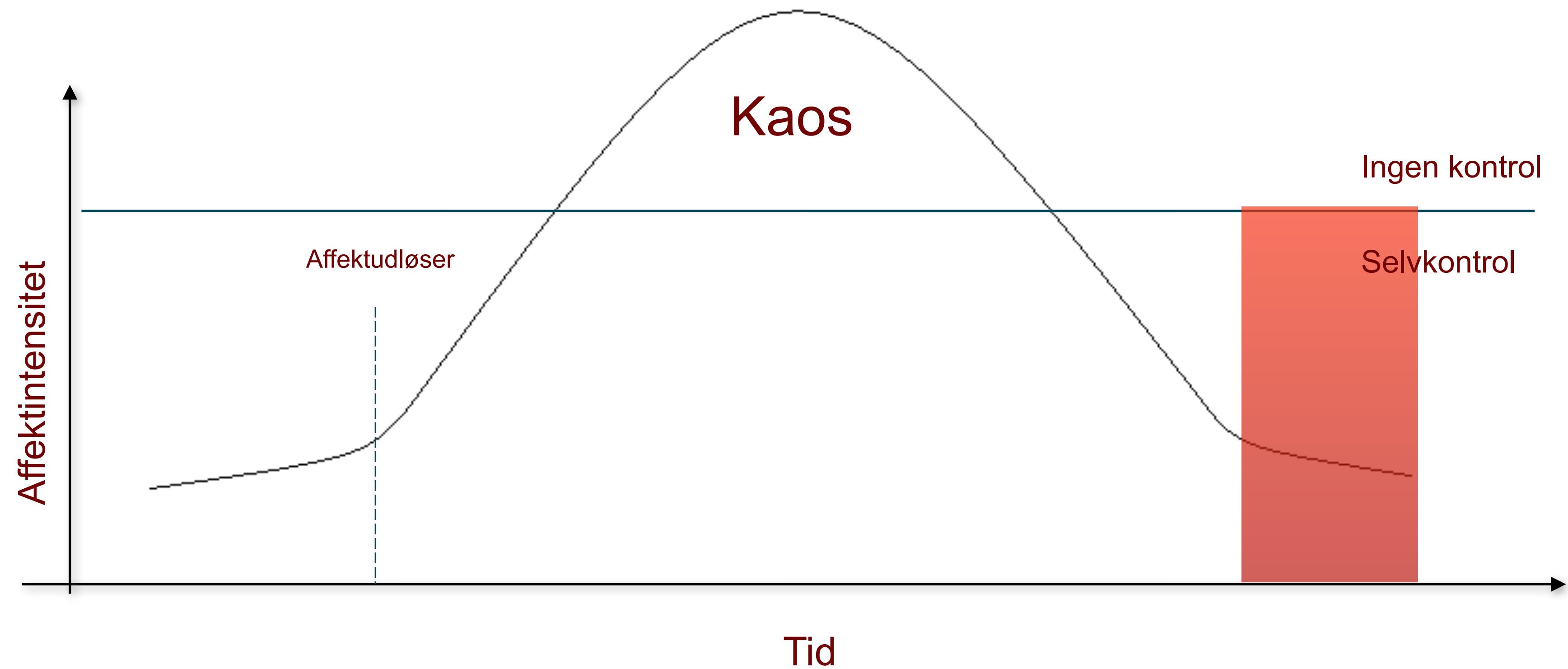
Afstand

Ryd op

Kom når du er klar

Afled videre

# Metode: Hverdag igen





# Værktøjskasserne

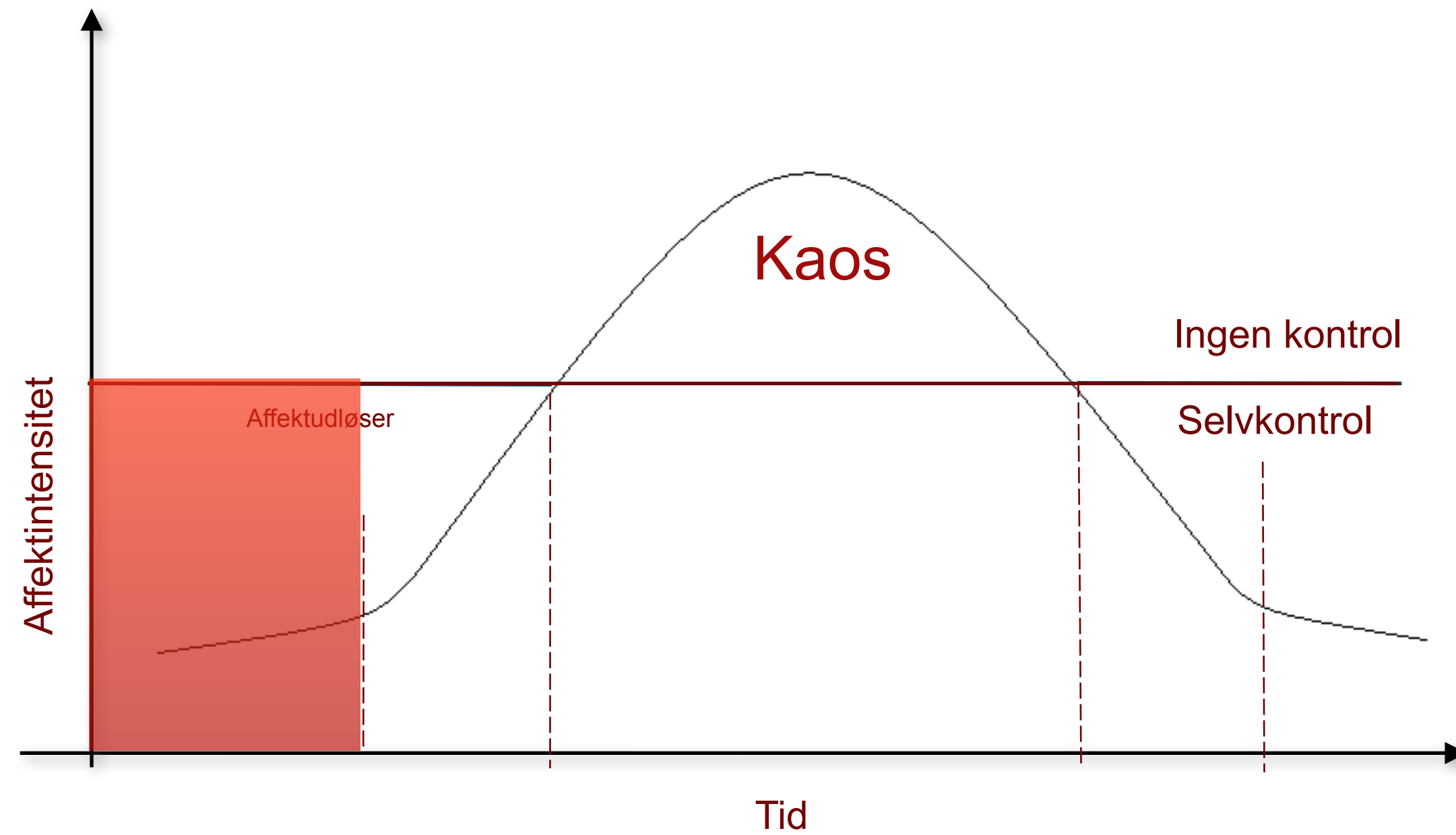
Kvalitetssikring i pædagogisk arbejde

At håndtere svære situationer  
