

Traducción del documento original de Bo Hejlskov (Referenser i urval: <https://hejlskov.se/>)



BOHEJLSKOV ELVÉN
leg./autoriseret psykolog
clinical psychologist

Referencias seleccionadas

Teoría

Aquel que toma la responsabilidad puede influir:

Weiner, B (1995): *Judgments of Responsibility: A Foundation for a Theory of Social Conduct*. New York: Guilford Press

Dagnan, D & Cairns, M (2005): Staff judgements of responsibility for the challenging behaviour of adults with intellectual disabilities. *J Intellect Disabil Res.* 49(Pt 1):95-101.

Giro de perspectiva:

Plato (1988): *Laws* (T.L. Pangle, Trans.). Chicago: University Of Chicago Press. (Original work published ca. 360 B.C.)

Aristotle (2000). *The Politics* (B. Jovett, Trans). Mineola: Dover Publicatios. (Original work published ca. 350 B.C.)

Aristotle (2004). *The Nicomachean Ethics* (J. Barnes, Trans.). Penguin Classics. (Original work published ca. 350 B.C.)

McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGrawHill

Greene, RW (2016). *Explosiva barn: ett nytt sätt att förstå och behandla barn som har svårt att tåla motgångar och förändringar (Niños explosivos: una nueva forma de entender y tratar a niños que tienen dificultades para tolerar adversidades y cambios)*. Lund: Studentlitteratur

Tomasello, M (2016). *A Natural History of Human Morality*. Cambridge, MA: Harvard University Press

Sobre el sistema biológico que apoya el círculo bueno:

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

Knafo A & Israel S (2010). *Genetic and environmental influences on prosocial behaviour*. New York: American Psychological Association

Gantman & van Bavel (2014): The moral pop-out effect: Enhanced perceptual awareness of morally relevant stimuli. *Cognition* 132 pp 22-29

Arnsten AFT (2009). Stress signalling pathways that impair prefrontal structure and function. *Nature Reviews Neuroscience* 10, 410-422

Kinner VL, Het S & Wolf OT (2014): Emotion regulation: exploring the impact of stress and sex. *Frontiers in behavioural neuroscience* 8(397), 1-8

Roelofs K, Bakvis P, Hermans, EJ, van Pelt J & van Honk J (2007): The effects of social stress and cortisol responses on the preconscious selective attention to social threat. *Biological Psychology* 75, 1-7

Puliafico AC & Kendall, PC (2006). Threat-related Attentional Bias in Anxious Youth: A Review. *Clinical Child and Family Psychology Review* 9(3-4) 162-180

de Quervain, D. J.-F., Fischbacher U., Treyer, V., Schellhammer M., Schnyder, U., Buck, A., Fehr, E. (2004) The neural basis of altruistic punishment. *Science*, 305, 1254-1258

Boyd R, Gintis H, Bowles S, Richerson PJ. (2003): The evolution of altruistic punishment. *Proceedings of the National Academy of Science USA* 100(6):3531-5

El trabajo de Ross Greene:

Las ideas de Greene se describieron por primera vez en el libro Niños explosivos (The explosive child). HarperCollins, 2014.

Apoyo científico:

Greene, R.W., & Winkler, J. (under review). Collaborative & Proactive Solutions: A review of research findings in families, schools, and treatment facilities. *Clinical Child and Family Psychology Review*.

Greene, R.W., & Winkler, J. (under review). Transforming discipline practices: Collaborative & Proactive Solutions in five schools. *Intervention in School and Clinic*.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Greene, R.W., & Ollendick, T.H. (under review). Behavior and family functioning in families with a child with oppositional defiant disorder: Effects of emotion coaching and treatment type.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Greene, R.W., & Ollendick, T.H. (under review). Emotion-related processes of change in treatment for children with oppositional defiant disorder.

Booker, J.A., Capriola-Hall, N.N., Greene, R.W., & Ollendick, T.H. (2019). The parent-child relationship and post-treatment child outcomes across two treatments for oppositional defiant disorder. *Journal of Clinical Child and Adolescent Psychology*.

