

Self control and challenging behaviour

- the why's and what's of
behaviour management

Bo Hejlskov Elvén
Clinical psychologist



Challenging behaviour?

Challenging behaviour is behaviour somebody thinks is challenging

- Who?
 - Normally not the one having the behaviour
- Why is it challenging?
 - Because we lack skills and methods

This definition helps us avoid powerlessness



LEE ROSS RICHARD E NISBETT

THE PERSON AND THE SITUATION

Perspectives of Social Psychology

"A brilliant, penetrating analysis."
Philip Zimbardo



Attributional theory

We can attribute our failures to different factors

If we attribute it

- Our own traits
- Other people

We become powerless

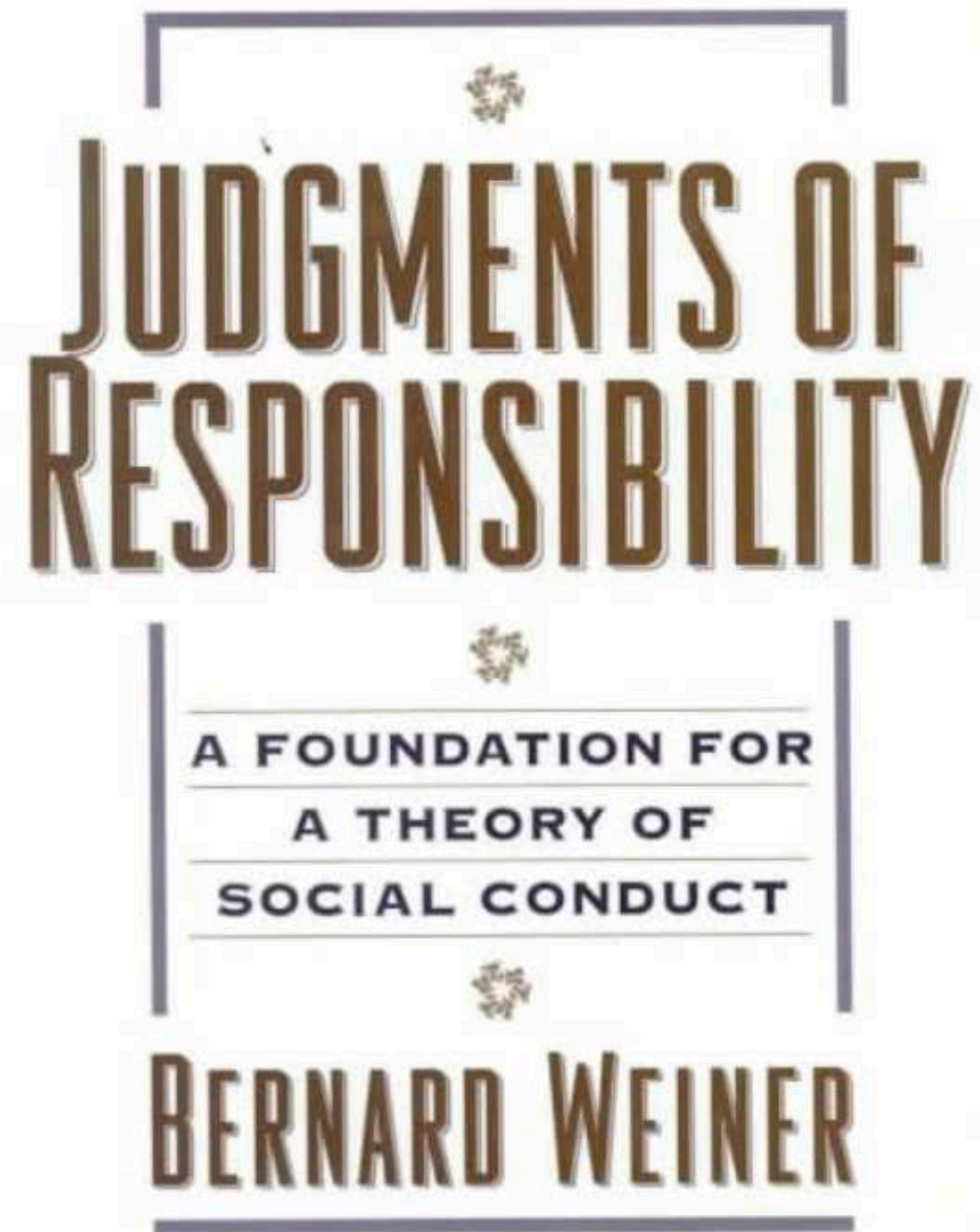
The parking attendant

Attributional theory example

If you get a parking ticket you have two possible thoughts

- I put the car in the wrong spot. That was stupid
- The parking attendant is an idiot
 - The last thought doesn't make you choose another spot tomorrow
 - And you will get a new parking ticket
 - Which confirms your opinion: They are idiots
 - And you do not learn anything





The principle of responsibility

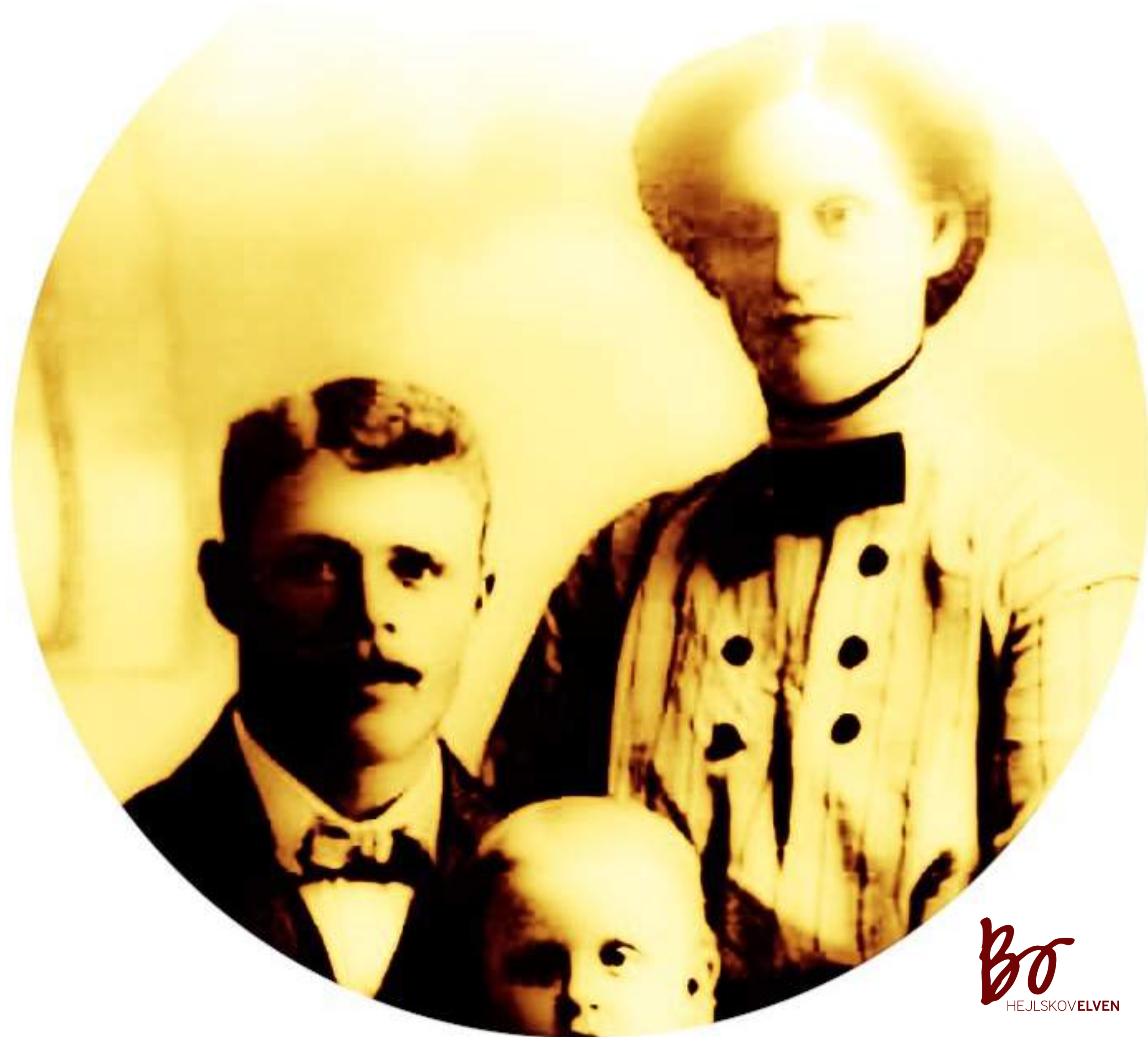
The one who takes on responsibility can make a difference

If I want to succeed I need to figure out what I should do
Thereby avoiding powerlessness

But...

If our methods are bad we often try to get rid of our responsibility by placing it on

- Next of kin
- The boss
- The person with the behaviour



The principle of responsibility

If our methods are bad we often try to get rid of our responsibility

We sometimes place it on the person with disabilities by using specific words



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

The principle of responsibility

We place responsibility on the person by using words as

- Stubborn
- Unmotivated
- Demand avoidant
- Oppositional
- Disobedient



The principle of responsibility

Or by

- Appealing
- Telling off



Behavioral/Systems/Cognitive

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

Anna C. K. van Duijvenvoorde,^{1,2,3} Kiki Zanolie,^{1,3,4} Serge A. R. B. Rombouts,^{1,3,5} Maartje E. J. Raijmakers,² and Eveline A. Crone^{1,3}

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

The principle of responsibility

Or by

- Appealing
- Telling off
- Setting limits



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

STÅL BJØRKLY

Molde College, Molde, Norway

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.

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

The principle of responsibility

Or by

- Appealing
- Telling off
- Setting limits
- Punishment and consequences



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



The Neural Basis of Altruistic Punishment

Dominique J.-F. de Quervain,^{1*†} Urs Fischbacher,^{2*}
Valerie Treyer,³ Melanie Schellhammer,² Ulrich Schnyder,⁴
Alfred Buck,³ Ernst Fehr^{2,5†}

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 H₂¹⁵O 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^{*†}, Herbert Gintis[‡], Samuel Bowles[§], and Peter J. Richerson[¶]

^{*}Department of Anthropology, University of California, Los Angeles, CA 90095; [‡]Department of Economics, University of Massachusetts, Amherst, MA 01002, [§]Santa Fe Institute, 1399 Hyde Park Road, Santa Fe, NM 87501; and [¶]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.

Unlike 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

The principle of responsibility

Or by

- Appealing
- Telling off
- Setting limits
- Punishment and consequences
- Rewards



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

Edward L. Deci
University of Rochester

Richard Koestner
McGill University

Richard M. Ryan
University of Rochester

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

The principle of responsibility

Or by

- Appealing
- Telling off
- Setting limits
- Punishment and consequences
- Rewards

All of these methods aim at obedience

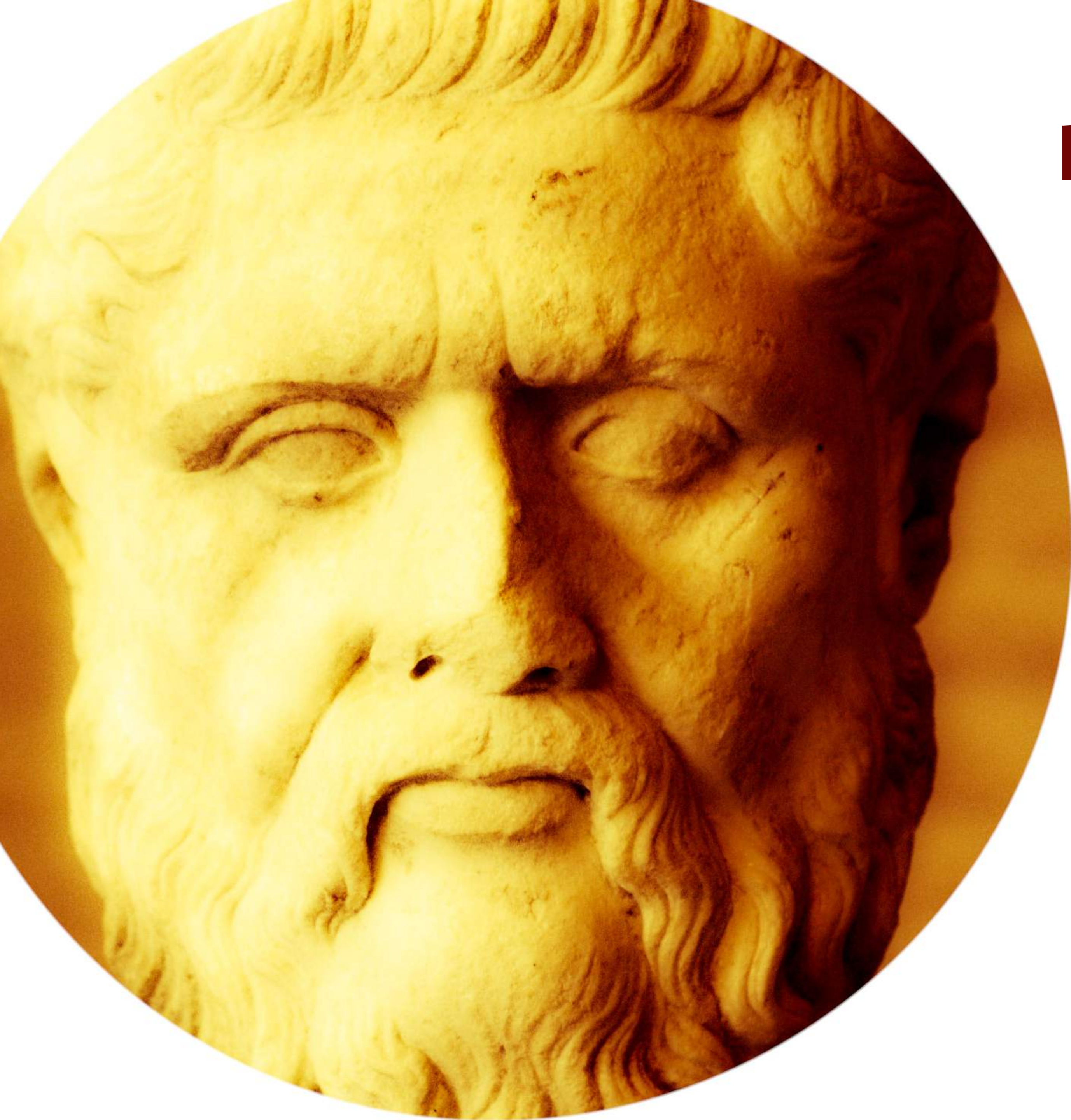
Is this really the way we support people towards becoming independent and autonomous?