uden at eskalere dem

At evaluere hvorfor det blev  
svært

At forandre så det ikke sker igen

# Konfliktevaluering






## IMPROVED QUALITY OF LIFE BY ACTIVE INTERVENTION WITH THE SWEDISH BPSD REGISTRY

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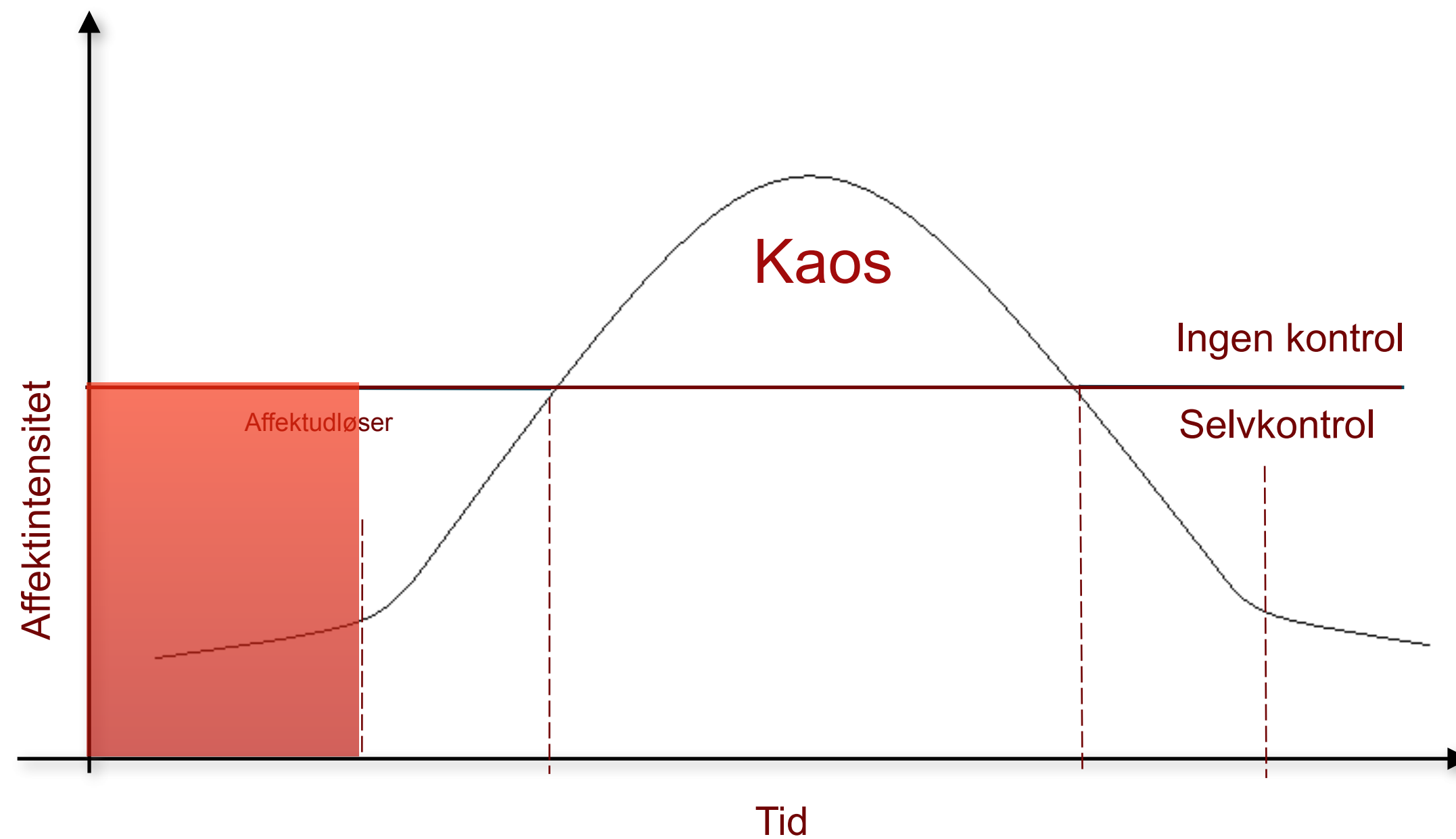
<https://doi.org/10.1016/j.jalz.2014.04.088>



Feedback 

# Hverdagen

- Hvad skete helt konkret en halv time inden det gik galt?
- Hvad forventede vi at personen kunne?