Booker, J.A., Ollendick, T.H., Dunsmore, J.C., Capriola, N., & Greene, R.W. (2018). Change in maternal stress for families in treatment for their children with oppositional defiant disorder. *Journal of Child and Family Studies*, in press.

Ollendick, T.H., Booker, J.A., Ryan, S., & Greene, R.W. (2018). Testing multiple conceptualizations of oppositional defiant disorder in youth. *Journal of Clinical Child & Adolescent Psychology*, 47:4, 620-633.

Sams, D.P., Garrison, D., & Bartlett, J. (2016). Innovative, strength-based care in child and adolescent psychiatry. *Journal of Child and Adolescent Psychiatric Nursing*, 29, 110-117.

Ollendick, T. H. (2016). Parent Management Training and Collaborative & Proactive Solutions* in the treatment of ODD in youth: Predictors and moderators of change. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Murrihy, R., Wallace, A., Ollendick, T.H., Greene, R.W., McAloon, J., Gill, S., Remond, L., Ellis, D.M., & Drysdale, S. (2016). Parent Management Training and Collaborative & Proactive Solutions*: A randomised comparison trial for oppositional youth within an Australian population. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Greene, R.W. (2016). Collaborative & Proactive Solutions*: Applications in schools and juvenile detention settings. Presented at symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Dedousis-Wallace, A., Murrihy, R.C., Ollendick, T.H., Greene, R.W., McAloon, J., Gill, S., Remond, L., Ellis, D.M., & Drysdale, S. (2016). Moderators and mediators of Parent Management Training and Collaborative & Proactive Solutions* in the treatment of oppositional defiant disorder in children and adolescents. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Remond, L. (2016). Collaborative & Proactive Solutions* (CPS): A clinician's experience. Presented at Symposium, Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models, Eighth World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Booker, J.A., Ollendick, T.H., Dunsmore, J.C., & Greene, R.W. (2016). Perceived parent-child relations, conduct problems, and clinical improvement following the treatment of oppositional defiant disorder. *Journal of Child and Family Studies*, 25, 1623-1633.

Miller-Slough, R.L., Dunsmore, J.C., Ollendick, T.H., & Greene, R.W. (2016). Parent-child synchrony in children with oppositional defiant disorder: Associations with treatment outcomes, *Journal of Child and Family Studies*, 25, 1880-1888.

Ollendick, T.H., Greene, R.W., Fraire, M.G., Austin, K.E., Halldorsdottir, T., Allen, K.B., Jarrett, M.E., Lewis, K.M., Whitmore, M.J., & Wolff, J.C. (2015). Parent Management Training (PMT) and Collaborative & Proactive Solutions* (CPS) in the treatment of oppositional defiant disorder in youth: A randomized control trial. *Journal of Clinical Child and Adolescent Psychology*.

Dunsmore, J.C., Booker, J.A., Ollendick, T.H., & Greene, R.W. (2015). Emotional socialization in the context of risk and psychopathology: Maternal emotion coaching predicts better treatment outcomes for emotionally labile children with oppositional defiant disorder. *Social Development*.

Dunsmore, J.C., Booker, J.A., Atzaba-Poria, N., Ryan, S., Greene, R.W., & Ollendick, T.H. (2015). Emotion coaching predicts change in family functioning across treatment for children with oppositional defiant disorder. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Johnson, M., Ostlund, S., Fransson, G., Landgren, M., Nasic, S., Kadesjo, B., Gillberg, C., and Fernell, E. (2012). Attention-deficit/hyperactivity disorder (ADHD) with oppositional defiant disorder (ODD) in Swedish children: An open study of Collaborative Problem Solving*. *Acta Paediatrica*, Volume 101, pp. 624-630.

Ollendick, T. H. (2011). Invited address: Effective psychosocial treatments for emotional and behavioral disorders in youth. University of Stockholm, Sweden.

Fraire, M., McWhinney, E., & Ollendick, T. (2011). The effect of comorbidity on treatment outcome in an ODD sample. In T. Ollendick (Chair), Comorbidities in children and adolescents: Implications for evidence-based treatment. Symposia presented at the 41st European Association for Behavioral and Cognitive Therapies, Reykjavik, Iceland.