Behaviour

Socrates believed that everyone does his or her best
Therefore we should not punish the perpetrator, but educate him



Behaviour

Plato thought that children are savages that must be tamed and disciplined



Behaviour

Aristotle thought that children are immature adults who need nurturing and support in order to grow into good adults

He compares children to plants: Mostly water and nutrition is enough

But some plants need a stick for support. Especially when it's windy

Behaviour

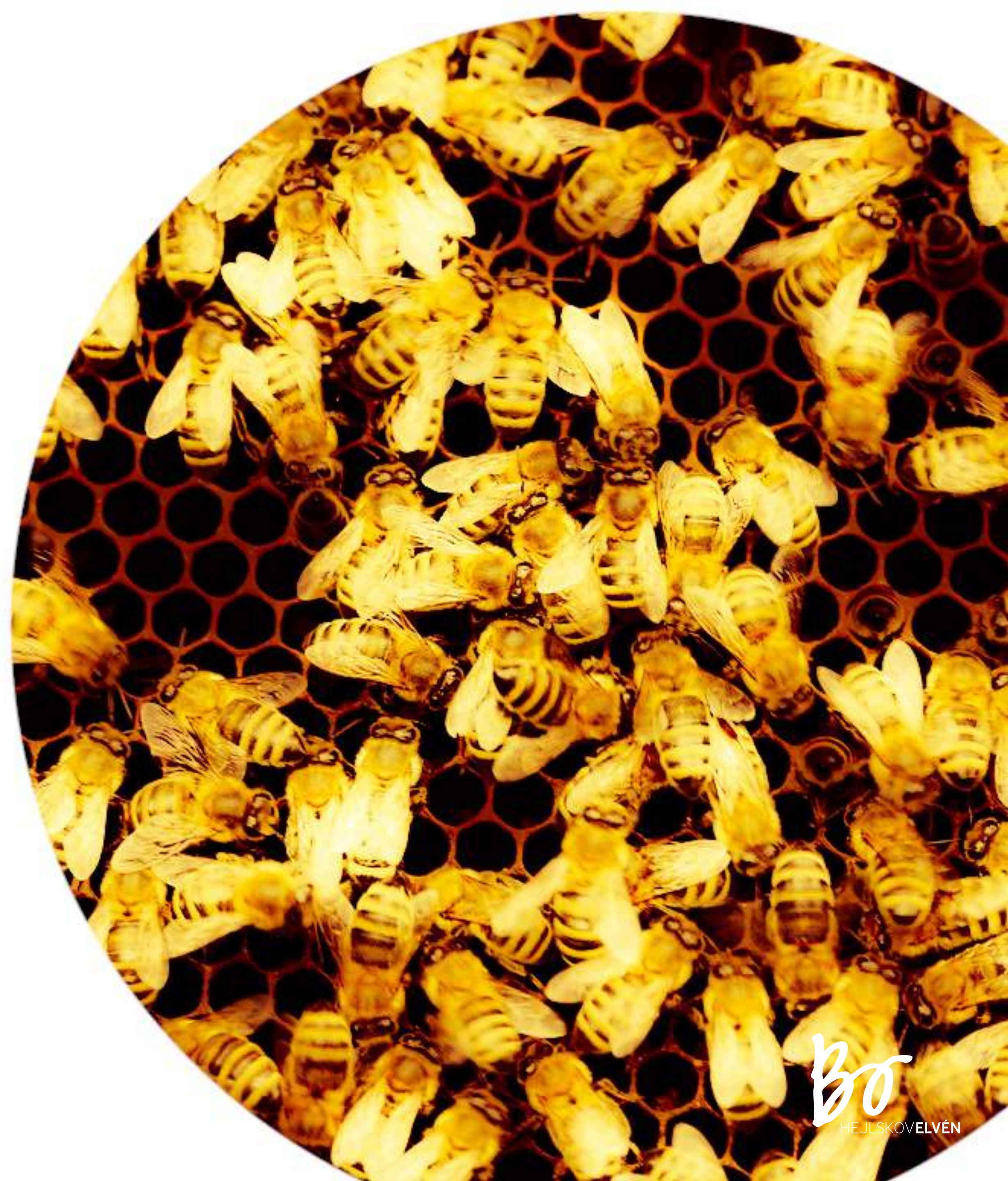
They placed the debaters in two camps

- Those who aim at obedience through manipulation or oppression
- Those who aim at autonomy through support



Beehive question

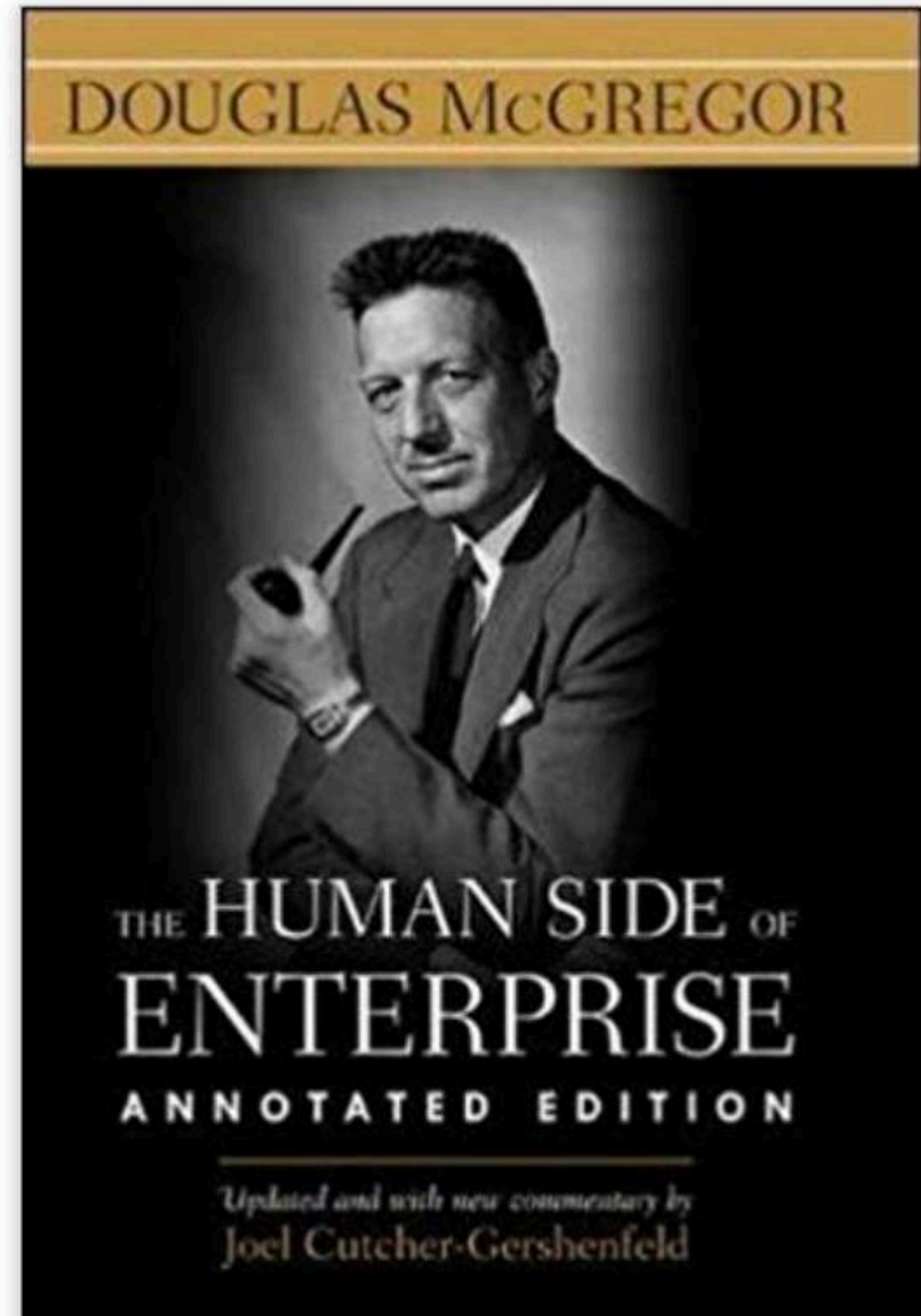
Is your aim obedience or autonomy?
Is it different in different situations?



McGregor 1960

McGregor described in 1960 two core beliefs about staff that colours our management

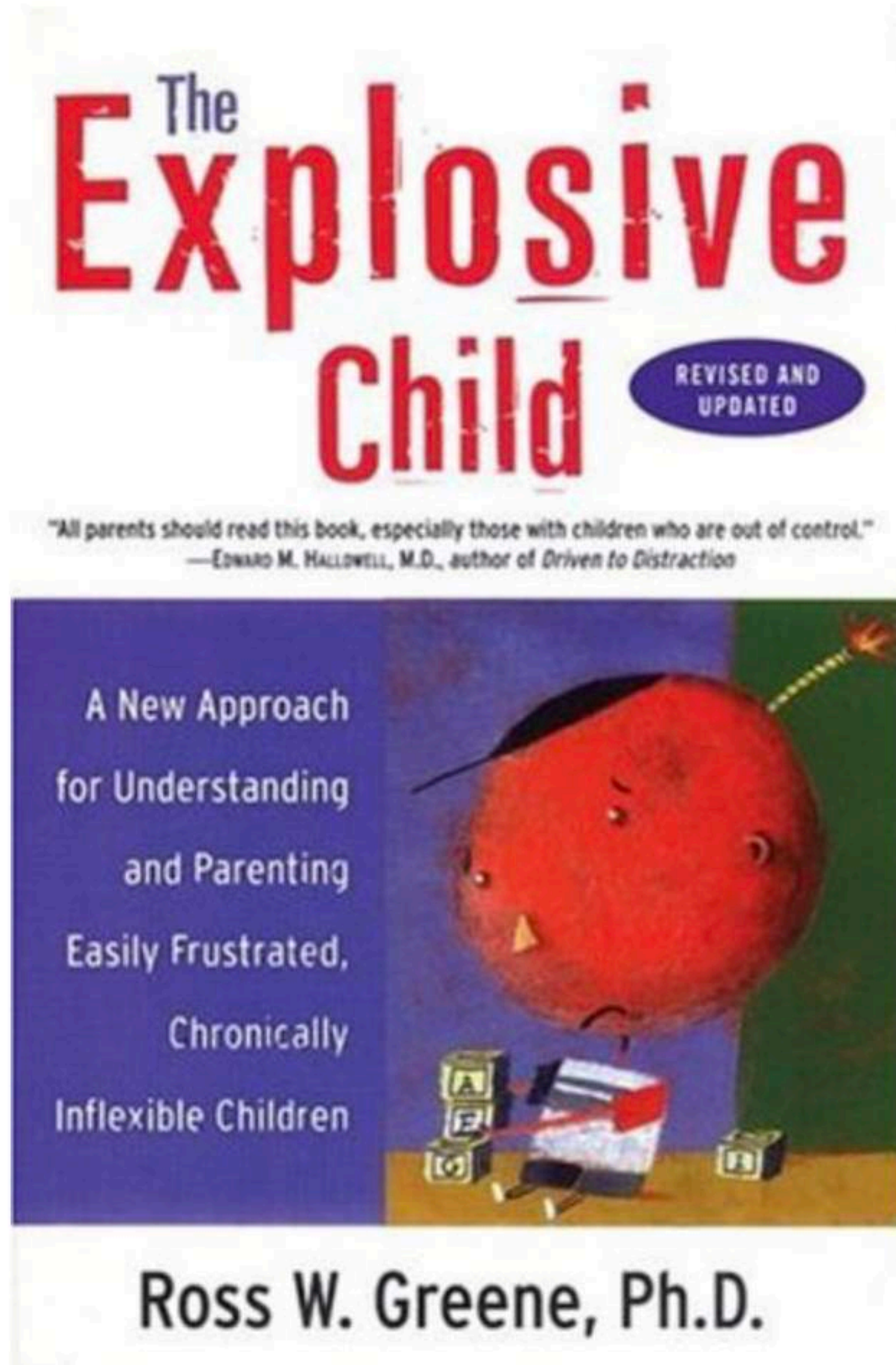
- X - that staff are lazy and needs to be motivated, controlled and monitored
- Y - that staff seek autonomy, doing their best according to their prerequisites

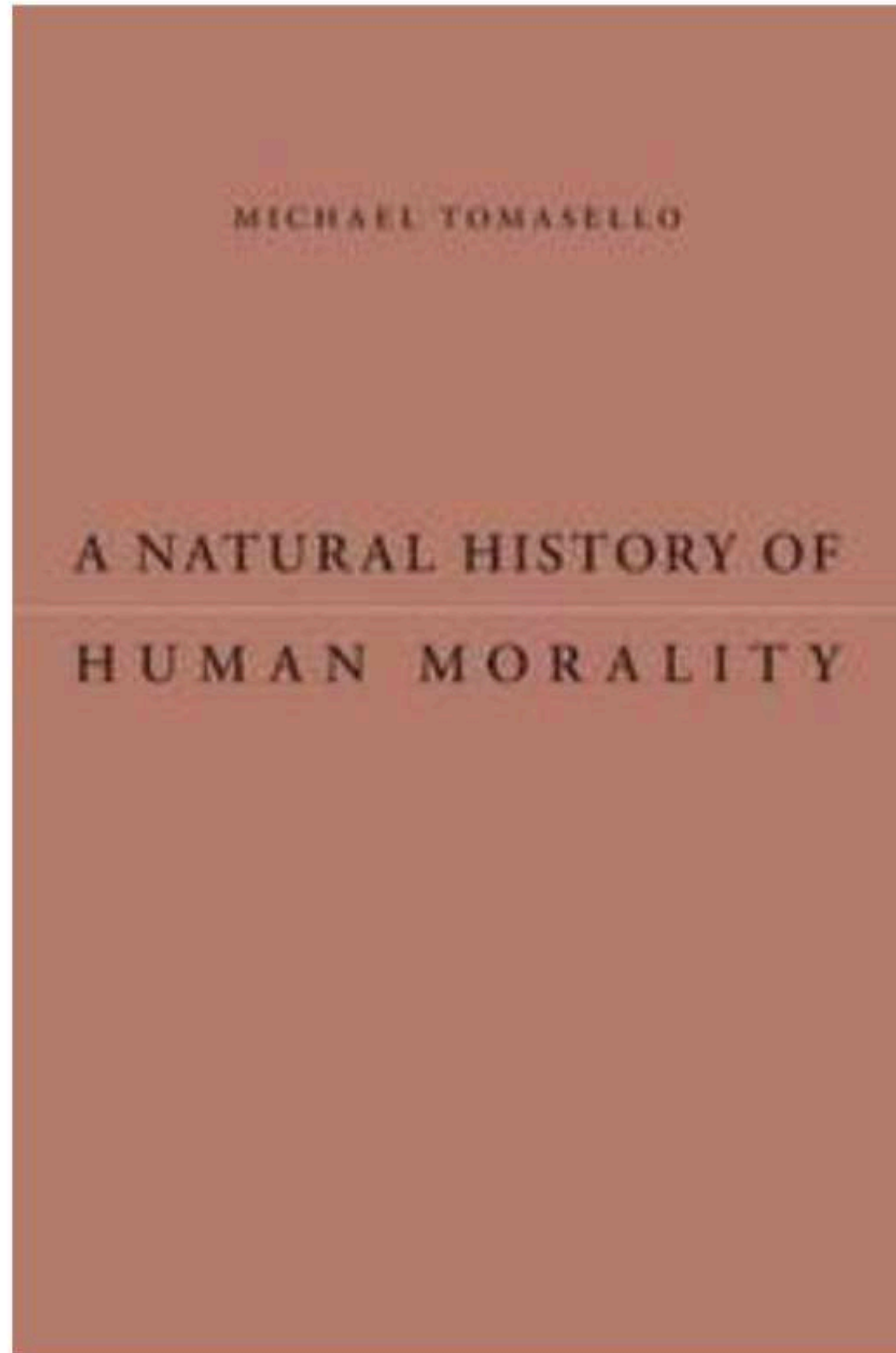


Change of perspective

Ross Greene talks about a change of perspective
Greene thinks it's a matter of core beliefs

- Do we believe that the person is doing it on purpose?
- Or is doing his or her best?