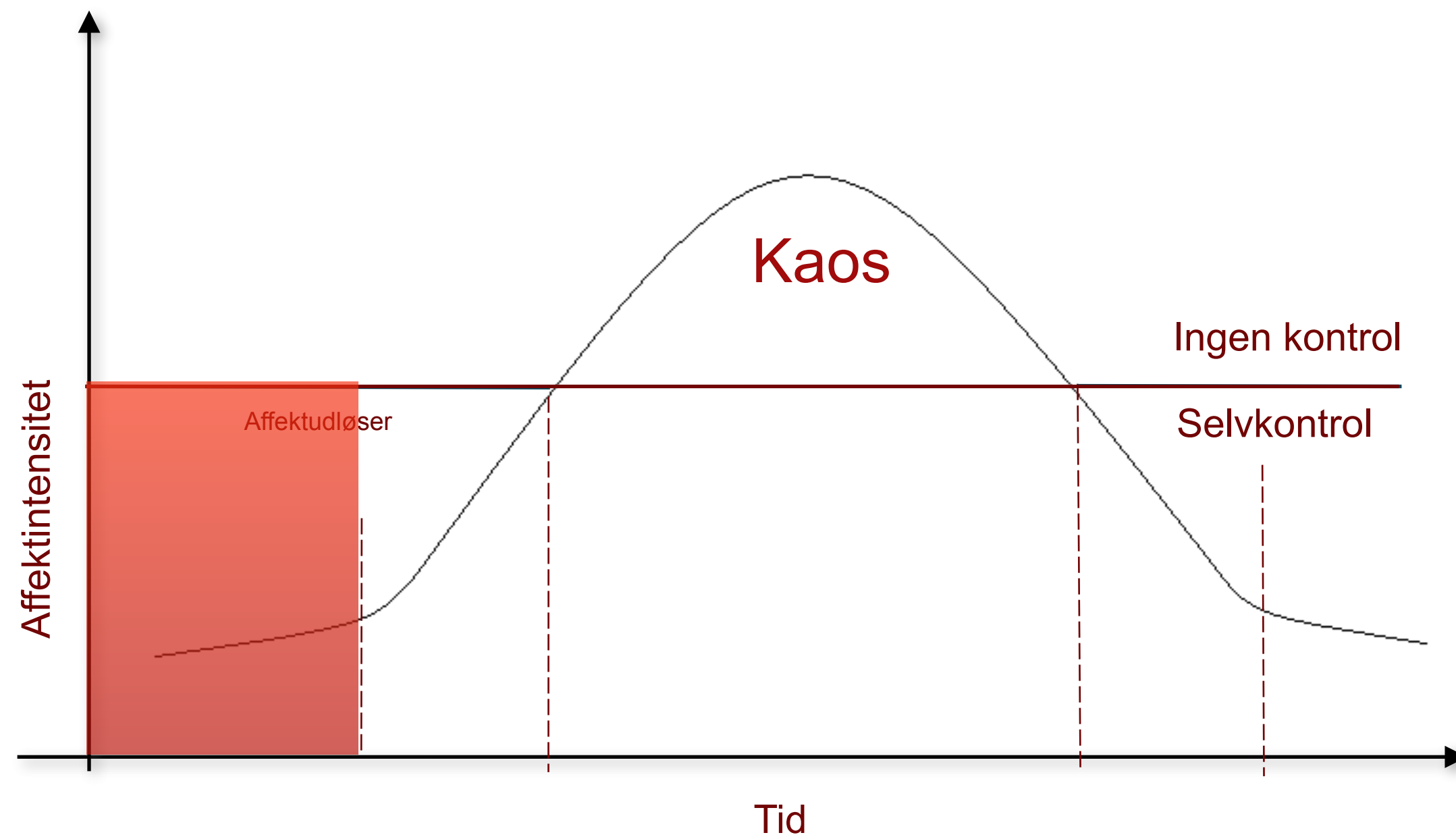


# Kortlægning af evner

- At forstå konsekvenser af egne handlinger
- Flexibilitet
- Udholdenhed
- Impulskontrol
- Motorisk ro
- Opmærksomhed
- Sociale evner
- Affektregulering
- Stressfølsomhed
- Perceptuel følsomhed
- Efterrettelighed