Halldorsdottir, T., Austin, K. & Ollendick, T. (2011). Comorbid ADHD in children with ODD or specific phobia: Implications for evidence-based treatments. In T. Ollendick (Chair), Comorbidities in children and adolescents: Implications for evidence-based treatment. Symposia presented at the 41st European Association for Behavioral and Cognitive Therapies, Reykjavik, Iceland.

Epstein, T., & Saltzman-Benaiah, J. (2010). Parenting children with disruptive behaviors: Evaluation of a Collaborative Problem Solving* pilot program. *Journal of Clinical Psychology Practice*, 27-40.

Martin, A., Krieg, H., Esposito, F., Stubbe, D., & Cardona, L. (2008). Reduction of restraint and seclusion through Collaborative Problem Solving*: A five-year, prospective inpatient study. *Psychiatric Services*, 59(12), 1406-1412.

Greene, R.W., Ablon, S.A., & Martin, A. (2006). Innovations: Child Psychiatry: Use of Collaborative Problem Solving* to reduce seclusion and restraint in child and adolescent inpatient units. *Psychiatric Services*, 57(5), 610-616.

Greene, R.W., Ablon, J.S., Monuteaux, M., Goring, J., Henin, A., Raezer, L., Edwards, G., & Markey, J., & Rabbitt, S. (2004). Effectiveness of Collaborative Problem Solving* in affectively dysregulated youth with oppositional defiant disorder: Initial findings. *Journal of Consulting and Clinical Psychology*, 72, 1157-1164.

Greene, R.W., Biederman, J., Zerwas, S., Monuteaux, M., Goring, J., Faraone, S.V. (2002). Psychiatric comorbidity, family dysfunction, and social impairment in referred youth with oppositional defiant disorder. *American Journal of Psychiatry*, 159, 1214-1224.

Greene, R.W. (2018) Transforming school discipline: Shifting from power and control to collaboration and problem solving, *Childhood Education*, 94:4, 22-27.

Greene, R.W., Zisser, A.R., Eyberg, SM., & Pavuluri, M (2017). Frequent tantrums: Oppositional behavior in a young child. In C.A. Galanter and P.S. Jensen (Eds.), *DSM-5 Casebook and Treatment Guide for Child Mental Health*, American Psychiatric Association Publishing, 231-241.

Greene, R.W. (2011). The aggressive, explosive child. In M. Augustyn, B. Zuckerman, & E. B. Caronna (Eds.), *Zuckerman and Parker Handbook of Developmental and Behavioral Pediatrics for Primary Care*. (2nd Ed.). Baltimore: Lippincott, Williams, & Wilkins, 282-284.

Greene, R. W. (2010). Collaborative Problem Solving*. In R. Murrihy, A. Kidman, & T. Ollendick (Eds.), *A clinician's handbook of assessing and treating conduct problems in youth*. New York: Springer Publishing, 193-220.

Greene, R.W. (2010). Conduct disorder and oppositional defiant disorder. In J. Thomas & M. Hersen (Eds.), *Handbook of Clinical Psychology Competencies*. New York: Springer Publishing, 1329-1350.

Greene, R. W., & Doyle, A.E. (1999). Toward a transactional conceptualization of oppositional defiant disorder: Implications for treatment and assessment. *Clinical Child and Family Psychology Review*, 2(3), 129-148.