Change of perspective

Tomasello describes the development of morality as two factors

Both are important in keeping the group together

And by that supporting survival

- We take care of the weak (ethics)
- We make sure all members of the group behave (moralising)

Change of perspective

If we believe that the person is weak or vulnerable

- We believe that the person is doing his or her best
- We do not expect controllability
- We accept responsibility
- Our curiosity about why the behaviour occurred increases
- Our use of empathy increases
- We like the person more
- We become accepting and flexible
- We adapt the environment and our demands

It becomes a good circle

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

Change of perspective

If we believe that the person is our equal

- We believe that he or she is doing it on purpose
- We expect controllability of the person
- We expect the person to be responsible
- Our curiosity about why the behaviour occurred decreases
- Our use of empathy decreases
- We like the person less
- We become less accepting and flexible
- We adapt the environment and our demands less

It becomes a vicious circle

Science 27;305(5688):1254-1258

The Neural Basis of Altruistic Punishment

Dominique J.-F. de Quervain,^{1*†} Urs Fischbacher,^{2*}
Valerie Treyer,³ Melanie Schellhammer,² Ulrich Schnyder,⁴
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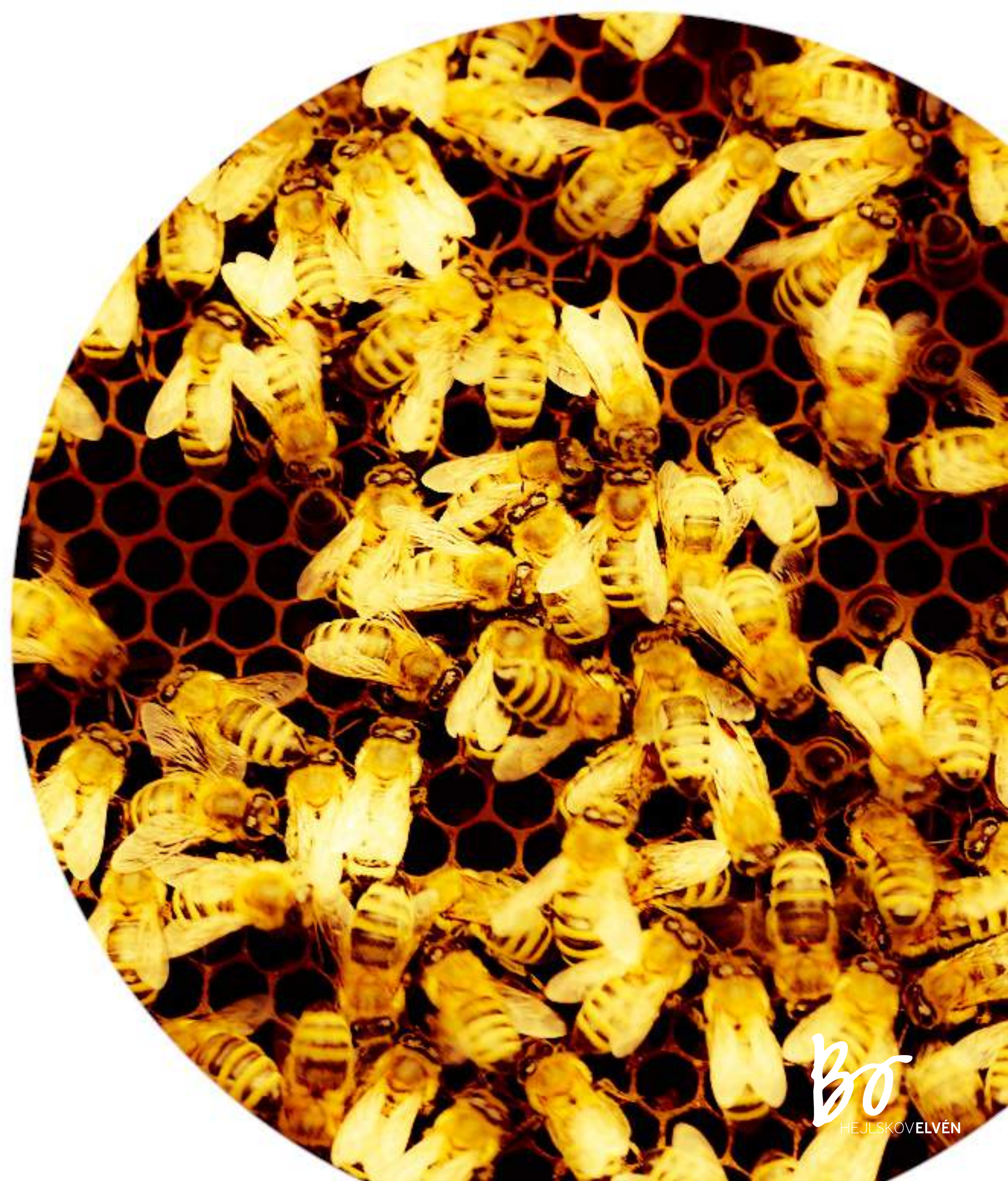
Beehive question

Find situations where you ended up in the vicious circle

- Which factors put you there?

Find situations where you ended up in the good circle

- Which factors put you there?





Contents lists available at [ScienceDirect](#)

Cognition

journal homepage: 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

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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

Moral pop-out effect

Ana Gantmans research tells us that we process moral information faster than other information

This means that we have a tendency to view behaviour through a moral filter



Moral pop-out effect

Maybe the change of perspective is starting to suppress the moral pop out effect

Making it a cognitive process

And thereby affected by stress

So stress is a negative factor pushing us towards the vicious circle



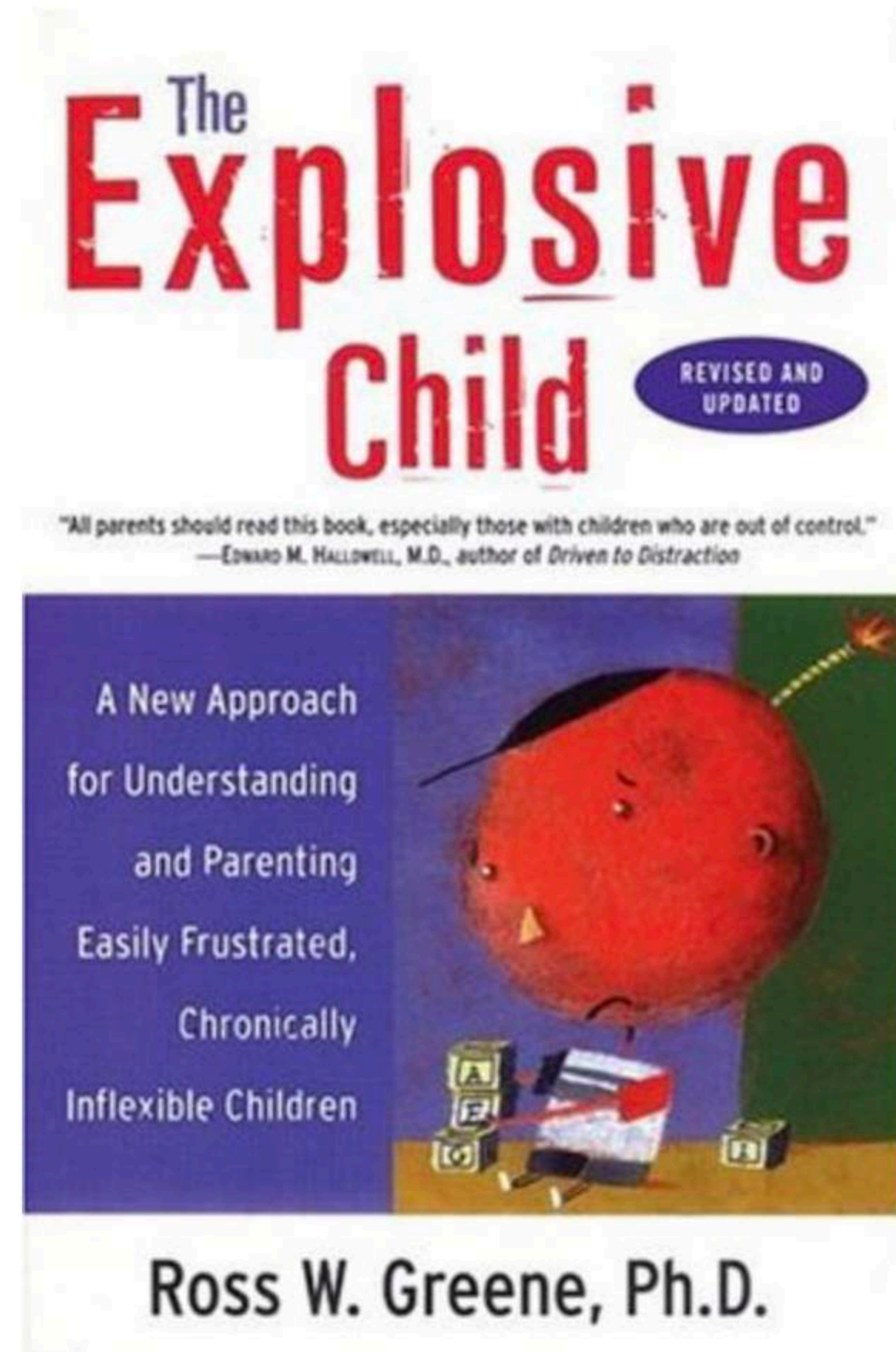
Change of perspective

The change of perspective is a
complex and constant process
With roots in our development
as flock beings
And shows itself in our
attribution of behaviour



Kids do well if they can

Ross W. Greene



Or he or she cannot live up to our demands or expectations regarding

- Understanding the consequences of one's own behaviour
- Flexibility
- Endurance
- Impulse control
- Social abilities
- Communication abilities
- Aquiescence



