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**Podcast: Lentz og Hejlskov**

# Program



- Intro
- Tilgangen
- Menneskesynet
- Metoderne
- Forandringsværktøjskassen
- Spørgsmål, kommentarer, refleksioner

# Menneskesyn

**”Børn, der kan opføre  
sig ordentligt,  
gør det”  
(Ross Greene)**





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# Perspektivskiftet

# Den gode cirkel



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**Vi tror på at personen  
gør sit bedste**

**Den bekymrende  
adfærd mindskes**

**Vi tager ansvar**

**Vi tilpasser rammerne  
til personen**

**Vi bliver nysgerrige på  
personens adfærd**

**Vi bliver mere fleksible  
og forstående**

**Vi bruger vores empati**



**Vi synes bedre om  
personen**

# Den onde cirkel



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**Vi tror ikke på at  
barnet gør sit bedste**

**Den bekymrende  
adfærd øges**

**Vi fralægger os  
ansvaret**

**Vi tilpasser rammerne  
mindre eller slet ikke**

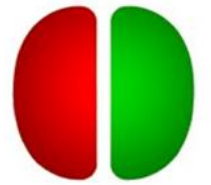
**Vi bliver ikke  
nysgerrige på barnets  
adfærd**

**Vi bliver ufleksible og  
mindre forstående**

**Vi føler ingen eller  
mindre empati**

**Vi bryder os mindre  
om barnets**

# Menneskesyn



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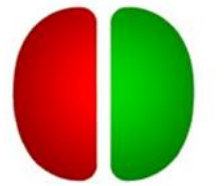
Når vi arbejder efter tænkningen  
”Børn, der kan opføre sig ordentligt,  
gør det” – så stopper vi med at  
moralisere og alt bliver lettere, da vi  
får adgang til de autonomistøttende  
metoder.



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# Forandring



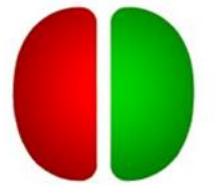


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## Definitionen på pædagogik:

**Pædagogik handler om at få mennesker til at gøre noget, de ikke ville have gjort af sig selv – og de skal gøre frivilligt.**

# Forandring



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# Krav



## Minuskrav

- Hold op
- Lad være
- Stop

**Minuskrav skaber ingen ændring i adfærden på sigt.**



## Pluskrav

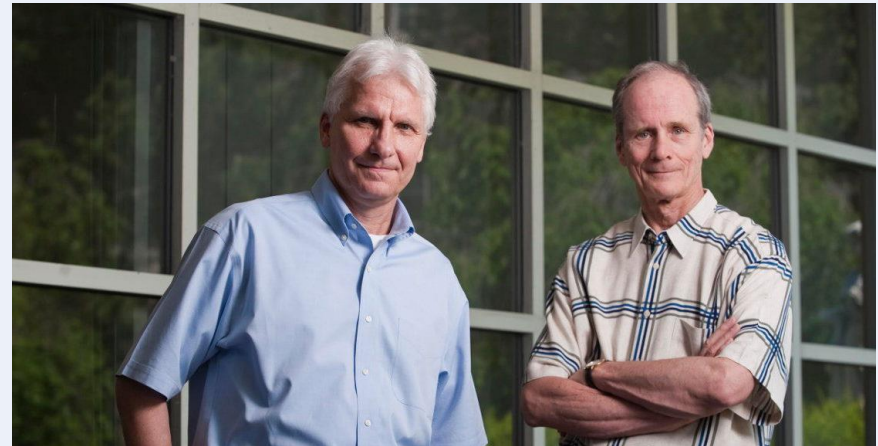
- Kom her hen
- Nu skal du vaske dine hænder
- Hent din jakke
- Sæt dig ned

Ved pluskrav bør vi tage ansvaret for reaktionen.



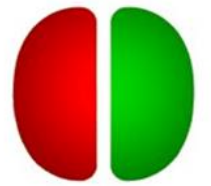
## Selvbestemmelsesteorien

- **Intrinsisk motivation**
- **Ekstrinsisk motivation**



**Richard Ryan**

**Edward Deci**

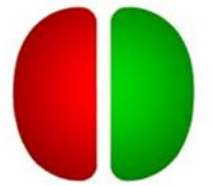


## Selvbestemmelsesteorien

### 3 grundlæggende psykologiske behov

- **Selvbestemmelse**
- **Samhørighed**
- **Kompetence**

# Kravtilpasning



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## Vi kan øge oplevelsen af selvbestemmelse:

- Valgmuligheder
  - Valgmulighederne skal være i "familie" sammen

## Vi kan øge oplevelsen af samhørighed:

- Vi – oplevelser
- Validering
- Pædagogisk kapital

# Belønningssystemer



Belønning og straf – to sider af samme sag.

## Inflationseffekten

- Systemet bygger på forhandling

## Effekten er lavere selvtillid

- Barnets selvtillid sænkes, da de oplever positiv feedback for det, de gør – men ikke for hvem de er (Guy Roth)



# Belønningssystemer



## Den legitimerende effekt

- Hvis barnet er klar til at tage straffen.

## Modsætningseffekten

- Vores magtforhold til barnet bliver tydeliggjort.