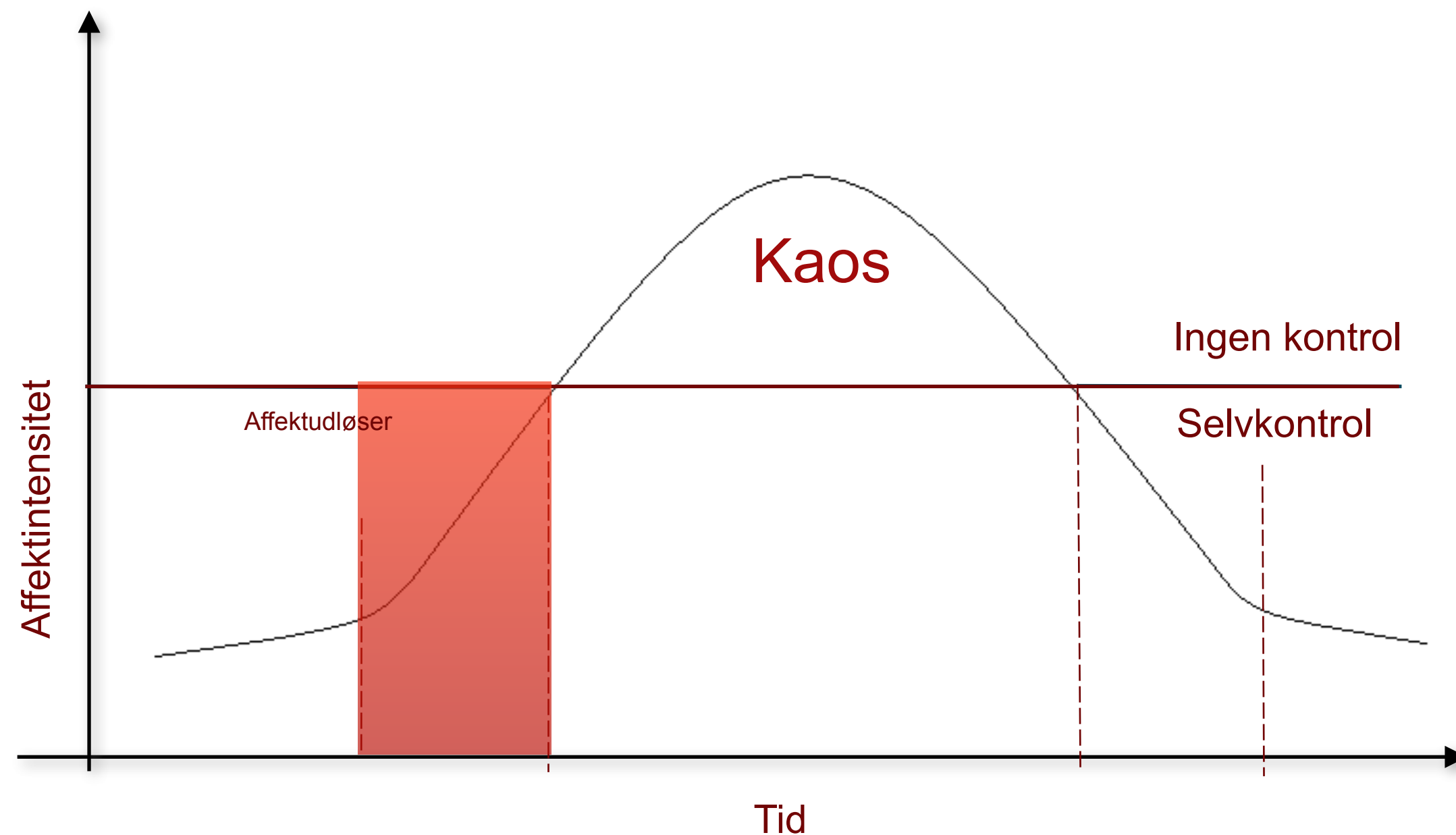
# Hverdagen



- Hvad skete helt konkret en halv time 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?