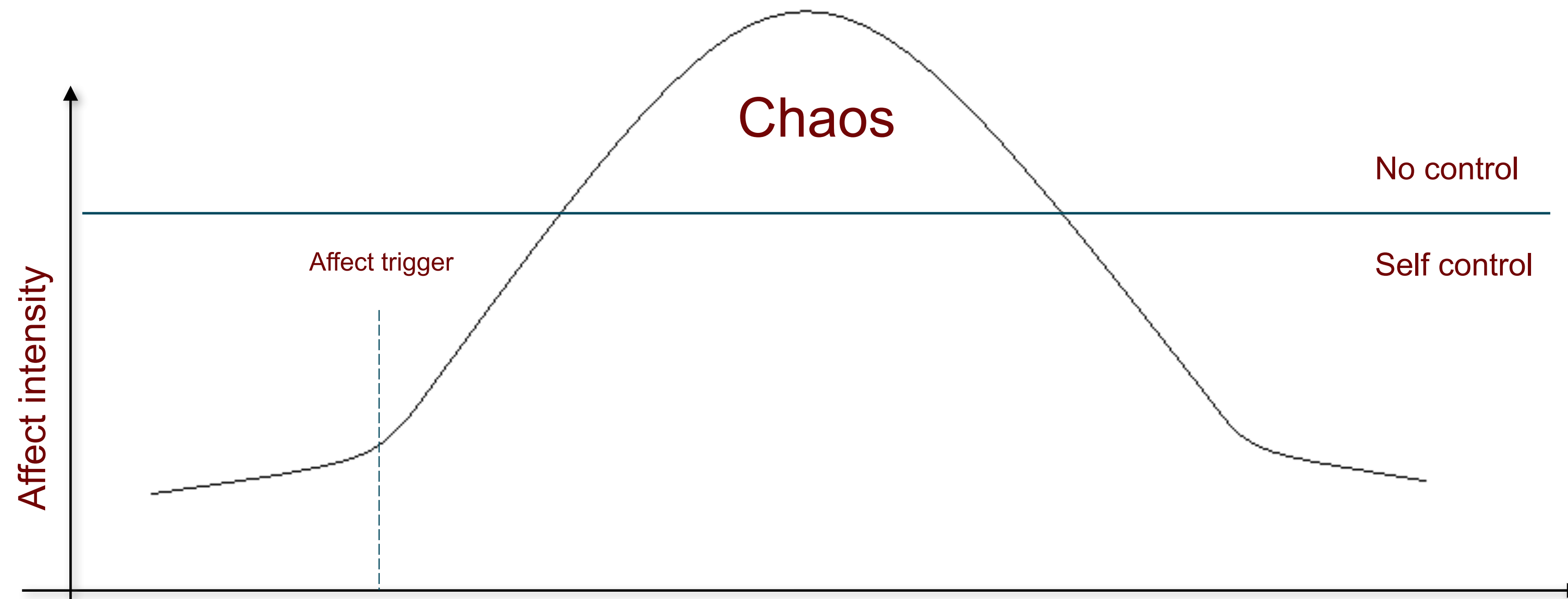
Affect regulation

When the demands are too high we use solutions and strategies

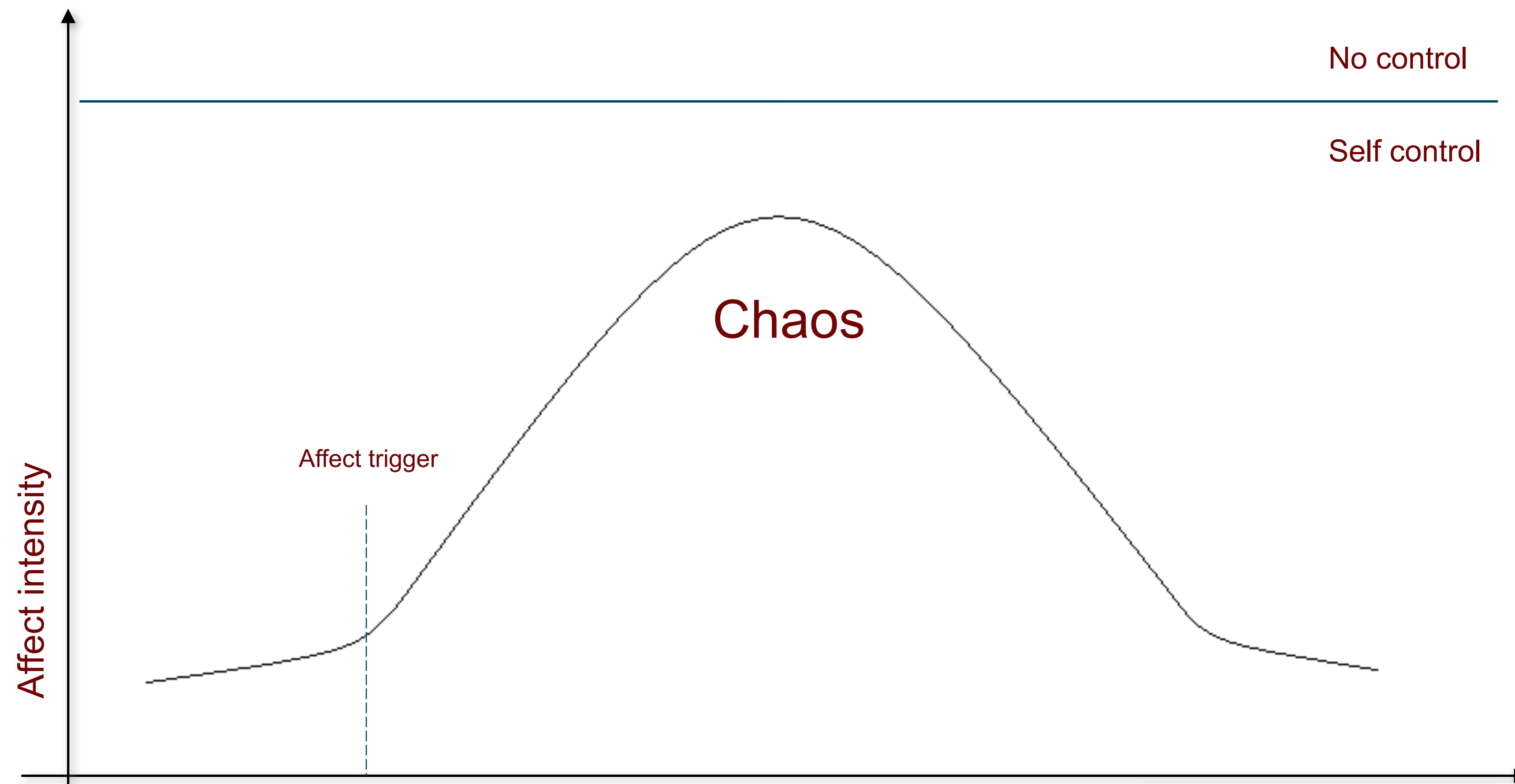
- Refusing



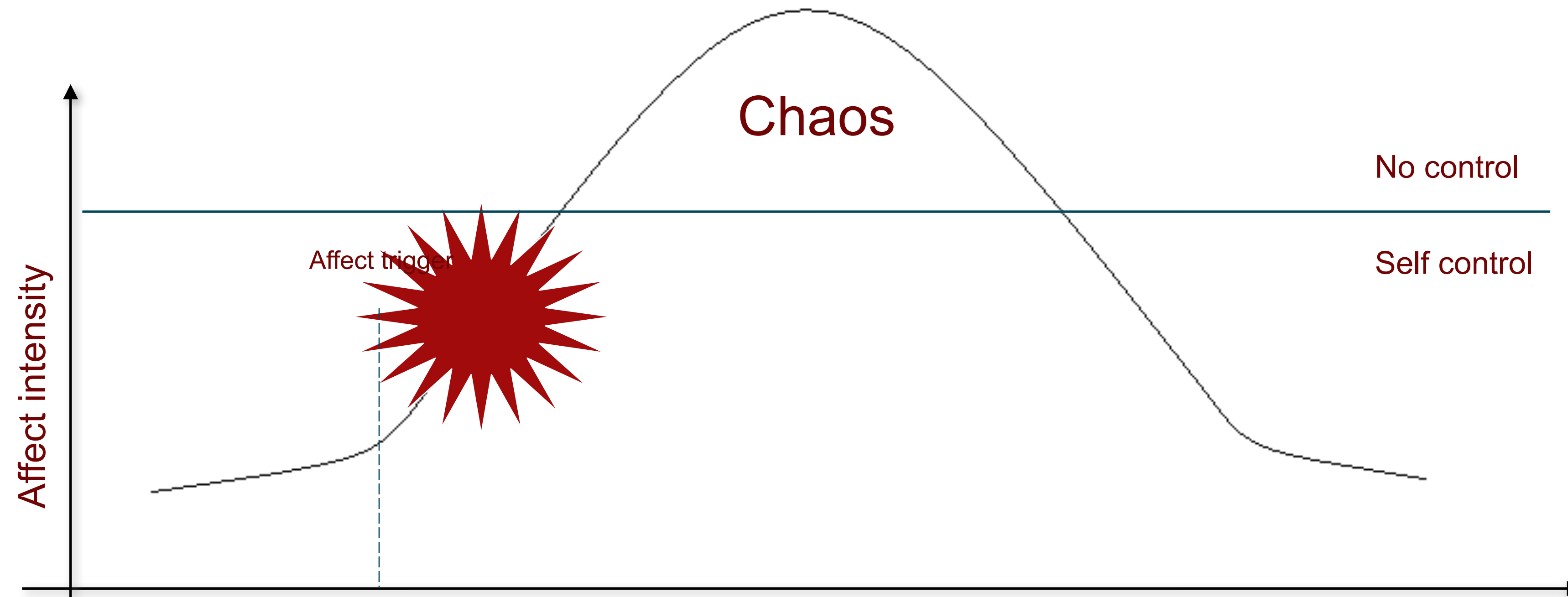
Affect regulation



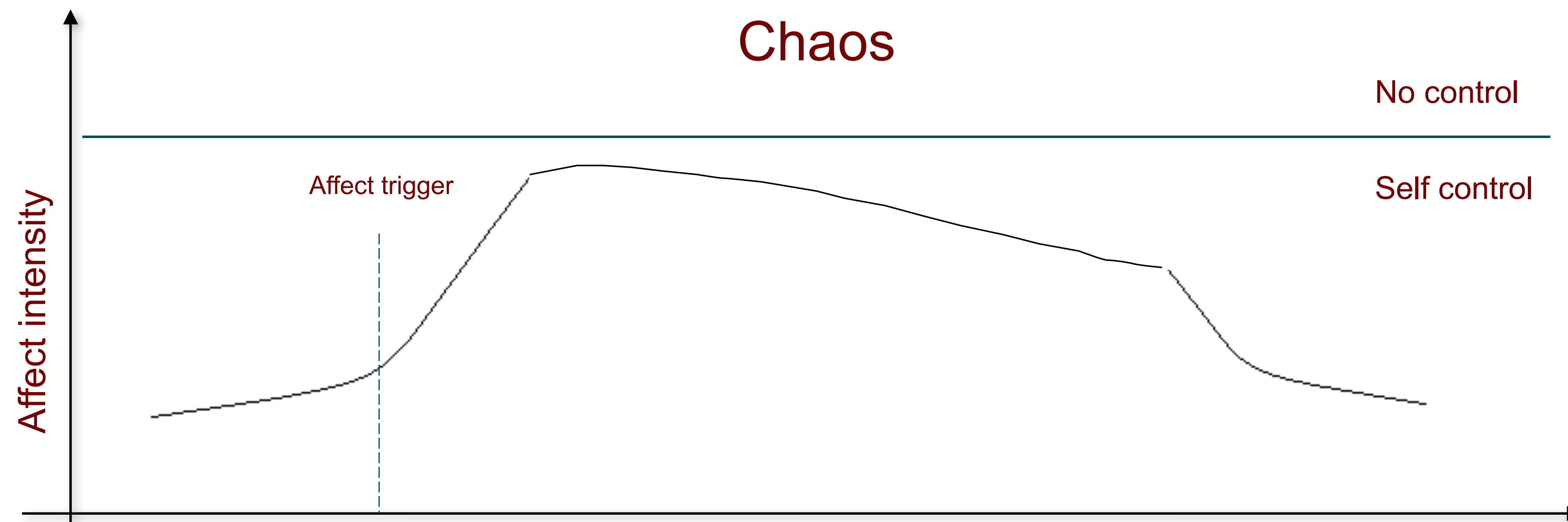
Affect regulation



Affect regulation



Affect regulation



The principle of control

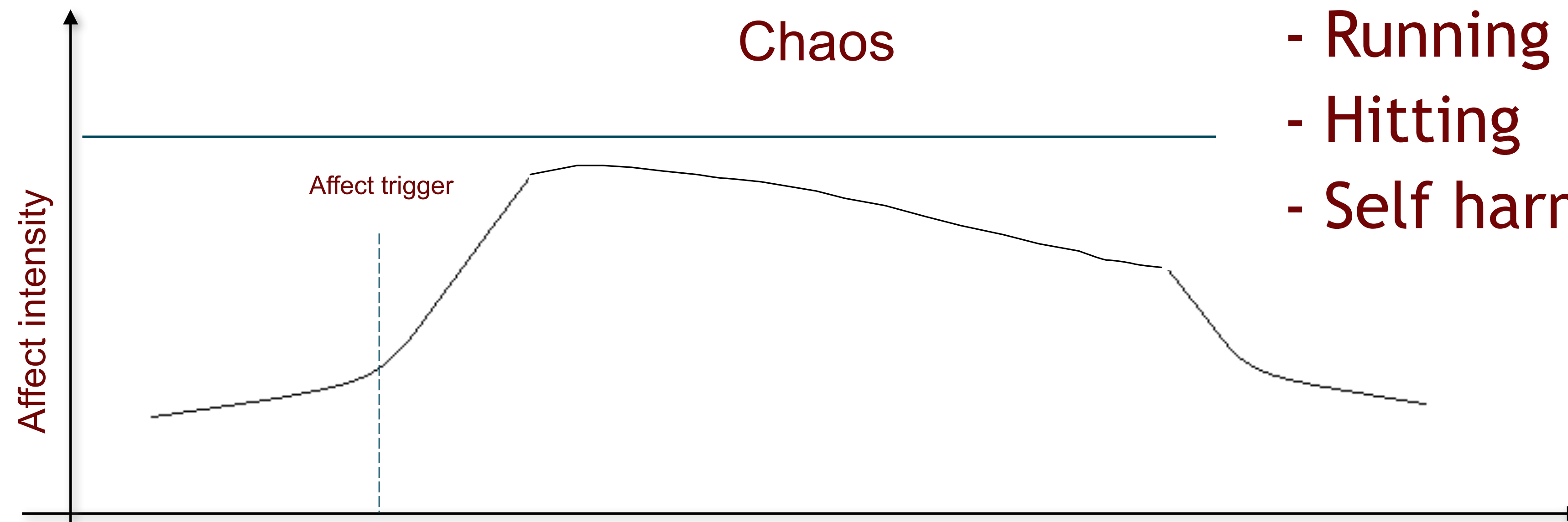
You need self control in order to cooperate



Affect regulation

Strategies

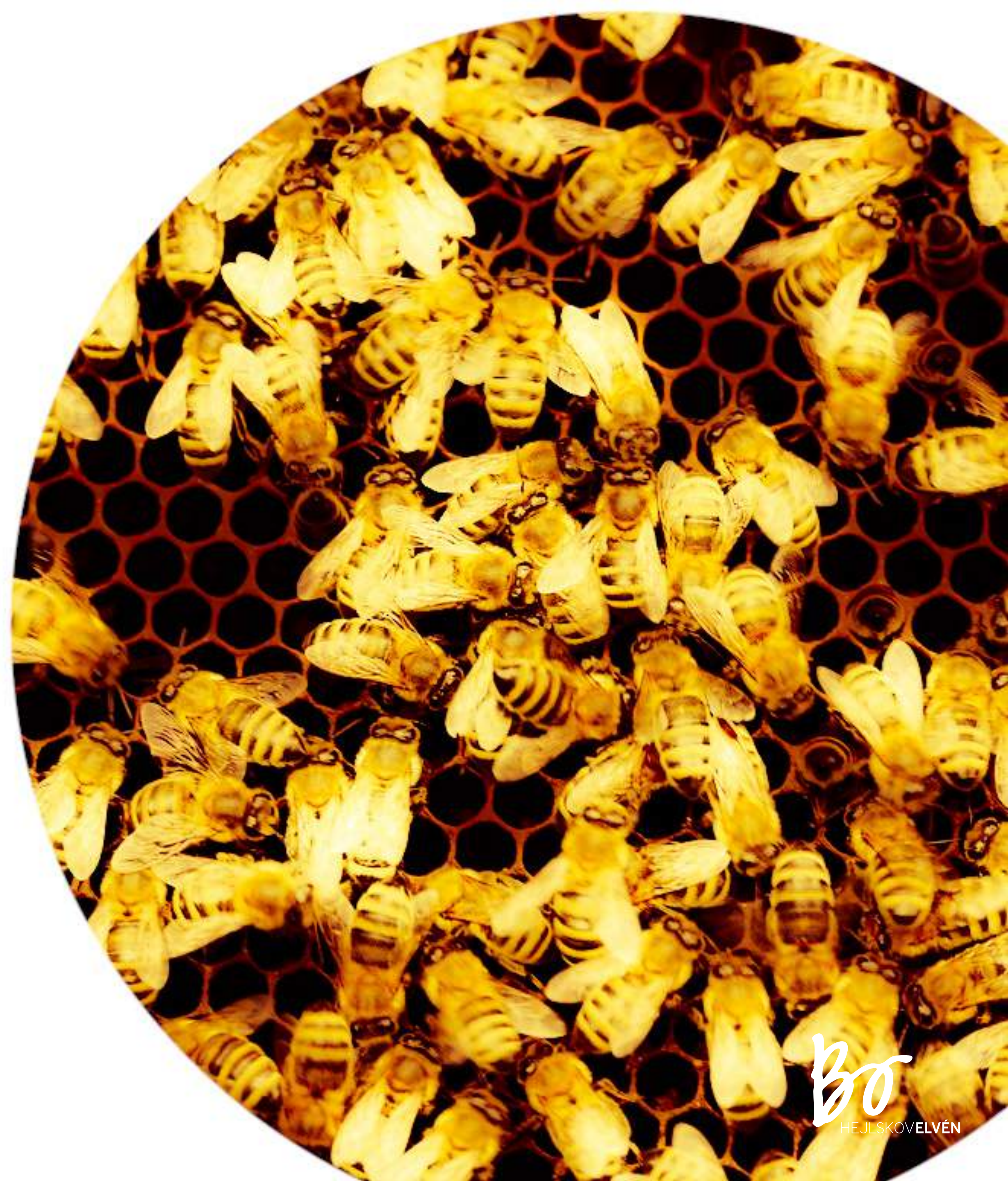
- Refusing
- Lying
- Running away
- Hitting
- Self harm



Beehive question

Find situations where your child has strategies in order to maintain self control

How do you normally react to the behaviour?





The toolboxes

A quality control model

1. Manage best you can without escalating the situation
2. Evaluate
3. Change what needs to be changed so that it doesn't happen again



The toolboxes

A quality control model

1. Manage best you can without escalating the situation
2. Evaluate
3. Change what needs to be changed so that it doesn't happen again



Affect Contagion

Affect is contagious - we feel other's affects

Using mirror neuron systems

Mirroring muscle tension







Articles

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

Elaine Hatfield^{*a}, Lisamarie Bensman^a, Paul D. Thornton^a, Richard L. Rapson^a

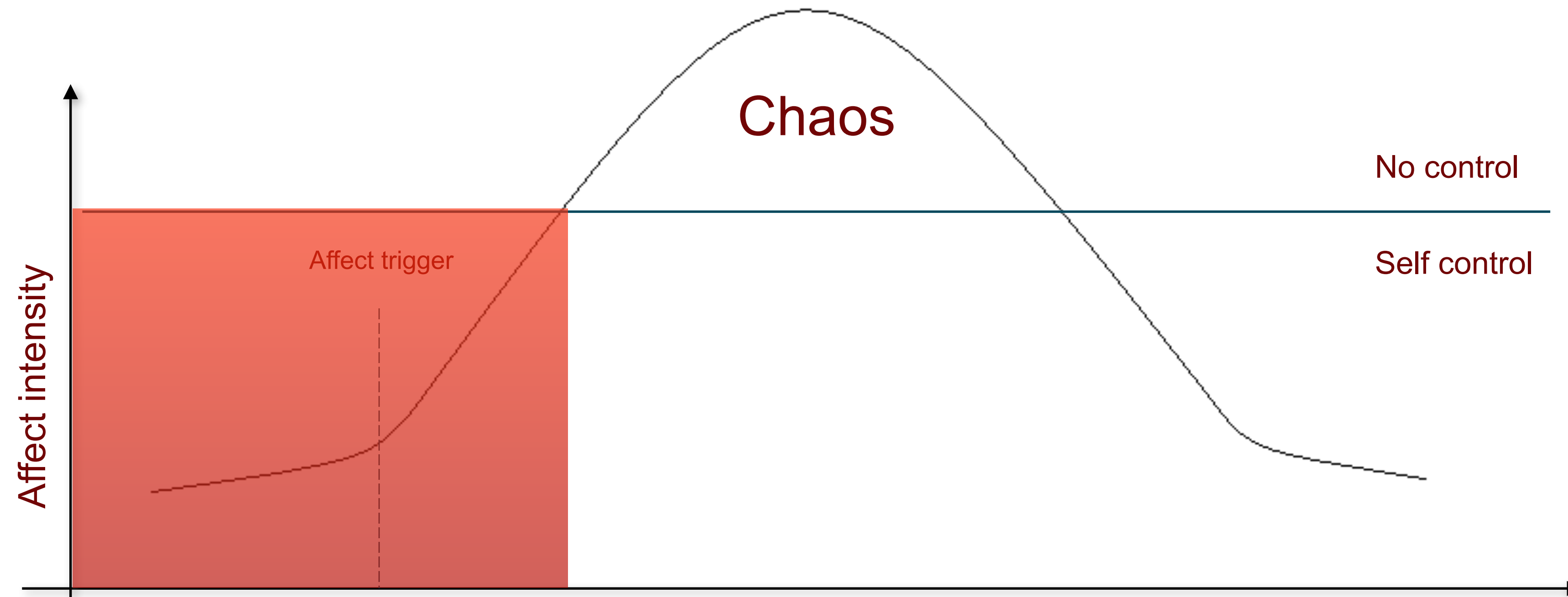
[a] University of Hawaii, Honolulu, HI, USA.