**Lista de capacidades en las que a menudo colocamos exigencias demasiado altas.
Para cada capacidad existen una gran cantidad de referencias:**

- Capacidad de calcular causa-consecuencia en contextos complejos. Un buen resumen del concepto existe en Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn (Discapacidades del desarrollo y vulnerabilidad mental – sobre niños diferentes). Lund: Studentlitteratur
- Capacidad de estructurar y llevar a cabo actividades: Gazzaniga, MS, Ivry, RB & Mangun, GR (2013): Cognitive Neuroscience. W. W. Norton & Company
- Capacidad de recordar mientras que uno piensa: Un maravilloso artículo en danés de la revista *Folkeskolen*: <http://www.folkeskolen.dk/523988/arbejdshukommelse---fundamentet-for-boerns-laering>
- Capacidad de inhibir impulsos: Gazzaniga, MS, Ivry, RB & Mangun, GR (2013): Cognitive Neuroscience. W. W. Norton & Company
- Resistencia y perseverancia: un buen artículo científico: Lehrer, J (2009): Don't. The New Yorker, May 18 2009. http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer
- Flexibilidad: un viejo artículo definitorio: Scott, W A (1962). "Cognitive complexity and cognitive flexibility". *American Sociological Association* **25**: 405–414. Annars har Flescher & Merland og Elvén, Veje & Beier (båda nämnda ovan) bra sammanfattningar.
- Competencias sociales: hemos escrito mucho sobre esto en Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn (Discapacidades del desarrollo y vulnerabilidad mental – sobre niños diferentes). Lund: Studentlitteratur, pero también puedes ir a la fuente: Frith, U (2003): Autism: Explaining the Enigma. London: John Wiley & Sons
- Sensibilidad al estrés: Si realmente quieres entender lo que eso significa, te recomiendo leer el capítulo cuatro en Elvén, BH (2009): Problemskapande beteende vid utvecklingsmässiga funktionshinder (Conductas creadoras de problemas en las discapacidades del desarrollo). Lund: Studentlitteratur
- Capacidad para decir que sí: DiStefano C, Morgan GB, Motl RW (2012): An examination of personality characteristics related to acquiescence. *J Appl Meas.* 2012;13(1):41-56.
- Capacidad para calmarse y mantener la calma: Diekhof EK, Geier K, Falkai P, Gruber O. (2011): Fear is only as deep as the mind allows A coordinate-based meta-analysis of neuroimaging studies on the regulation of negative affect. *Neuroimage.* 2011 Sep 1;58(1):275-85. Dessutom Siöwall D, Roth L, Lindqvist S, Thorell LB (2013): Multiple deficits in ADHD: executive dysfunction, delay aversion, reaction time variability, and emotional deficits. *J Child Psychol Psychiatry.* 2013 Jun;54(6):619-27

Conflictos y control

Hablo de castigo. Cabe señalar que el término *castigo* se utiliza en la población general. Por lo tanto, *no* es el concepto psicológico de la psicología del aprendizaje. Investigación y teoría que apoya mis pensamientos sobre los efectos negativos del castigo:

Damm AP, Larsen BØ, Nielsen HS & Simonsen M (2017). Lowering the minimum age of criminal responsibility: Consequences for juvenile crime and education. *Economics Working Papers* 2017-10. Aarhus: Department of economics and business economics, Aarhus University.

Gershoff ET (2002): Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin* 128(4), 539–579

Shutters, ST (2013): Collective Action and the Detrimental Side of Punishment. *Evolutionary Psychology* 11(2), 327-346

BRÅ (2012): Återfall i brott (Reincidencia). Slutlig statistik för 2003–2005. Stockholm: Brottsförebyggande rådet

Clausen, S & Kyvsgaard, B (2009): Ungdomssanktionen: En effektevaluering. København: Justitsministeriets forskningskontor. (danés)

Levin C (1998): Uppfostringsanstalten. Om tvång i föräldrars ställe (La institución educativa. Sobre la coerción en el lugar de los padres). Doktorsavhandling (doctorado). Lund: Arkiv förlag/A-Z förlag

Sigsgaard, E (2003): Utskälld (Regañinas). Stockholm: Liber

Sobre economía de fichas y sistemas de recompensas:

Deci, E.L., Koestner, R. & Ryan, R.M. (1999) A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6):627-668; discussion 692-700.

Lepper, M.R., Henderlong, J. & Gingras, I. (1999) Understanding the effects of extrinsic rewards on intrinsic motivation – uses and abuses of meta-analysis: comment on Deci, Koestner and Ryan. *Psychological Bulletin*, 125(6):669-676.

