Umeå, Sweden 11. September 2012

“Without context, words and actions give no meaning at all”

Gregory Bateson, 1972

Søren Hertz, PsykCentrum
Child and adolescent psychiatrist
A presentation about manoeuvring in complexity

- The dangers of modern society is connected with the tendency for
  reduction and disjunction

(Montuori, 2005, Bateson, 1972)
Social disorder is made into individual disorder:

It is a huge societal problem, that more and more children and youngsters meet adulthood with a view of themselves as being mentally ill or handicapped
85 % of children and adolescents being seen inside child and adolescent psychiatry (in the hospital departments of Denmark) get an individual psychiatric diagnosis

(BUP-basen, DK, 2008)

Psychiatry is getting mainstream popular
In the midst of poverty and misery of children living in the slum, you will also find the strength and courage, the special skills and abilities, coming from the love of their mothers.

From “Secret Daughter”
Shilpi Somaya Gowda
Meeting with us must create a difference – be on the outlook for unfathomed potentials

Creating contexts which have the potentials for making development and change

Preferred knowledge create preferred actions – children and youngsters as our best manuals – moving beyond the issues of guilt and shame

Problem behaviour as communication and as invitations to the surroundings, and to us

A transdisciplinary and transcontextual matter
Child and adolescent psychiatry – a societal perspective

Child and adolescent psychiatry – new perspectives and unfathomed potentials

Diagnosis as a chosen picture of the moment

Diagnosis as a matter for economical resources

The issue of questionnaires, guidelines and manuals

The concepts of mental illness and handicap do not look for the invitations of children and youngsters to their surroundings
The possibilities for change of perspective result from changing your own position.

Every exploration must imply an exploration of one’s own preunderstandings and basic assumptions.
“ADHD
–
The abbreviation in itself disturbs our curiosity”

Diagnoses are not explanations
Diagnoses are parts of something bigger
The problems about the connotations connected to the concept of ADHD

The behavior of children and youngsters is to be understood as connected to many different and complex psychosocial phenomena
THEORY of DOMAINS

Domain of production

Domain of explanations

Domain of aesthetics

Domain of production

Domain of explanations

Domain of aesthetics
The individual person has emerged as the central concept of analysis.

It is not possible to observe phenomena independent of the context, they are living inside.

Contexts are created by meaning and in that way supported by the narratives, which over time have turned out to be the important ones.

The constituting power of language – irreverence as openings into the unfathomed interdependent phenomena instead of co-morbidity.
"You are free to master yourself, but if you fail, the fault will be yours ... The pressure on identity constructions and the absence of existential security networks of those not having success in this society, have made the sick role more attractive than ever.

In contrast to the disaster of social shame by being nothing, we offer a right to suffer in legitimate ways by diagnozing” (Ekeland, 2007)

Our task is to create invitations moving beyond, i.e. creating even more attractive invitations
Ethical obligations in connection to any kind of investigation

Appearance and picture of the moment

The problematic in context of the fantastic

Focus on the incongruens, what seemingly doesn’t fit into each other (the creativity that emerges out of the interaction of multiple perspectives)

Children and youngsters are responsible, loyal to someone or something

Investigation for potentials for change
Children and youngsters are being raised and develop inside a complex and multi socialising context

How do we make the experiences arising from new social interaction spread from one context to another?

How do we involve others in ways, so they understand the importance and see their own role and agenda? It is easier to be part of change, when you are not the only one to make the changes.

The question: *Is this a matter of psychiatry?* arise, when people feel powerless and all too much alone
Points of attention – what do we vitalise?

Invitations

Wholeness and coherence

Social interaction and relationships

context

content

individual
details

problem appearances

The risk of reduction and disjunction – because he or she is …
A bio-psycho-social perspective

Focus on the interaction, because the whole is more than the sum of its parts

Indicates another biological awareness, which opens for different options than a focus on deficits and dysfunction

The ultimate goal is bio-psycho-social development, not a reductionistic focus on normality
Modern neuroscience

The brain is plastic. That means, that it has unfathomed potentials

The brain develops because of and connected to social interaction in crucial relationships. Passivity is strangulating development.