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

Tools: Escalation phase





Escalation phase

Tools for managing

Keep calm

Avoid dominating eye contact

Calm voice with no jaw tension

Take the time you need

Divert attention



Escalation phase

Tools for managing

Keep the distance

- When the person steps backwards you step backwards as well
- Step backwards in demand situations



Escalation phase

Tools for managing

Do not stand opposite



Escalation phase

Tools for managing

Do not stand opposite
A little on the side is
better





Escalation phase

Tools for managing

Sit down when the person is agitated

Avoid a marked body language

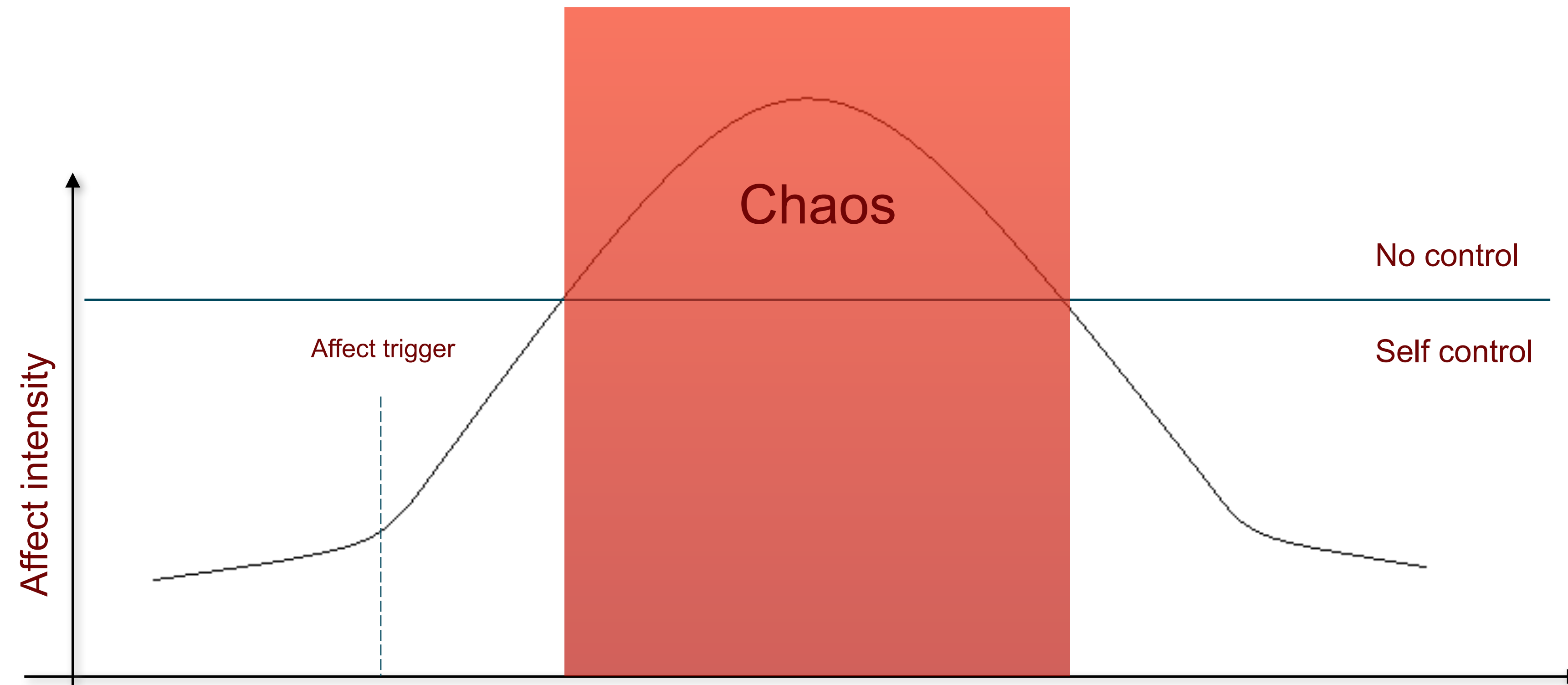
Pretend to be walking home from the pub

Avoid being infected by the person's tension

Avoid boosting the person's stress

Make sure your calm is contagious

Tools: Chaos Phase





Pergamon

Child Abuse & Neglect 30 (2006) 1333–1342

Child Abuse
& Neglect

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





Chaos phase

Tools for managing

Wait- it is often enough
Make other people leave
Avoid touching with tense muscles
Relax when somebody grabs you



Chaos phase

Tools for managing

And in emergency situations
when you need to grab someone



Chaos phase

Tools for managing

McDonnells principles for physical intervention

- Effective
- Causes no harm
- Causes no pain
- Easy movements
- Socially acceptable
- Creates self control, not control



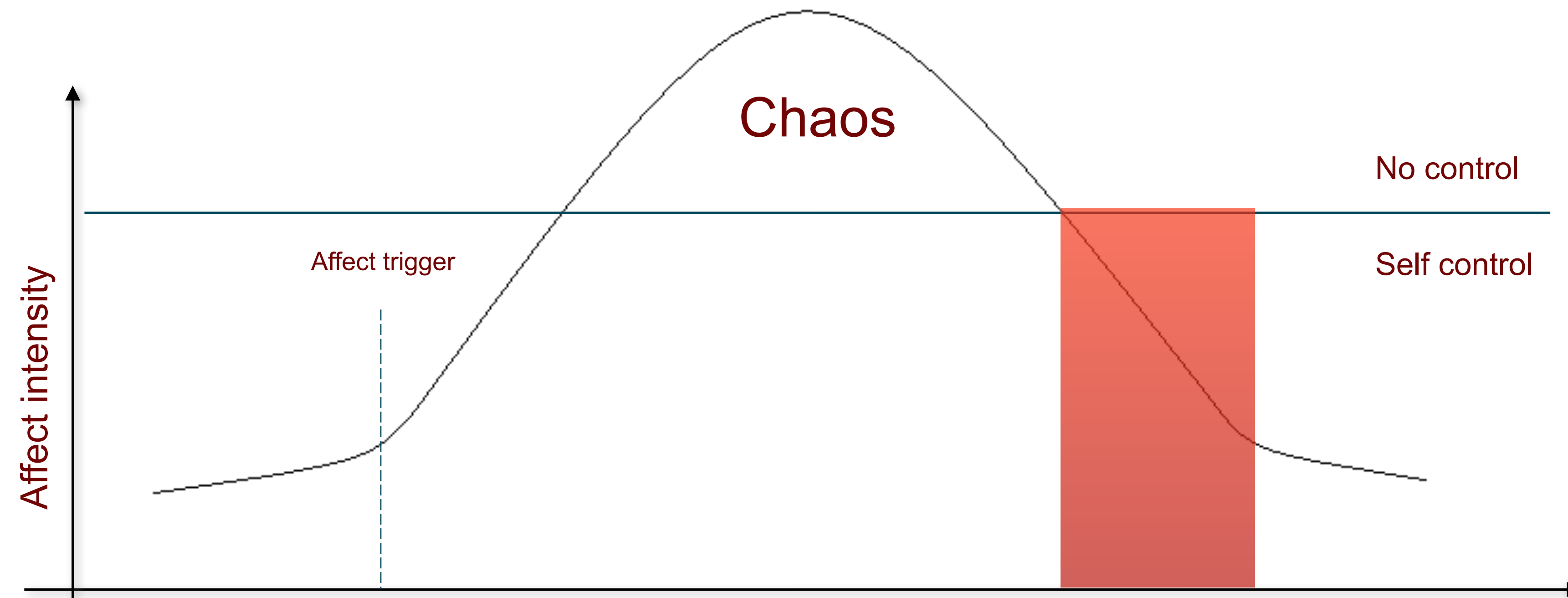
Chaos phase

Tools for managing

So in emergency situations when you need to grab someone

- Use the person's own movement instead of restraint
 - To hold increases adrenaline levels
 - To move burns adrenaline
- Let go after a few seconds

Tools: Deescalation phase





Deescalation phase

Tools for managing

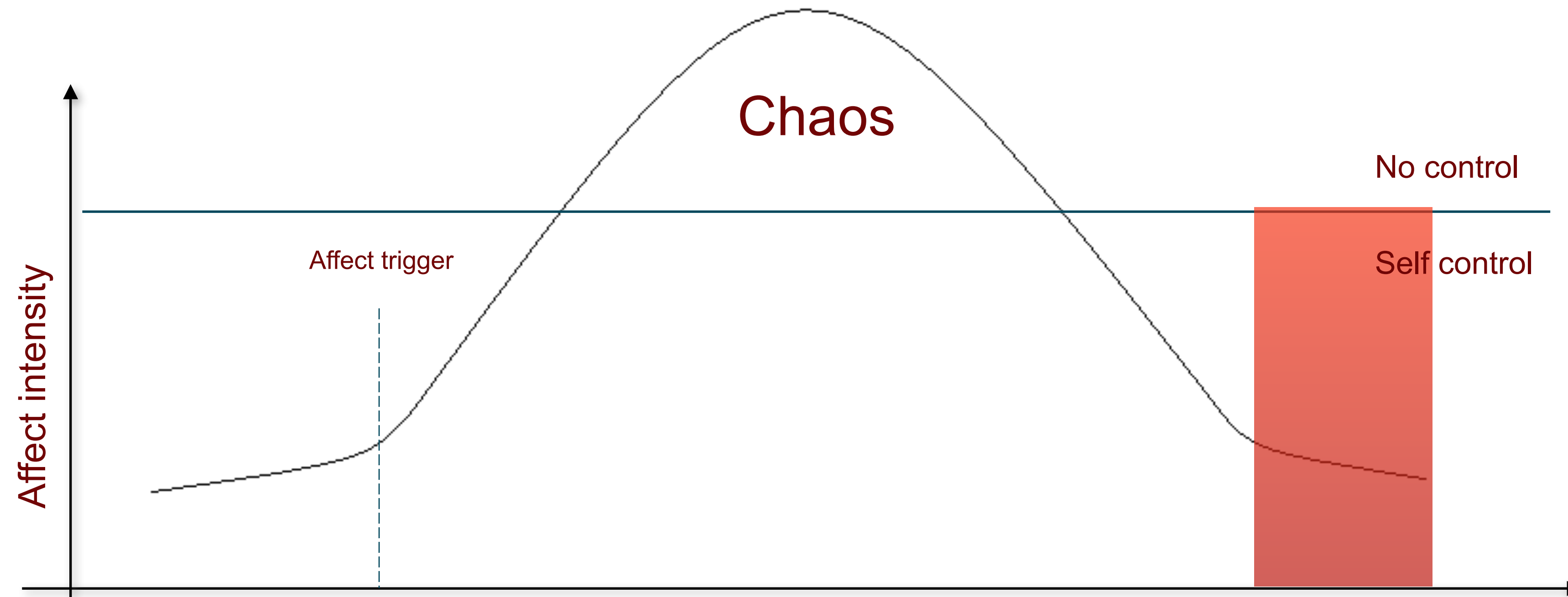
Stay calm

Wait

Clean up the mess

Divert onwards

Tools: Calm again





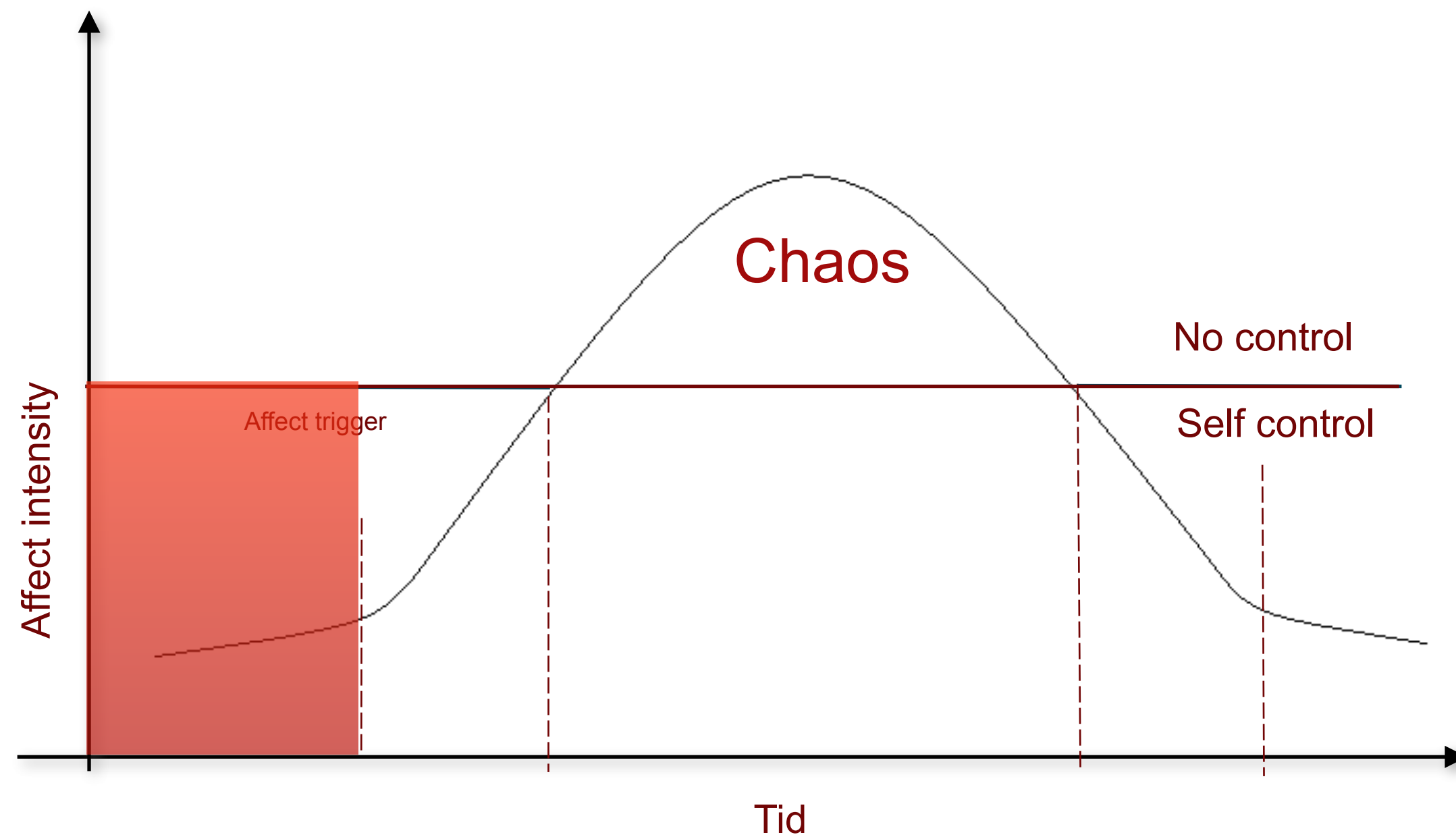
The toolboxes

A quality control model

1. Manage best you can without escalating the situation
2. Evaluate
3. Change what needs to be changed so that it doesn't happen again

Crises evaluation

Tools for evaluation





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

Sibylle Mayer , Eva Granvik, Lennart Minthon, Katarina Nägga



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



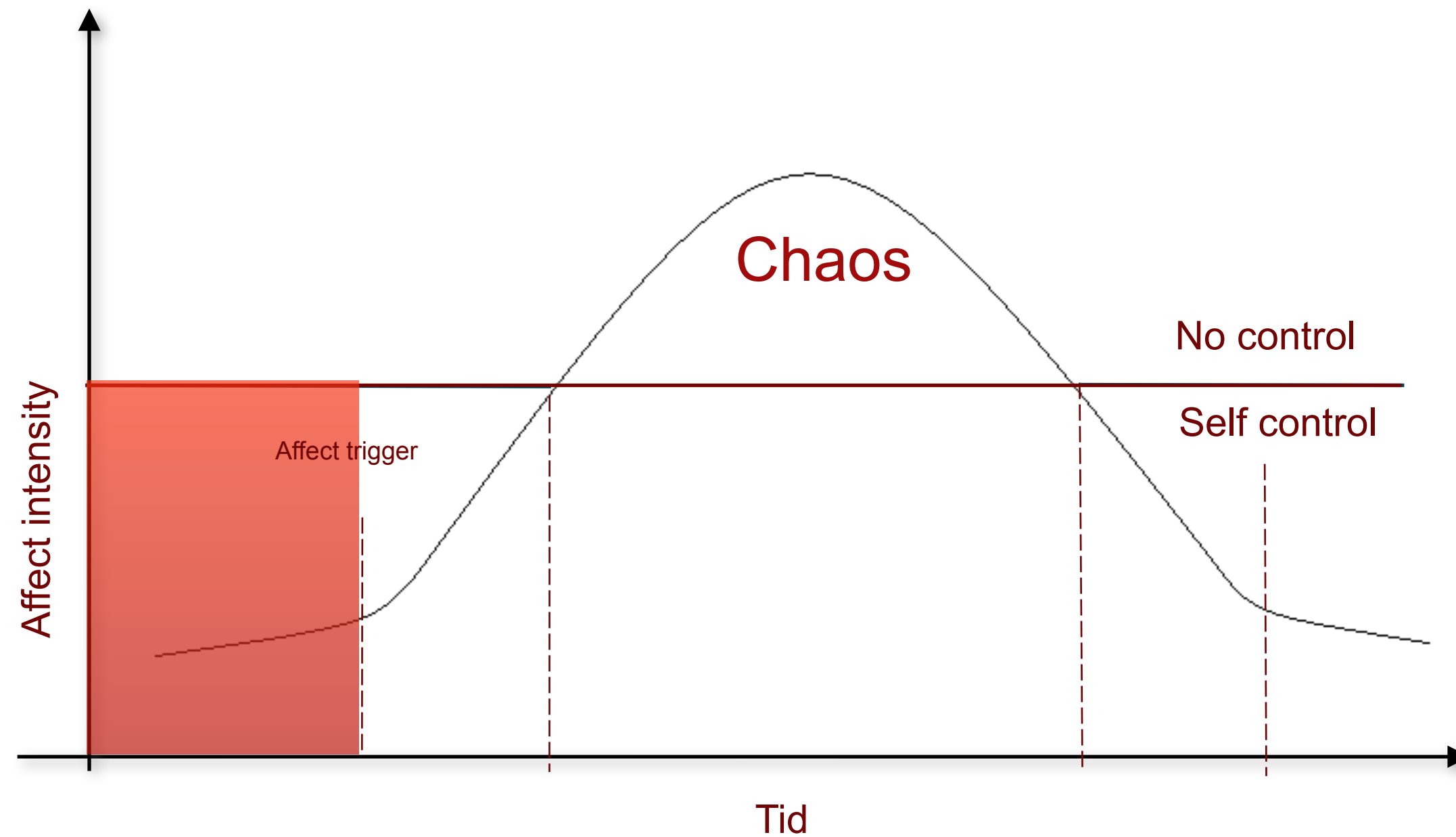
Feedback



Crises evaluation

Tools for evaluation

- What were happening just before the crises?
- What did we expect the person to be able to do?