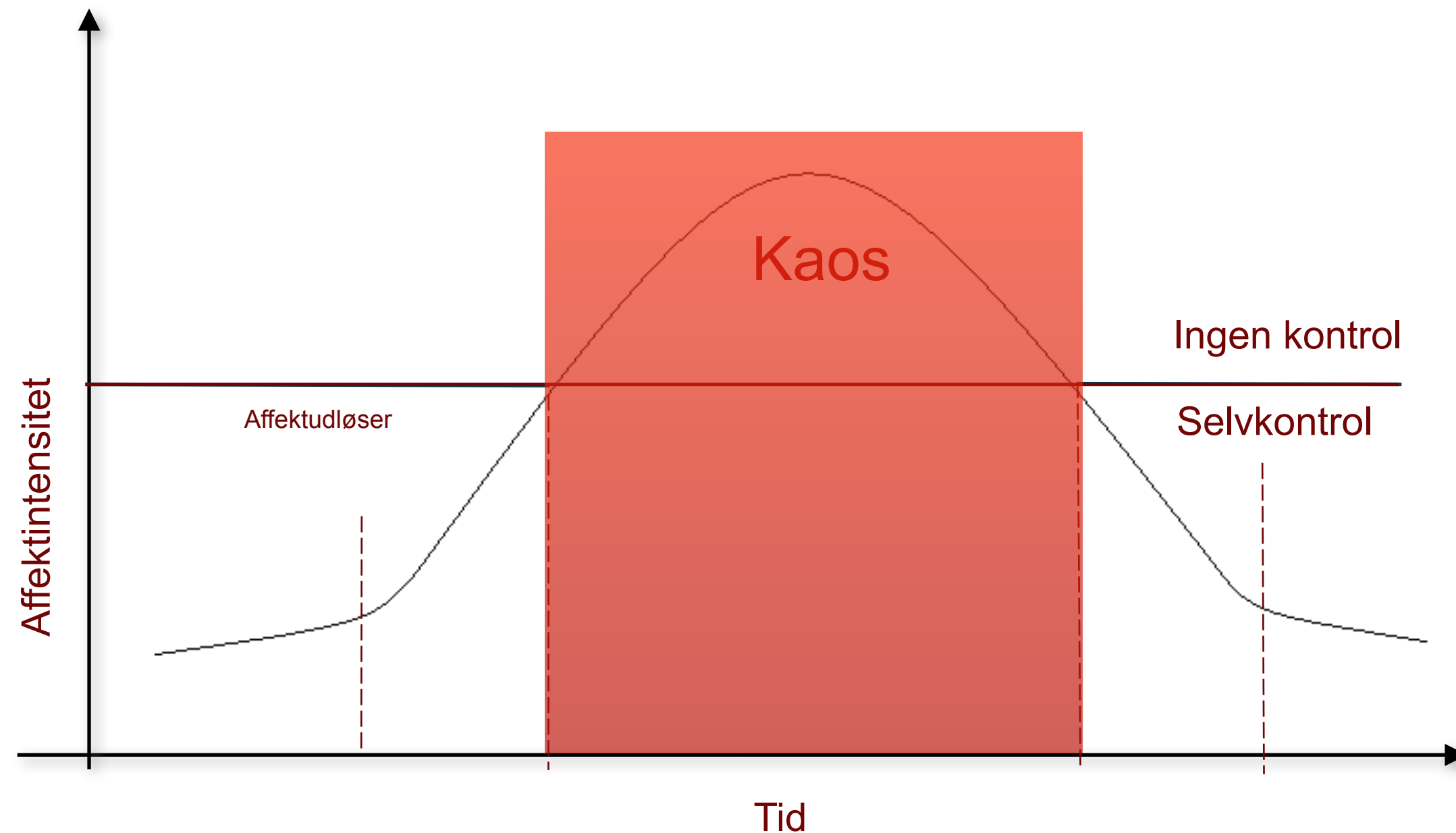


# Optrapningsfasen



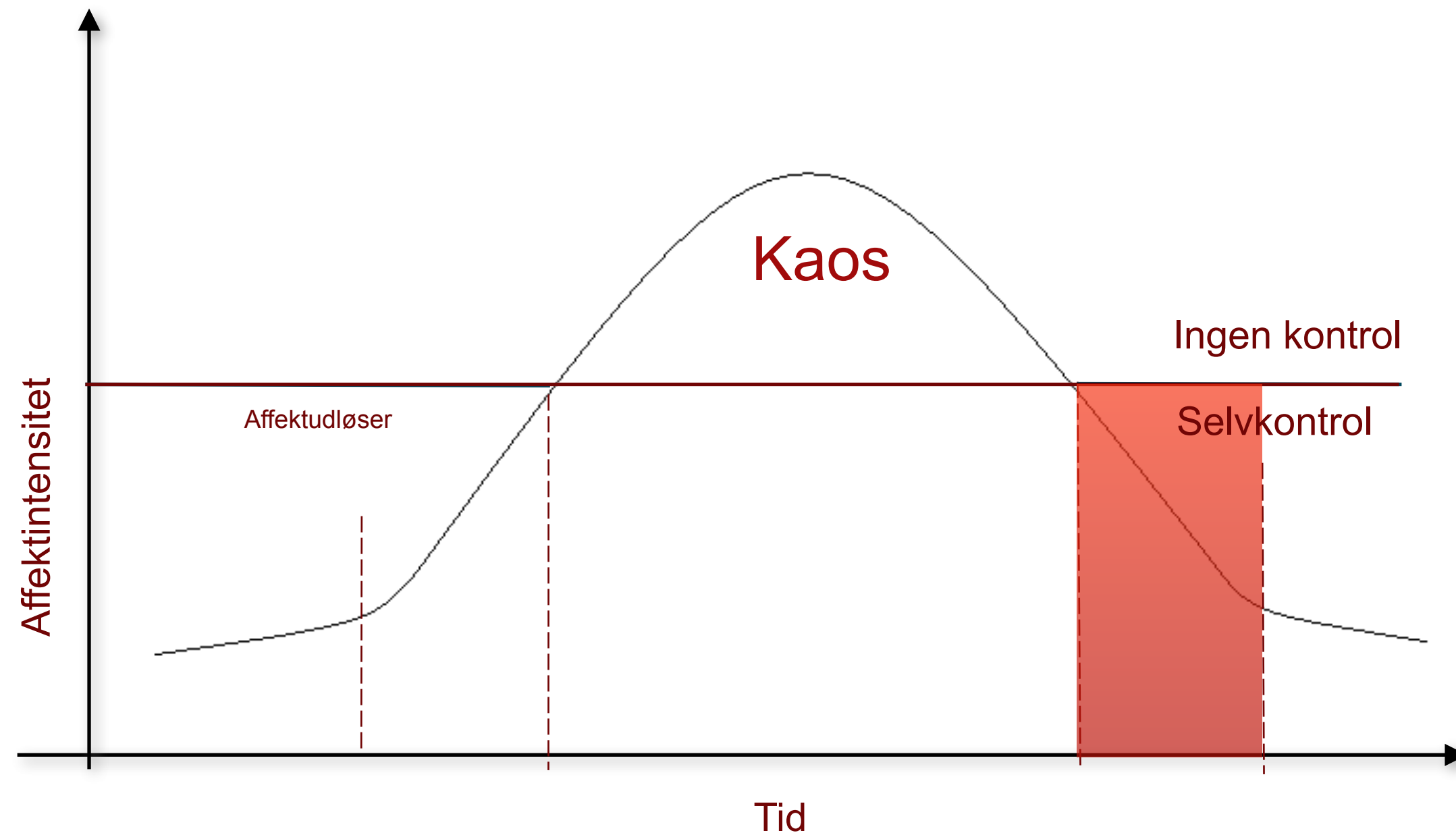
- Hvilke strategier prøvede personen?
- Var personens strategier ok?
- Fik personen mulighed for at samle sig og beholde kontrollen?
- Brugte vi løsninger som skabte problemer for personen, som han så var nødt til at finde løsninger på?
- Øgede vi kravene på personen i eskaleringsfasen?
- Brugte vi nogle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