Roth G, Assor A, Niemiec CP, Ryan RM & Deci EL (2009) The Emotional and Academic Consequences of Parental Conditional Regard: Comparing Conditional Positive Regard, Conditional Negative Regard, and Autonomy Support as Parenting Practices. *Developmental Psychology* 45(4) 1119–1142

Ulber, J., Hamann, K. & Tomasello, M. (2016). Extrinsic Rewards Diminish Costly Sharing in 3-Year-Olds. *Child Development* 87(4): pp. 1192–1203

Warneken, F. & Tomasello, M. (2008). Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds. *Developmental Psychology* 44(6):pp. 1785–1788

Un accesible texto científico más sencillo es:

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

Acerca de la legitimación de los efectos del castigo:

Gneezy, U. and Rustichini, A. (2000): A Fine is a Price. *The Journal of Legal Studies*, Vol. 29, 1, 1-17.

Acerca de las diferentes tendencias a castigar:

de Quervain, D. J.-F., Fischbacher U., Treyer, V., Schellhammer M., Schnyder, U., Buck, A., Fehr, E. (2004) The neural basis of altruistic punishment. *Science* 305, 1254-1258

Sobre por qué castigamos:

Boyd R, Gintis H, Bowles S, Richerson PJ. (2003): The evolution of altruistic punishment. *Proc Natl Acad Sci U S A*. 100(6):3531-5

Acerca de las reprimendas y correcciones:

van Duijvenvoorde ACK, Zanolie K, Rombouts SARB, RaijmakersMEJ, & Crone EA (2008): Evaluating the Negative or Valuing the Positive? Neural Mechanisms Supporting Feedback-Based Learning across Development. *The Journal of Neuroscience* 28(38) s. 9495-9503

Sobre los límites:

Bjørkly S. (1999): A ten-year prospective study of aggression in a special secure unit for dangerous patients. *Scand J Psychol*. 40(1):57-63

Sobre los espectros de la tolerancia cero a la violencia:

Middleby-Clements JL & Grenyer BFS (2007): Zero tolerance approach to aggression and its impact upon mental health staff attitudes. *Australian and New Zealand Journal of Psychiatry* 2007; 41:187-191

Paterson B, Miller, G, Leadbetter, D & Bowie, V (2008): Zero tolerance and violence in services for people with mental health needs. *Mental health practice*, 11; 8:26-31

Método

Acerca de las exigencias y la ética:

Nussbaum MC (2007): *Frontiers of Justice: Disability, Nationality, Species Membership* (The Tanner Lectures on Human Values). Boston: Harvard University Press

Acerca de los marcos físicos comprensibles:

Norman D (1988): *The psychology of everyday things*. New York: Basic Books
Vipu Viden 3, 2013: *Mursten på recept*. Århus: Oligefreniklinikken

Elvén, Bo Hejlskov (2014): *Fysiske rammer og problemskabende adfærd*. I From, Kaas & Skovgaard Schmidt: *Særforanstaltninger - anbefalinger til god praksis for organisering, samarbejde og borgerinddragelse*. Socialstyrelsen, Odense 2014.

Acerca de las reglas:

<http://www.ericdigests.org/1999-4/parenting.htm>

<http://www.psychologytoday.com/blog/thinking-about-kids/201409/authoritative-vs-authoritarian-parenting-style>

El ejemplo que uso es la descripción en Bronson & Merryman (2009): *NurtureShock: New Thinking About Children*. Twelve Publishing

Teoría bajo afectiva y método:

Kaplan & Wheelers artículo original sobre los brotes afectivos:

Kaplan, S.G., and Wheeler, E.G. (1983). *Survival skills for working with potentially violent clients*. *Social Casework*, 64, 339-345.

El modelo de regulación del efecto se publicó por primera vez en:

Elvén, BH (2009): *Problemskapande beteende vid utvecklingsmässiga funktionshinder (Conductas creadoras de problemas en las discapacidades del desarrollo)*. Lund: Studentlitteratur

Además, teóricamente se puede profundizar en la regulación del efecto y el contagio afectivo en:

Diekhof EK, Geier K, Falkai P, Gruber O. (2011): *Fear is only as deep as the mind allows A coordinate-based meta-analysis of neuroimaging studies on the regulation of negative affect*. *Neuroimage*. 2011 Sep 1;58(1), 275-85.