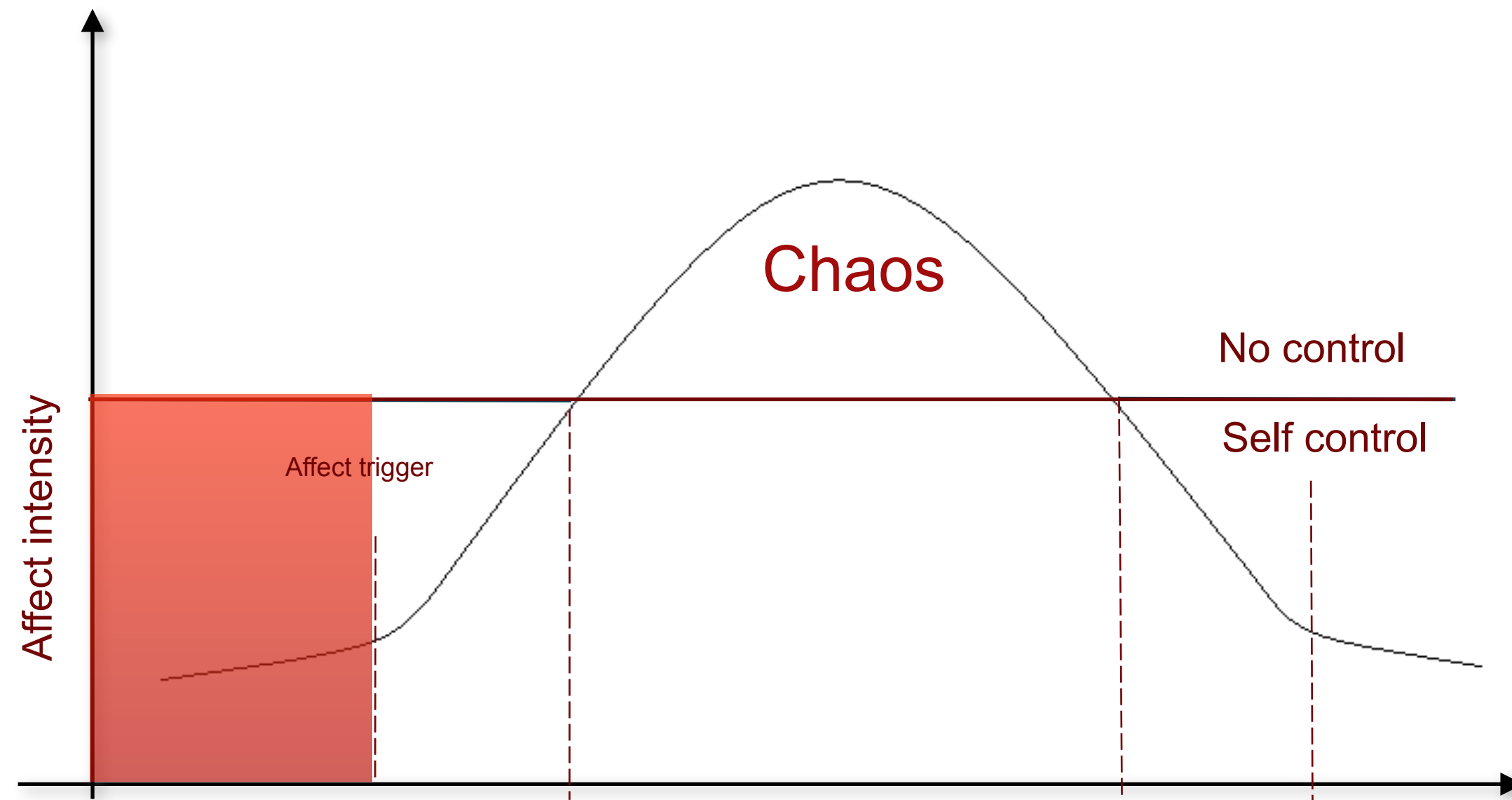
Too high demands on

- Understanding the consequences of one's own behaviour
- Flexibility
- Endurance
- Impulse control
- Attention span
- Affect regulation
- Sense of time
- Social abilities
- Communication abilities
- Aquiescence



Crises evaluation

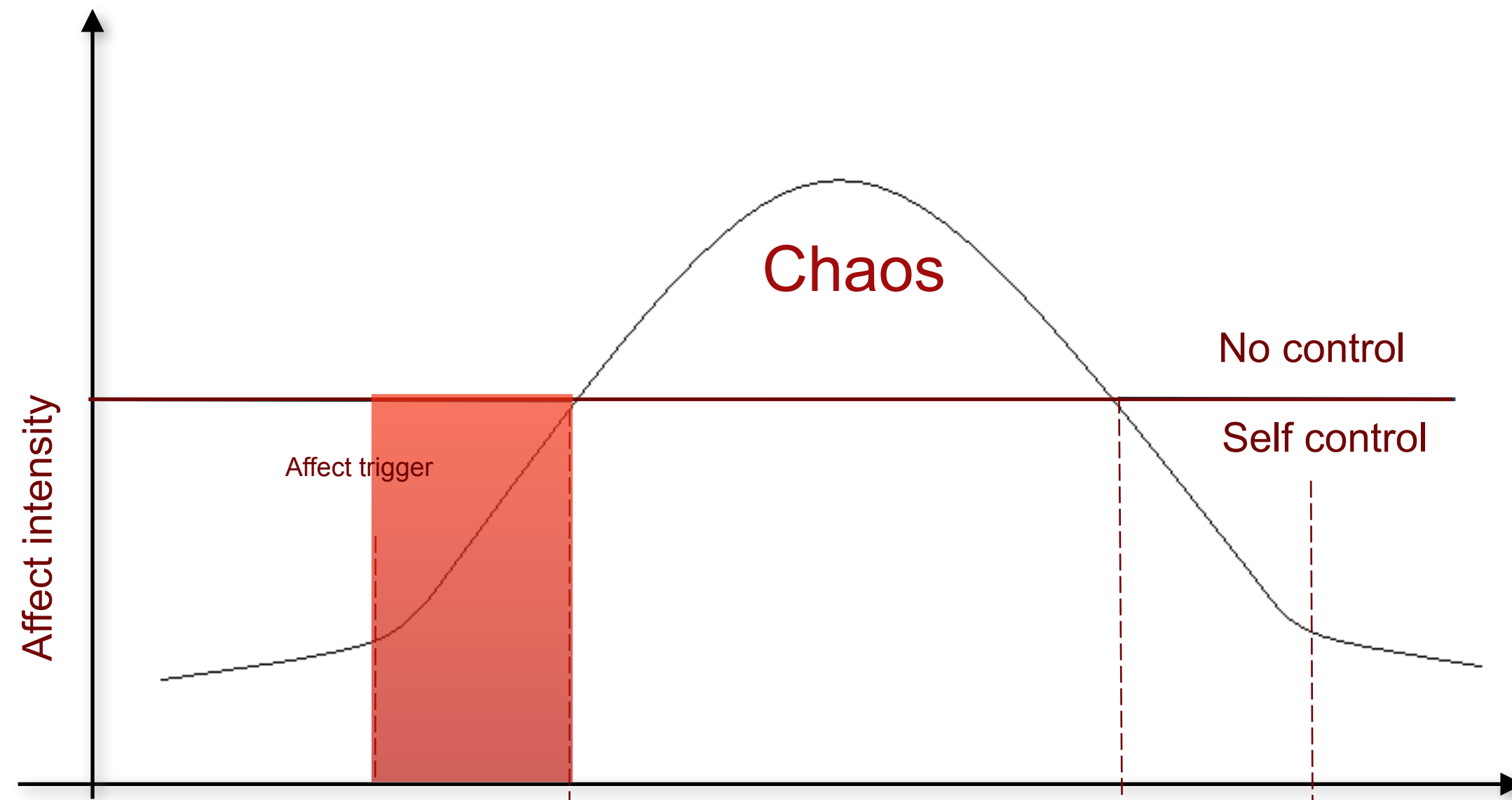
Tools for evaluation



- What were happening just before the crises?
- What did we expect the person to be able to?
- Did the person fail to live up to our expectations because of a lack of supporting structures?
- Did it happen at a place where this often happens?
- Did our behaviour trigger the crises?
 - How can we make sure it won't happen again?

Crises evaluation

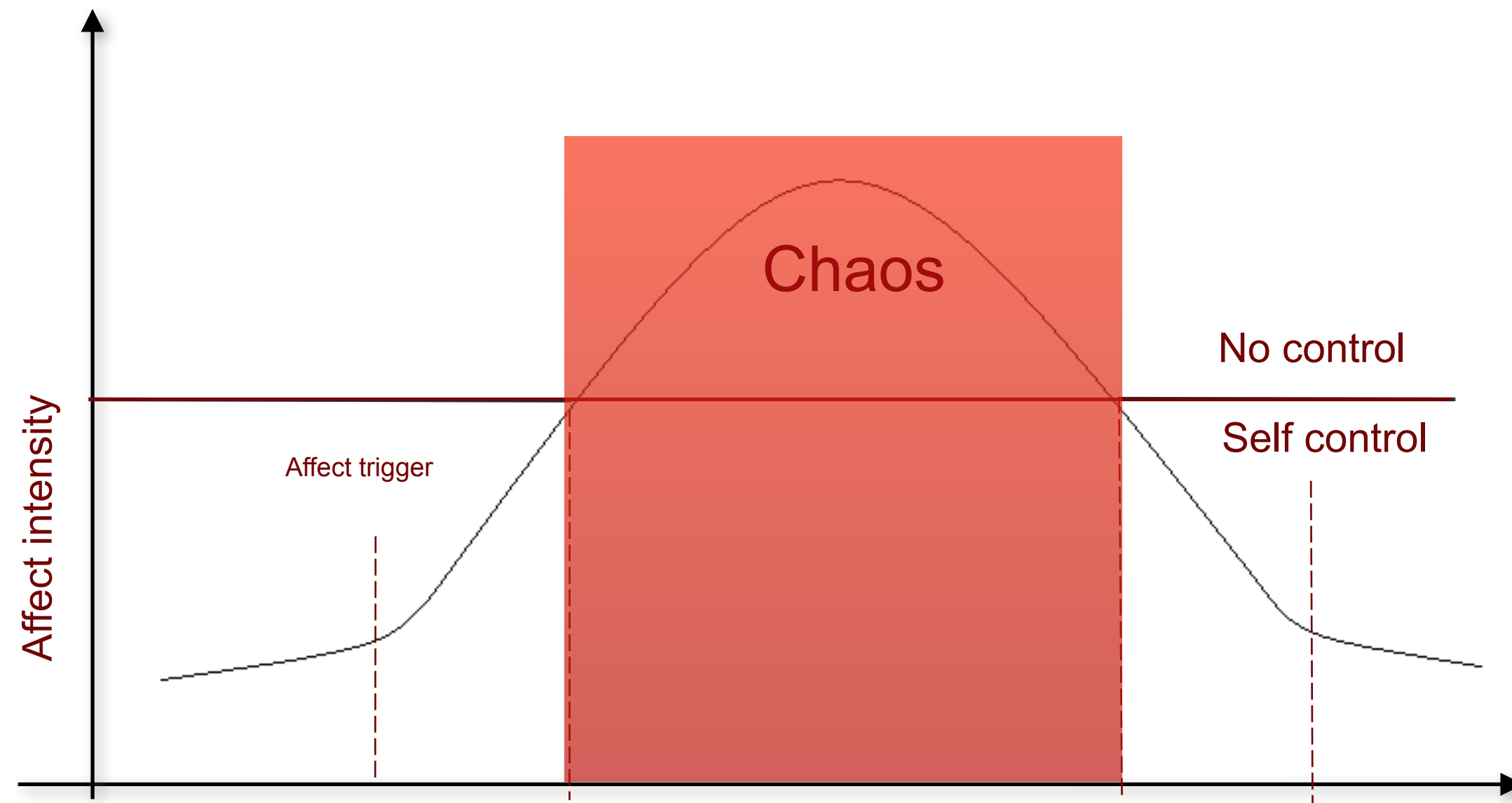
Tools for evaluation



- What strategies did the person use?
- Were they OK?
- Did the person have any chances of calming down on his own?
- Did we cause the escalation by using strategies that were counter productive?
- Did we raise the demand level?
- Did we use deescalation strategies?
 - How was our body language and use of voice?
 - Did we use diversions in order to deescalate?

Crises evaluation

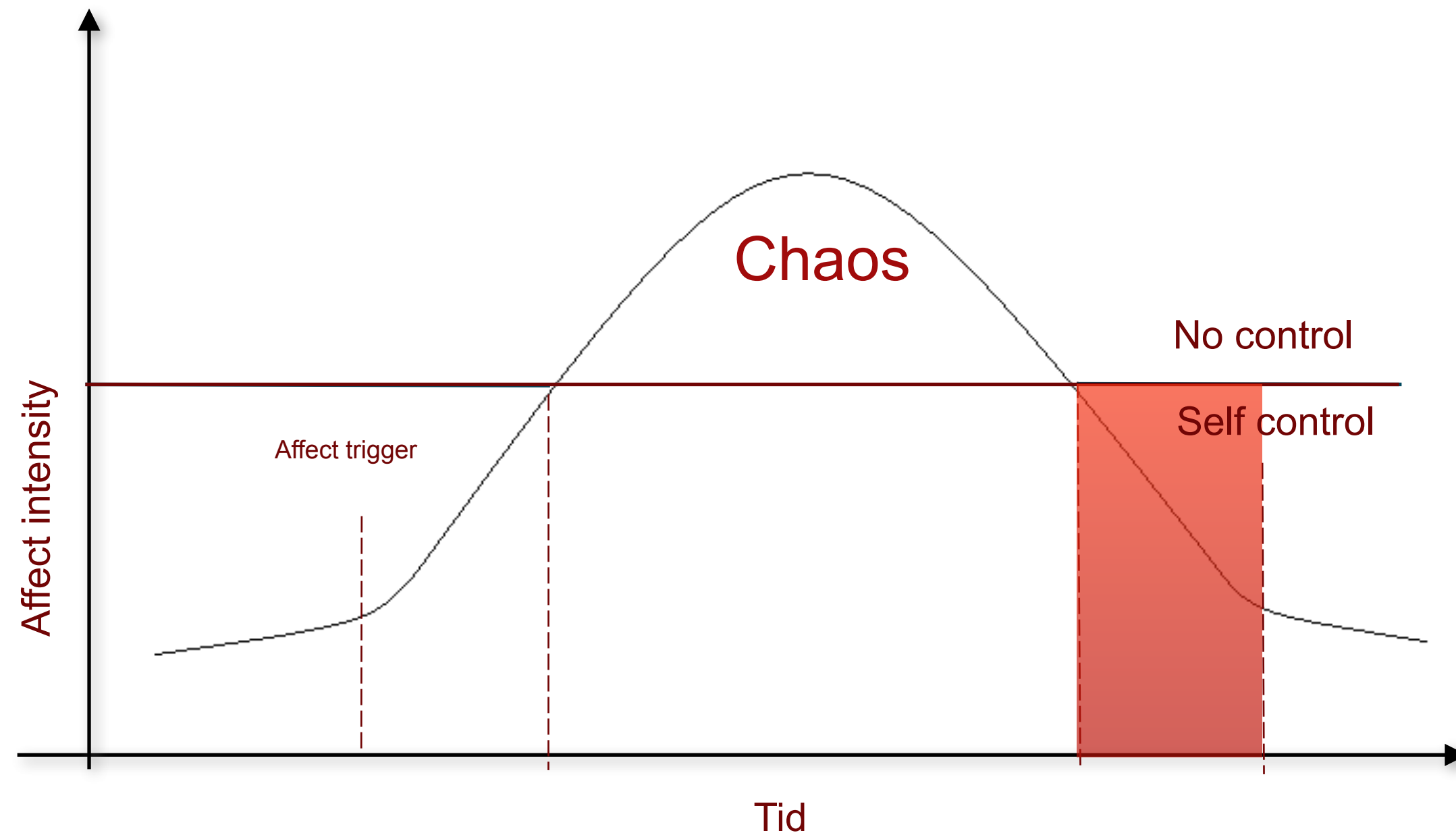
Tools for evaluation



- Was there immediate danger?
- If there was:
 - Did we manage the situation without escalating it further?
- If there wasn't:
 - Were we able to resist intervening?
- Was our behaviour shortening or prolonging the crises?