Mirror neurons are crucial in relation to our belief in unfathomed potentials.

Reasons are not linear, they are complex – imaginations towards the future – helps us differ from the issues of guilt and shame
Interaction og neurologic development

The human brain is an organ of adaptation to the physical and social worlds, it is stimulated to grow and learn through positive and negative interactions. The quality and nature of our relationships are translated into codes within neural networks that serve as infrastructures for both brain and mind. Through this translation of experience into neuro-biological structures, nature and nurture become one” (Cozolino, Horsdal, 2009)
Modern developmental psychology

The child participitates actively in the construction of its world. Development is based on interaction with others.

Theories about phases for development must be changed into an attention to, how the child or the youngster are getting the best opportunities for ”managing” their crucial themes of their life – inside their actual context
Modern attachment theories

The child's social interaction with their relatives inside the different contexts of their lives has a crucial impact on how the genetics express themselves (Hart & Sørensen, 2007).
The bio-psycho-social model for development:

The actual moment
Deconstruction of narratives
Constructions about the future
The experiences of every day life
and irreverent curiosity,
that creates trust for the unfathomed.
The child as a crucial agent for change

The dilemmas connected to:
Social problems made psychological/ psychiatric
Child or youngster needing treatment
Handicap and compensation
The ways we choose to put the world into parts do at the same time create the possible kinds of solutions that we can look for:

- Neurobiology and attachment
- Early discovery
- Resources and limitations
- Ordinary and special

- Bio-psycho-social
- Special attention for invitations
- The perfection that need to be developed further
- Transdisciplinarity
Working with complementarities

- Rigor
- Untreatable
- Optimism
- Complexity
- Imagination
- Effect
- Simplicity
- Seriousness
- Reflecting processes
- Transdisciplinarity orientation

Jørn Nielsen / Søren Hertz, November 2008
Diagnostic illustrations

Children with “speciel needs” into “speciel invitations”

To create contexts, that will make it possible to be aware of the invitations

Use a multiverse of different namings to express the complexity

Complementarity unfolds just in front of us – we must look for the differences that create a difference

Make the issues big – be aware of the openings – and avoid doing more of the same, that doesn’t work.
From state of appearance into invitations

The one pole only exists because of the opposite:

So which kinds of social interaction themes are vitalizing these seemingly states of appearance?

How do we contribute to new experiences created by and connected to the new social interactional themes? Our invitations to another kind of connectedness!

Which contexts must be involve in order to create transcontextual change?
ADHD
as a complementarity

Appearance:
Impulsivity, attention problems, hyperactivity, challenging behavior

Invitations, that come out of:
Doubting one’s own potentials
Limiting experiences of asking for help
Limiting experiences of trust
Dilemmas connected to medical treatment:

A problem of dysregulation, not a deficit
The research is in no way convincing
The risk of dependency related to connotations

The invitation to process so comprehensively and wide, that the appearance of ADHD is no longer prominent.
Autism spectrum disorders as a complementarity

Appearance:
Problems in social interaction and communication, rituals and limited contact with others.
Difficulties solving problems.

Invitations coming out of:
Doubting one’s own potentials in social interaction with others.
OCD and Tourettes Syndrome as complementary phenomena

a sense/ experience of personal failure

compensatory urge for control, that emerges into ...

Obsessive and compulsory symptoms
When children and youngsters are doing their best out of their requisites, their ways of understanding their life and their lived experiences, then their problematic and limited appearance must be understood as their ways to compensate for their doubt about their own potentials, their own possibilities for fulfilling their dreams.

It is crucial to appreciate them as doing their best and at the same time to contribute to the development, which they also is some ways ask for.

The task isn’t about compensation, i.e. meeting them with a limited view of their potentials. Instead we must contribute to their development. Time will show us, what will show up, for us and the children.