Sjöwall D, Roth L, Lindqvist S, Thorell LB (2013): *Multiple deficits in ADHD: executive dysfunction, delay aversion, reaction time variability, and emotional deficits*. *Journal of Child Psychology and Psychiatry* 54(6), 619-27

Kinner, VL, Het, S & Wolf, OT (2014): *Emotion regulation: Exploring the impact of stress and sex*. *Frontiers of behavioural neuroscience* 8, 397

Hatfield E, Cacioppo JT, Rapson RL (1993): *Emotional Contagion*. *Current Directions in Psychological Science* 2(3), 96-99

Hatfield E, Bensman L, Thornton PD & Rapson, RL (2014): *New Perspectives on Emotional Contagion: A Review of Classic and Recent Research on Facial Mimicry and Contagion*.

Interpersona: An International Journal on Personal Relationships 8(2),159-179

Roelofs, K, Bakvis, P, Hermans, EJ, van Pelt, J & van Honk, J (2007): The effects of social stress and cortisol responses on the preconscious selective attention to social threat. *Biological Psychology* 75, 1–7

Lombardo MV, Chakrabarti B, Bullmore ET, Sadek SA, Pasco G, Wheelwright SJ, Suckling J, MRC AIMS Consortium & Baron-Cohen S (2010): Atypical neural self-representation in autism. *Brain*

Tomkins, Silvan S (1962): *Affect, Imagery, Consciousness, Volume I*. London: Tavistock.

Tomkins Silvan S (1963): *Affect, Imagery, Consciousness: Volume II, The Negative Affects*. New York: Springer.

Tomkins Silvan S (1991): *Affect, Imagery, Consciousness Volume III. The Negative Affects: Anger and Fear*. New York: Springer.

Acerca del desarrollo de la empatía:

Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn (Discapacidades del desarrollo y vulnerabilidad mental – sobre niños diferentes). Lund: Studentlitteratur

La investigación sobre las neuronas espejo proviene de:

Rizzolatti G & Craighero L (2004): The Mirror-neuro system. *Annual Review of Neuroscience* 27, 169–92

Aziz-Zadeh L, Wilson SM, Rizzolatti G, Iacoboni M. (2006). Congruent embodied representations for visually presented actions and linguistic phrases describing actions. *Current Biology* 16, 1818–23.

Estudios sobre estrategias del contacto bajo afectivo:

Ertman, B, Woetman, CZ, Pejstrup, S-E & Fischer, E (2015). *Projekt Særforanstaltning - Udvikling af metode og effektmålingsværktøjer*. København: Socialstyrelsen. Finns på <https://socialstyrelsen.dk/udgivelser/afstemt-paedagogik>

Bowers L (2014). A model of de-escalation. *Mental Health Practice* 17(9) 36-37

Nau J, Halfens R, Needham I & Dassen T (2010). Student nurses' de-escalation of patients' aggression: a pretest-posttest intervention study. *International Journal of Nursing Studies* 47(6), 699-708

Frick J, Slagman A, Möckel M, Searle J, Stemmier F, Joachim R & Lindner T (2018). Erleben von Aggressivem Verhalten in der Notaufnahme nach Etablierung eines Deesskalationstrainings. *Notfall + Rettungsmedizin* 21(5), 349-355

Maagerø-Bangstad ER, Sælør KT & Ness O (2019). Encountering staff-directed aggression within mental health and substance abuse services: exploring conceptions of practice following education. *International Journal of Mental Health Systems* 13(20)

Ferrara KL, Davis-Ajami ML, Warren JI & Murphy LS (2017). De-Escalation Training to Medical-Surgical Nurses in the Acute Care Settings. *Issues in Mental Health Nursing* 38(17), 742-749

Price O, Baker J, Bee P & Lovell K (2015). *The British Journal of Psychiatry* 206(6), 447-455

Sobre la base de estos estudios realizados por grupos de investigación independientes, ahora podemos concluir que **el contacto de baja afectividad está basado en la evidencia.**

Métodos bajo afectivos físicos:

Deveau, R & McDonnell A. (2009) As the last resort: reducing the use of restrictive physical interventions using organisational approaches. *British Journal of Learning Disabilities*, **37** 172-179.