Crises evaluation

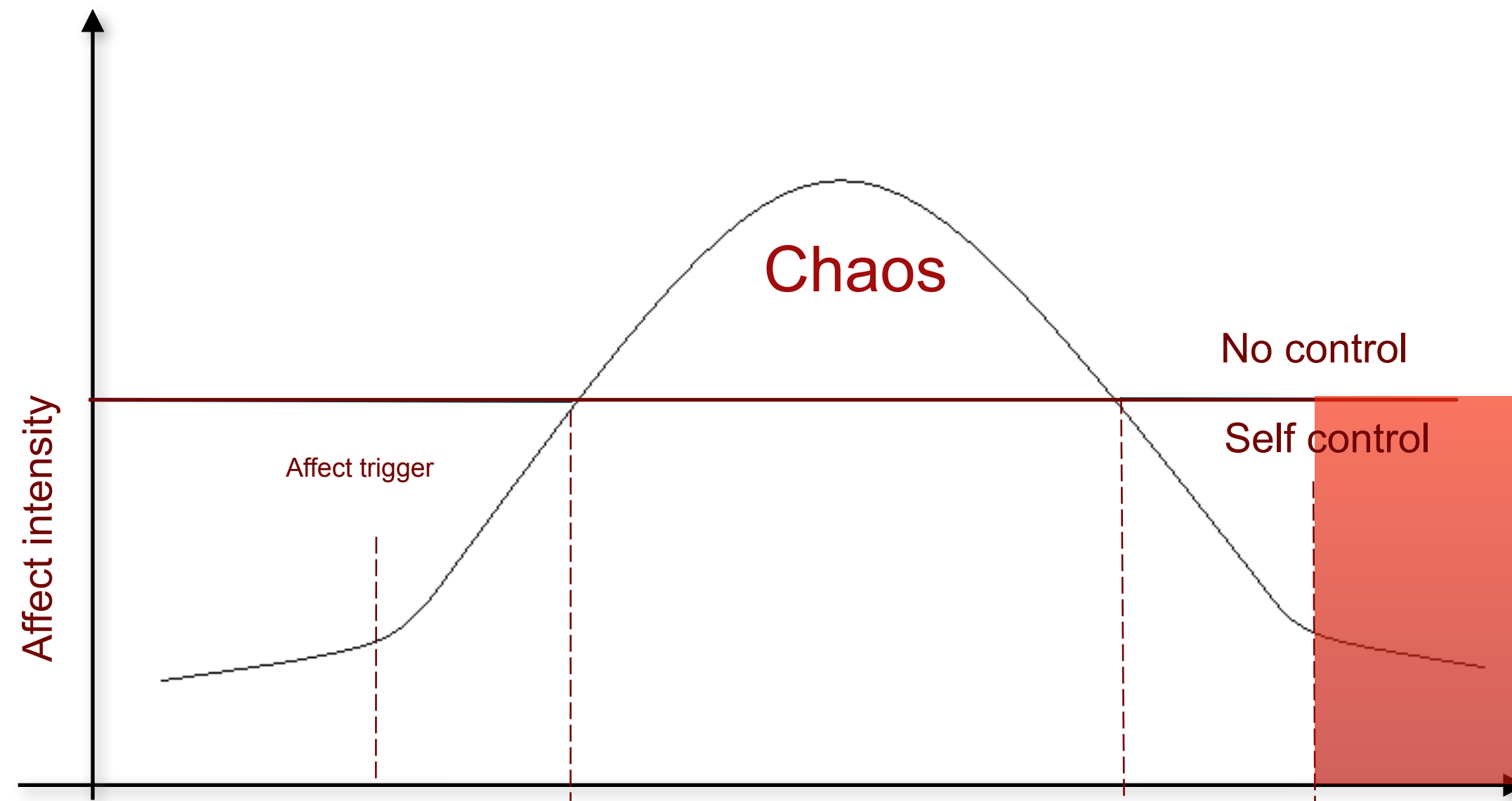
Tools for evaluation



- Did we manage to secure calm and space enough for the person to calm down?
- Or did we make the situation escalate once again?

Crises evaluation

Tools for evaluation



- Which structures and routines need to be changed in order to avoid a next time?
- Do we have an plan for the next time it happens anyway?

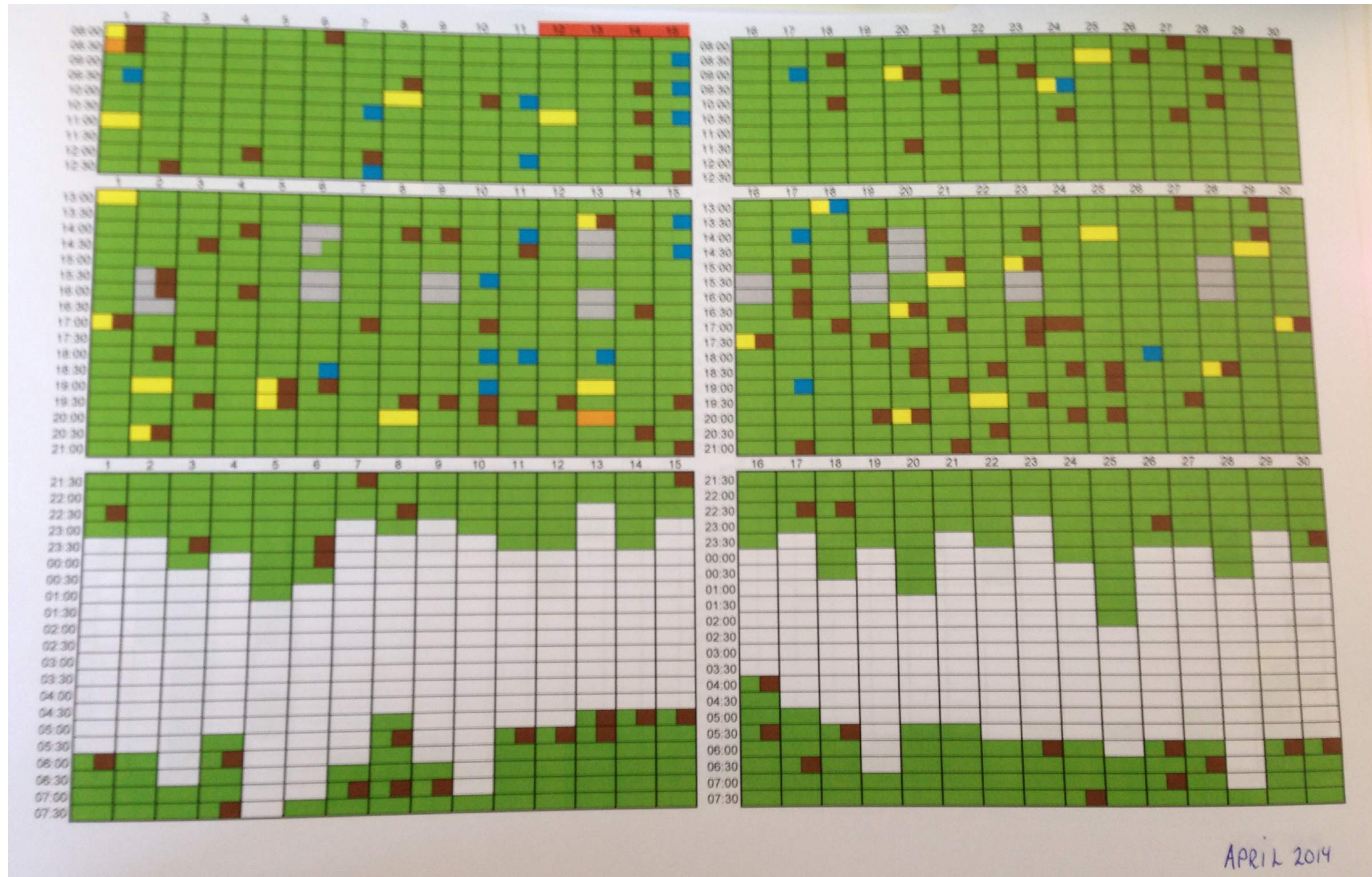
Behaviour frequency evaluation

Tools for evaluation



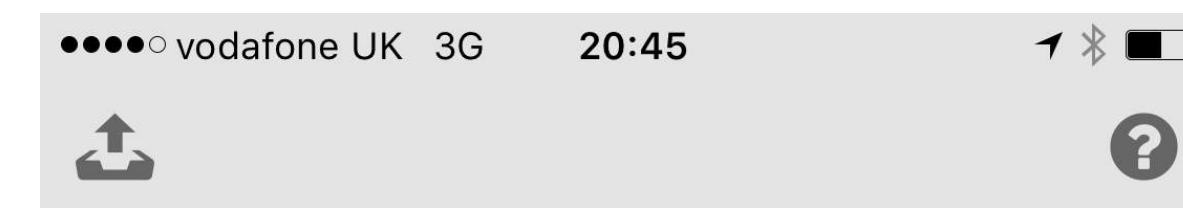
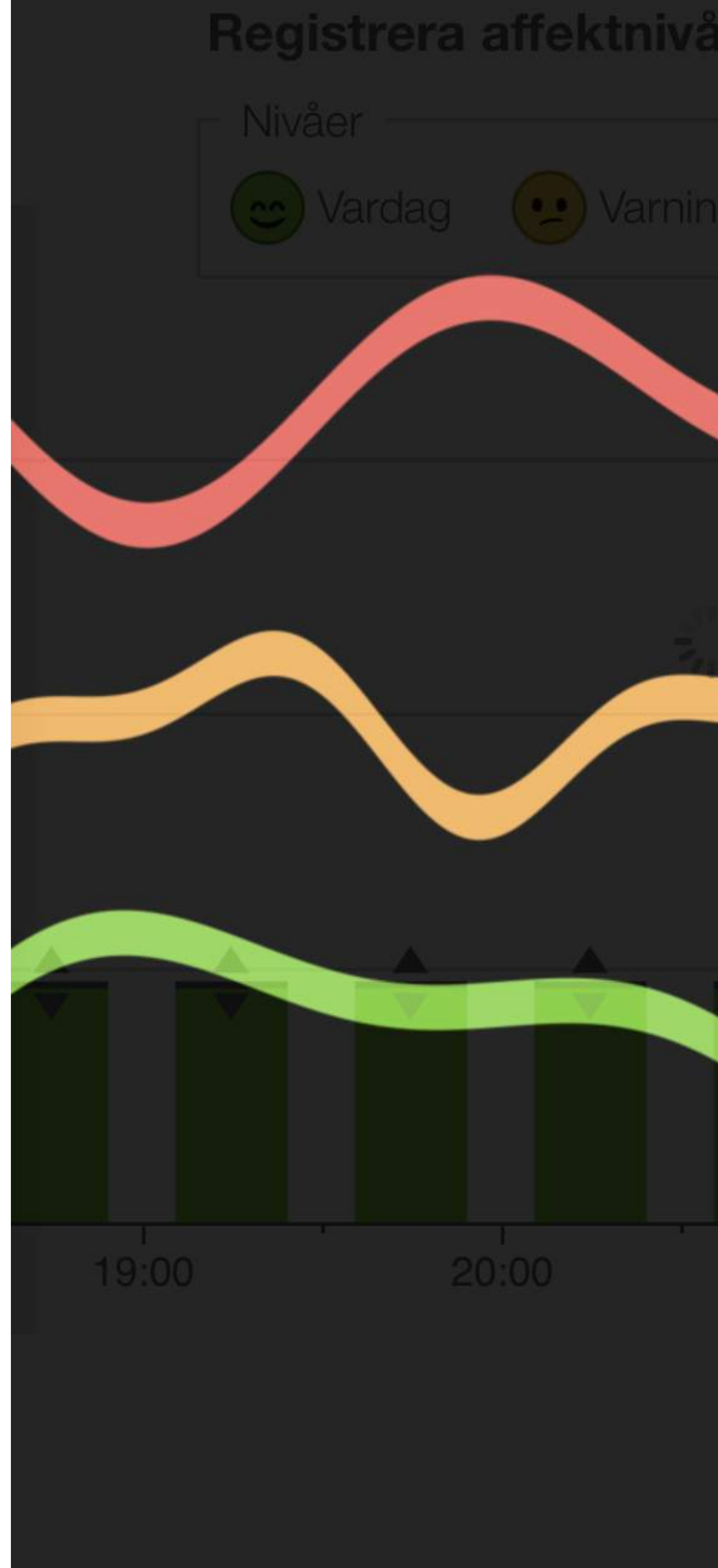
Behaviour frequency evaluation