## Adfærdsreduktionseffekten

- Adfærden reduceres efterfølgende til et lavere niveau end tidligere (Edward Deci) – selvbestemmelse – kompetence – samhørighed.

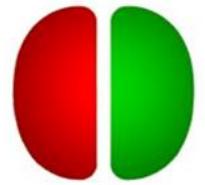
# Kravtilpasning



## Forberede barnet

- Feed forward
- Find et færdigt i barnets aktivitet – eller byg det ind
- Giv barnet tid til at blive klar
- Struktur

# Kravtilpasning



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## Struktur

- Geografiske strukturer
- Tidsmæssige strukturer
- Rækkefølge-strukturer
- Regelstrukturer

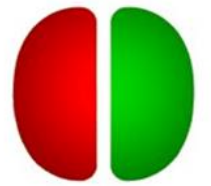
# Kravtilpasning



## Struktur

- **Geografiske strukturer**
  - Lokaleindretning
  
- **Tidsmæssige strukturer**
  - I skal stå op kl. 7
  - Vi spiser kl. 8

# Kravtilpasning



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## Struktur

- **Rækkefølge-strukturer**
  - Skema
  - Rutiner
  - Piktogrammer
- **Regelstrukturer**
  - Unødvendige og meningsløse for barnet
  - Nødvendige men meningsløse for barnet

# Kravtilpasning



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## Tricks

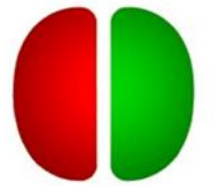
- Prompter
- Påmindelser uden pres
- Træd væk når kravet er stillet
- Motiverende handlinger

## Når intet virker

Strategisk kapitulation

”Alle pædagogiske nederlag bør afføde en handleplan”

# Slut



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# Spørgsmål?

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**Podcast: Lentz og Hejlskov**



# Litteraturliste

## Fagbøger

- **Udviklingsforstyrrelser og psykisksårbarhed. Af Bo Hejlskov Elvén, Hanne Veje og Henning Beier.**
- **Problemskabende adfærd ved udviklingsforstyrrelser eller udviklingshæmning. Af Bo Hejlskov Elvén**
- **Managing Challenging Behaviours using low arousal approaches. Af Andrew McDonnell**
- **Det eksplosive barn. Af Ross Greene**
- **Fortabt i skolen. Af Ross Greene**
- **Børn med blandingsdiagnoser. Af Martin L. Kutscher**
- **Et liv uden bremser. Af Martin L. Kutscher**
- **Autisme en gådes afklaring. Af Uta Frith**
- **Autisme og Aspergers syndrom - en introduktion. Af Uta Frith**
- **Den lærende hjerne - Hvad hjerne forskningen kan fortælle pædagogikken. Af Sarah-Jayne Blakemore og Uta Frith**
- **Udviklingspsykologi. Af. Leif Havneskjöld og Pia Risholm Mothander**





# Litteraturliste

## Fagbøger

- **Adfærdsproblemer i skolen. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i psykiatrien. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i ældreplejen. Af Bo Hejlskov Elvén**
- **Rabalder i Børnefamilien. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer hos anbragte børn og unge. Af Bo Hejlskov Elvén**
- **Adfærdsproblemer i vuggestuer og børnehaver. Af Bo Hejlskov Elvén**

## Biografier

- **Et rigtigt menneske. Af Gunilla Gerland**
- **En helt anden verden. Af Kasper Bastholm Elsvor**

## Film

- **Temple Grandin (HBO)**



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## Referenser i urval

### Teori:

#### Den som tar ansvar kan påverka

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**Listan på förmågor vi ofta råkar ställa för höga krav på är min egen. För varje förmåga finns en mängd referenser:**

- Förmåga att beräkna orsak och verkan i komplexa sammanhang: En bra sammanfattning av begreppet finns i Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn. Lund: Studentlitteratur
- Förmåga att strukturera och genomföra aktiviteter: Gazzaniga, MS, Ivry, RB & Mangun, GR (2013): *Cognitive Neuroscience*. W. W. Norton & Company
- Förmåga att komma ihåg medan man tänker: En utmärkt artikel från danska Folkeskolen: <http://www.folkeskolen.dk/523988/arbejdshukommelse---fundamentet-for-boerns-laering>
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- Sociala kompetenser: Det har vi skrivit en del om i Elvén, BH, Veje, H & Beier, H (2012): Utvecklingsrelaterade funktionsnedsättningar och psykisk sårbarhet - om annorlunda barn. Lund: Studentlitteratur, men man kan även gå till källan: Frith, U (2003): *Autism: Explaining the Enigma*. London: John Wiley & Sons



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- Stresskänslighet: Vill man verkligen förstå vad det innebär rekommenderar jag att man läser kapitel fyra i Elvén, BH (2009): Problemskapande beteende vid utvecklingsmässiga funktionshinder. Lund: Studentlitteratur
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### Konflikt och kontroll

Jag pratar om straff. Det ska påpekas att begreppet straff används som det används i befolkningen i stort. Det är alltså *inte* det inlärningspsykologiska begreppet straff. Forskning och teori som stödjer mina tankar om negativa effekter av straff:

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.

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**Om varför vi straffar:**

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