Deveau, R. & McGill, P. (2009) Physical interventions for adults with intellectual disabilities: survey of use, policy, training and monitoring. *Journal of Applied Research in Intellectual Disabilities*, **22** 145-151.

Deveau, R. & McGill, P. (2013) Leadership at the front line: Impact of practice leadership management style on staff experience in services for people with intellectual disability and challenging behaviour. *Journal of Intellectual and Developmental Disability*, <http://dx.doi.org/10.3109/13668250.2013.865718>

McDonnell, A., Breen, E., Deveau, R., Goulding, E. & Smyth, J. (2014) How nurses and carers can avoid the slippery slope to abuse. *Learning Disability Practice*, **17**, 36-39.

Deveau, R. & Leitch, S. (in press) The impact of restraint reduction meetings on the use of restrictive physical interventions in English residential services for children and young people. *Journal of Child: Care, Health and Development*.

Legget & Silvester (2003): Care staff attributions for violent incidents involving male and female patients. *British journal of clinical psychology* 42, 393-406.

McDonnell, A.A., Sturmey, P., Oliver, C., et al (2007) The effects of staff training on staff confidence and challenging behaviour in services for people with autism spectrum disorders. *Research in Autism Spectrum Disorders*

McDonnell A. A. & Reeves S. (1996) Phasing out seclusion through staff training and support. *Nursing Times* 92, 43-44

McDonnell A. A., Sturmey, P., & Dearden, R. L. (1993) The acceptability of physical restraint procedures for people with a learning difficulty. *Behavioural and Cognitive Psychotherapy* 21, 255 – 264.

McDonnell, A. A., & Sturmey, P. (2000) The social validation of three physical restraint procedures: A comparison of young people and professional groups. *Research in Developmental Disabilities* 21, 85-89.

McDonnell, A. (2005.) Development and evaluation of a three day training course in the management of aggressive behaviours for staff who work with people with learning disabilities. University of Birmingham. Doctoral Thesis

McDonnell, A. A. (1997) Training care staff to manage challenging behaviour: An evaluation of a three day course. *The British Journal of Developmental Disabilities* 43, 2, 156-161.

McDonnell, A., Dearden, B., & Richens, A. (1991a). Staff training in the management of violence and aggression. 1. Setting up a training system. *Mental Handicap* 19, 73-76.

McDonnell, A., Dearden, B., & Richens, A. (1991b). Staff training in the management of violence and aggression. 2. Avoidance and Escape principles. *Mental Handicap* 19, 109-112.

McDonnell, A., Dearden, B., & Richens, A. (1991c). Staff training in the management of violence and aggression. 3. Physical Restraint. *Mental Handicap* 19, 151-154.

La documentación científica sobre la peligrosidad de las inmobilizaciones se puede encontrar aquí:

Paterson B, Bradley P, Stark C, Saddler D, Leadbetter D & Allen D (2003): Deaths associated with restraint use in health and social care in the UK. The results of a preliminary survey. *Journal of Psychiatric and Mental Health Nursing* 10, 3–15

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Y luego están los libros

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Las referencias de los modelos oficiales de estrés oficiales son:

Uhrskov, Trine & Hejlskov Jørgensen, Bo (2007). An adaptation of the stress-vulnerability model in autism. Paper presented at the conference Meeting of Minds, Herning, Denmark 2007

También puede leer más al respecto en:

Hejlskov Elvén, Bo (2009). Problemskapende beteende vid utvecklingsmässiga funktionshinder (Conductas creadoras de problemas en las discapacidades del desarrollo).

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Nuechterlein , KH & Dawson ME (1984): A Heuristic Vulnerability/Stress Model of Schizophrenic Episodes. *Schizophrenia Bulletin* 10(2):300-312