Tools for evaluation



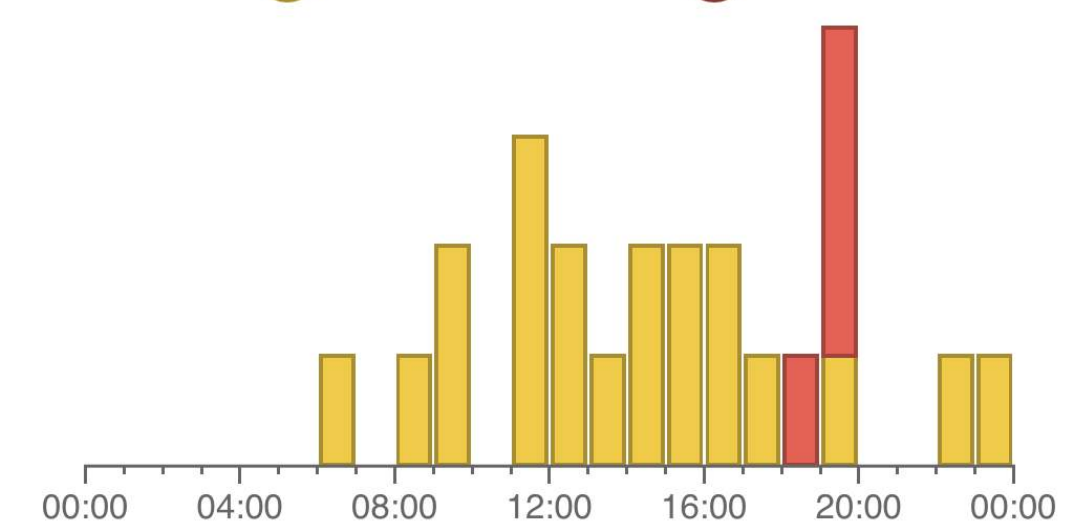
The app Behaviours of concern

Behaviour frequency evaluation

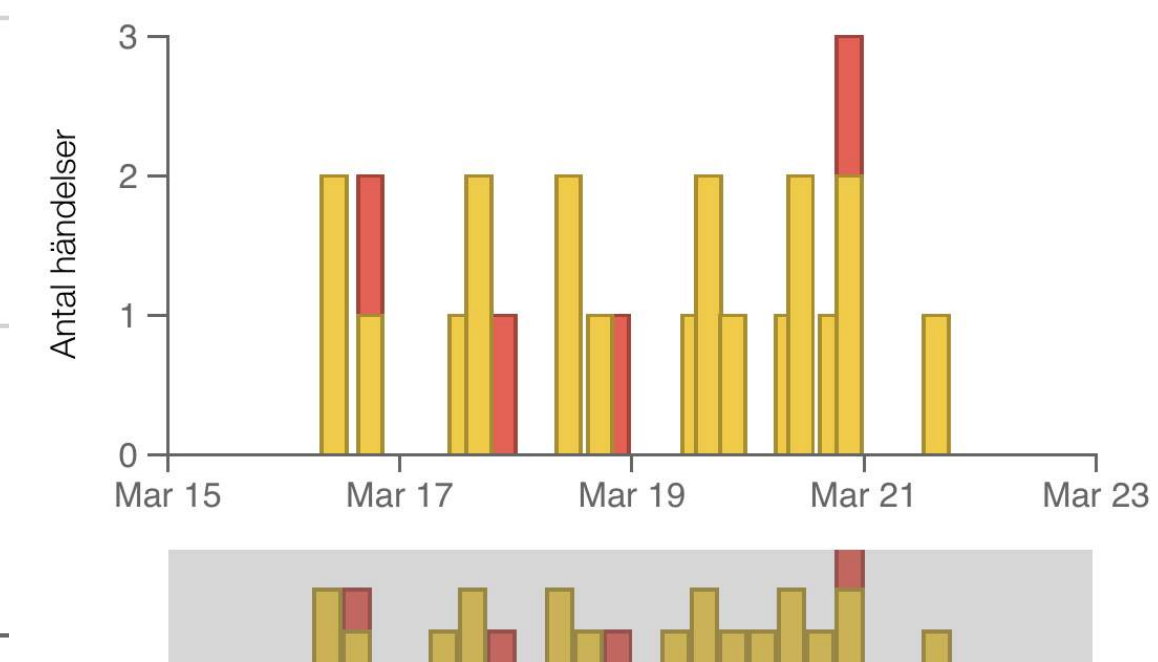


När på dygnet inträffar händelser?

😞 Varningsbeteende 😡 Kaos

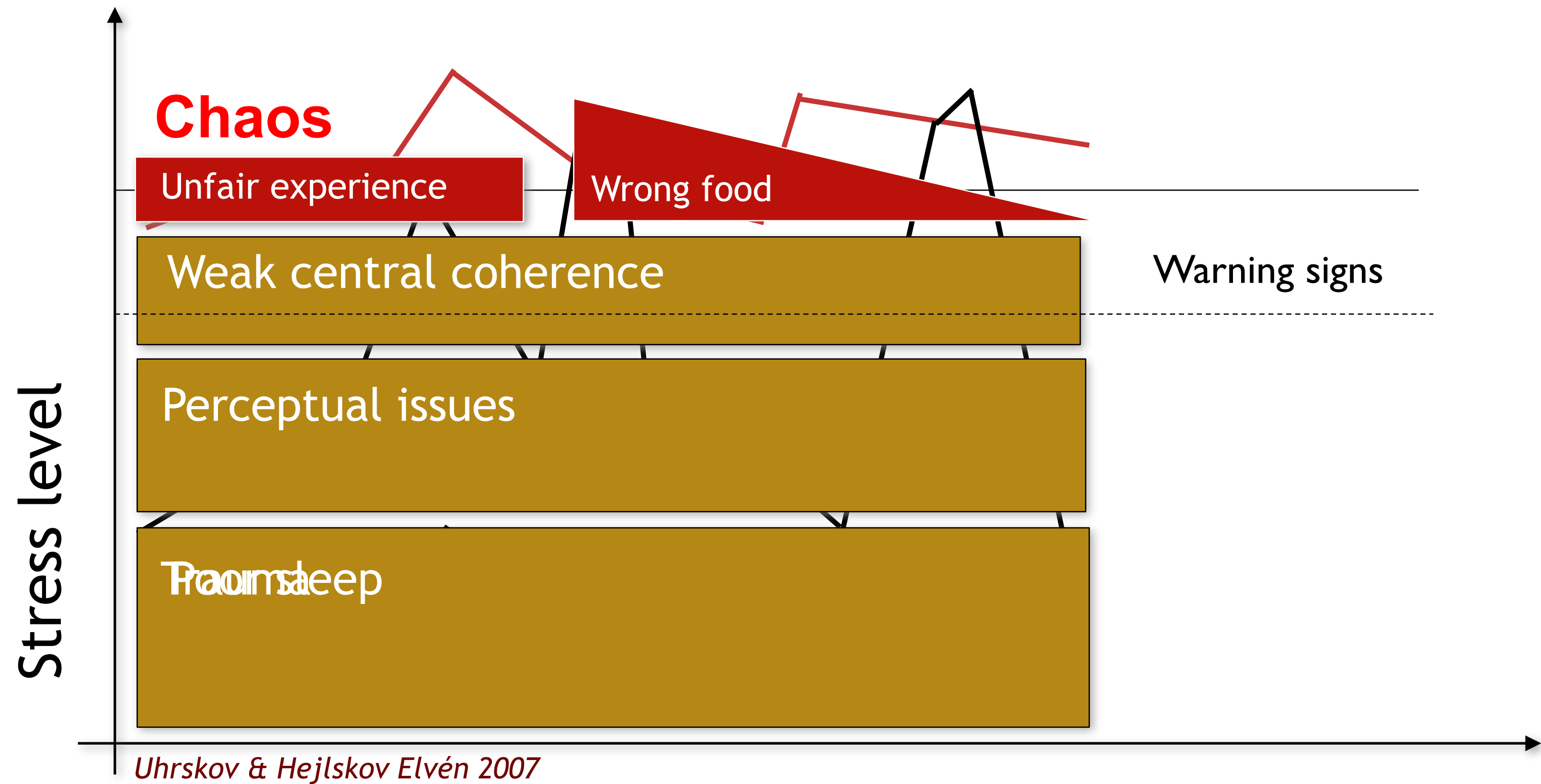


Översikt - Registrerade händelser



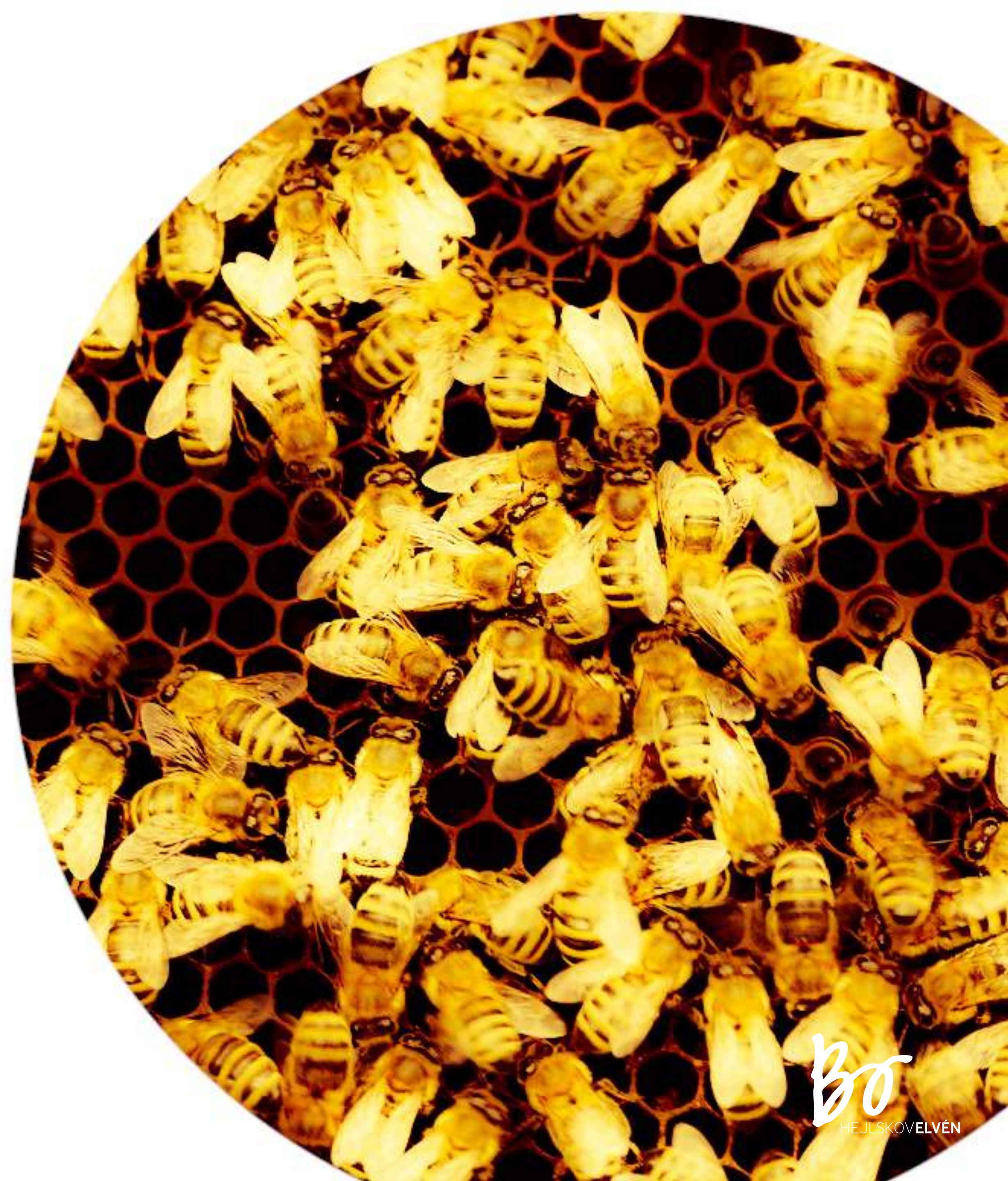
Stress evaluation

Tools for evaluation



Beehive question

Name some basic stress factors in your child's life





The toolboxes

A quality control model

1. Manage best you can without escalating the situation
2. Evaluate
3. Change what needs to be changed so that it doesn't happen again

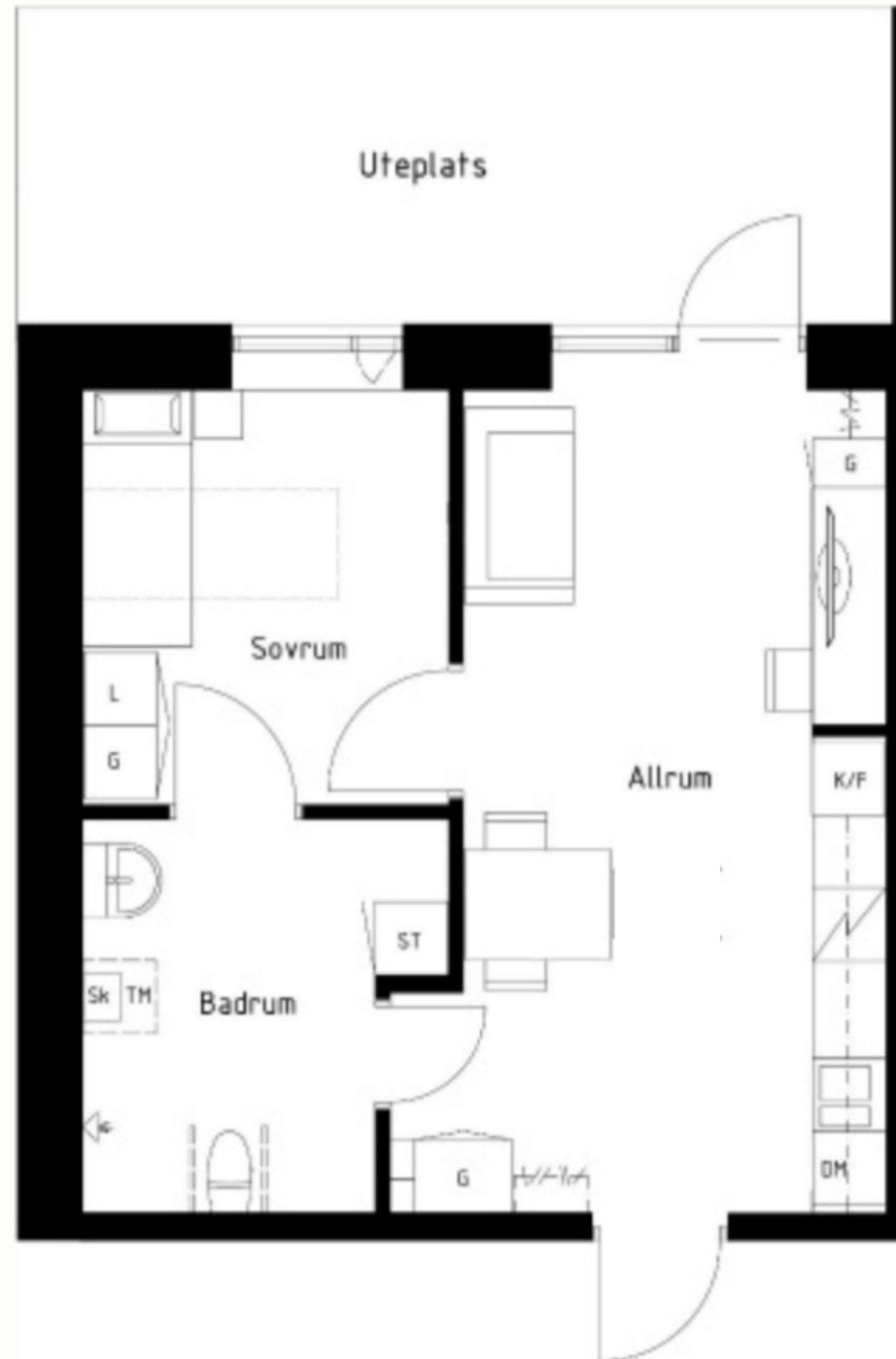


The change toolbox

Tools for change

Support

- Changes in the physical environment









The change toolbox

Tools for change

Support

- Changes in the physical environment
- Perceptual tools
- Communication assessment
- Low arousal environment
- A sense of participation and choice
- Structure



The change toolbox

Tools for change

Structure

- Predictability
 - What?
 - When?
 - Where?
 - How?
 - With whom?
 - For how long?
 - What shall we do afterwards?



The change toolbox

Tools for change

Structure

- Predictability
 - What?
 - What next?
- Comprehensible activities
 - Prompts
 - Choice
 - Trust in you
 - Fun





The change toolbox

Tools for change

Support

- Changes in the physical environment
- Perceptual tools
- Communication assessment
- Low arousal environment
- A sense of participation and choice
- Structure



Training skills and strategies

Treatment of psychiatric symptoms



The task

Aristotle compares people to plants: Mostly water and nutrition is enough

But some plants need a stick for support. Especially when it's windy



**Padekime
nesimušti,
nesikandžioti,
nešūkauti...**
Kaip pasiekti,
kad žmonės,
turintys autizmo
ir kitų vystymosi
sutrikimų,
elgtųsi gerai

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

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

**Bo Hejlskov Elvén
Tina Wiman**

**PAHURA
LAPSEI**
Bo Hejlskov Elvén ja Tina Wiman

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

ONGELMA?
Bo Hejlskov Elvén
stavat tilanteet koulun arjessa

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

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

adiferd
Problemskabende
ved udviklingsforstyrrelser
eller udviklingshæmning
Bo Hejlskov Elvén

**ADFÆRDS-
PROBLEMER
I VUGGES-
& BØRNE**

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

**Beteende-
problem
I SKOLAN**
NATUR & KULTUR

**No biting,
No screaming**
Bo Hejlskov Elvén

Bo HEJLSKOV ELVÉN
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