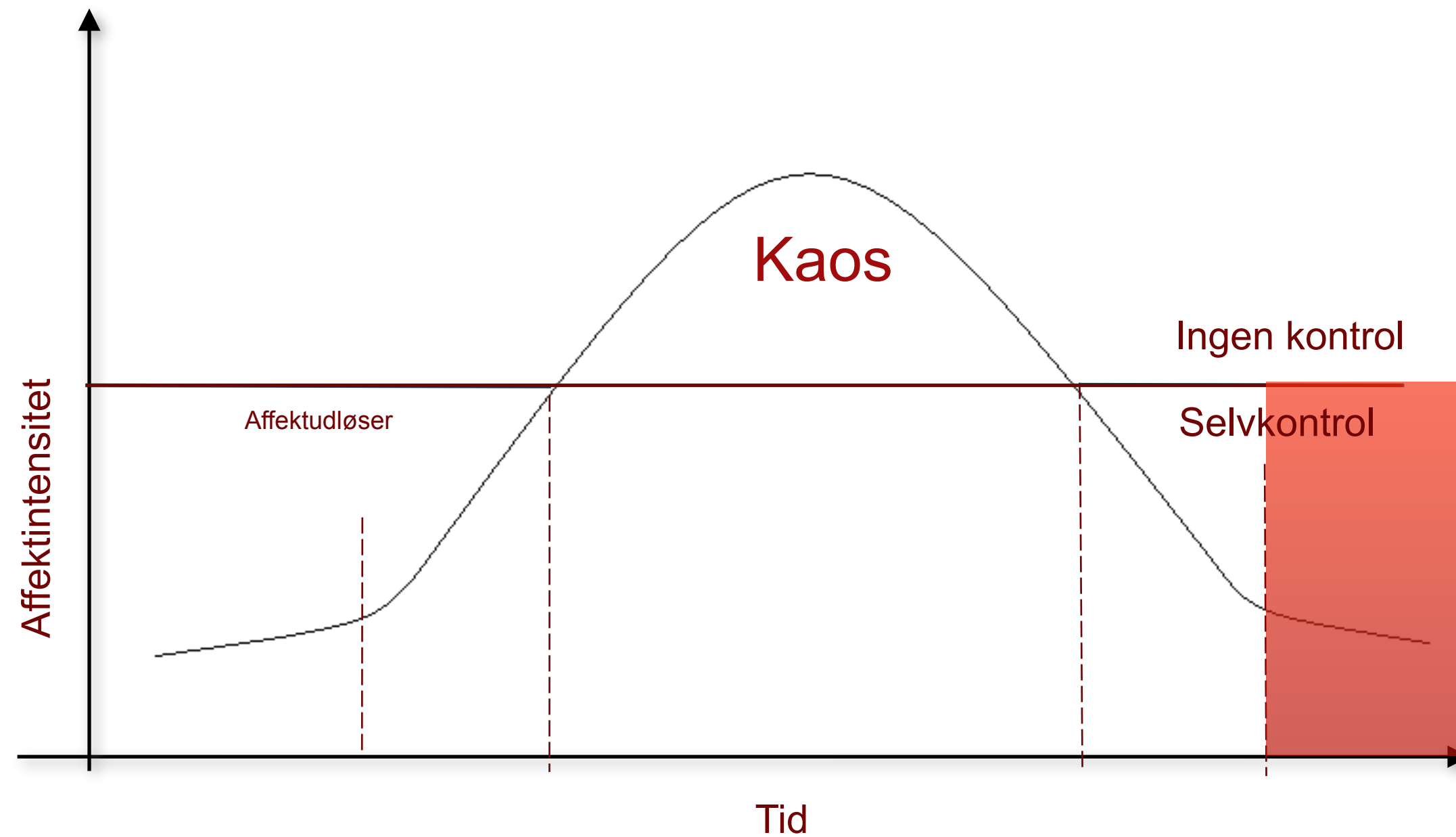
- Var det en farlig situation?
- Hvis det var en farlig situation:
  - Afbrød vi den på en kort og effektiv måde uden at øge konfliktniveauet?
- Hvis det ikke var en farlig situation:
  - Kunne vi lade være med at indgribe?
- Forkortede vi kaostiden eller forlængede vi den?

# Nedtrapningsfasen



- Fik personen den nødvendige plads og ro så at han kunne lande på en god måde?
- Gjorde vi noget som fik situationen til at eskalere igen?

# Hverdag igen



- Hvad skal forandres for at det ikke skal ske igen?
- Hvad gør vi når samme situation opstår igen?



# Værktøjskasserne

Kvalitetssikring i pædagogisk arbejde

At håndtere svære situationer  
uden at eskalere dem

At evaluere hvorfor det blev  
svært

At forandre så det ikke sker igen

# Værktøj

## Støtte

- Fysiske rammer
- Sanseshjælpemidler 
- Kommunikationstilpasning
- Low Arousal i hverdagen
- Øget oplevelse af delagtighed
- Struktur og tydelighed

# Værktøj

## Struktur og tydelighed

- Forudsigelighed
  - Hvad?
  - Hvornår?
  - Hvor?
  - Hvordan?
  - Med hvem?
  - Hvor længe?
  - Hvad skal vi bagefter?
- Begribelige aktiviteter
  - Promter
  - Delagtighed og medbestemmelse
  - Tillid
  - Sjovt
  - Hvorfor?



# Værktøj

## Støtte

- Fysiske rammer
- Sanseshjælpemidler   
KEPSAMBASSADØR
- Kommunikationstilpasning
- Low Arousal i hverdagen
- Øget oplevelse af delagtighed
- Tydelighed

Træning af færdigheder og strategier  
Behandling af det som kan behandles





# Pædagogik

En plante har brug for vand og næring, så går det oftest fint  
Men visse planter har brug for en pind at støtte sig til. Særligt når det blæser



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