

**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**

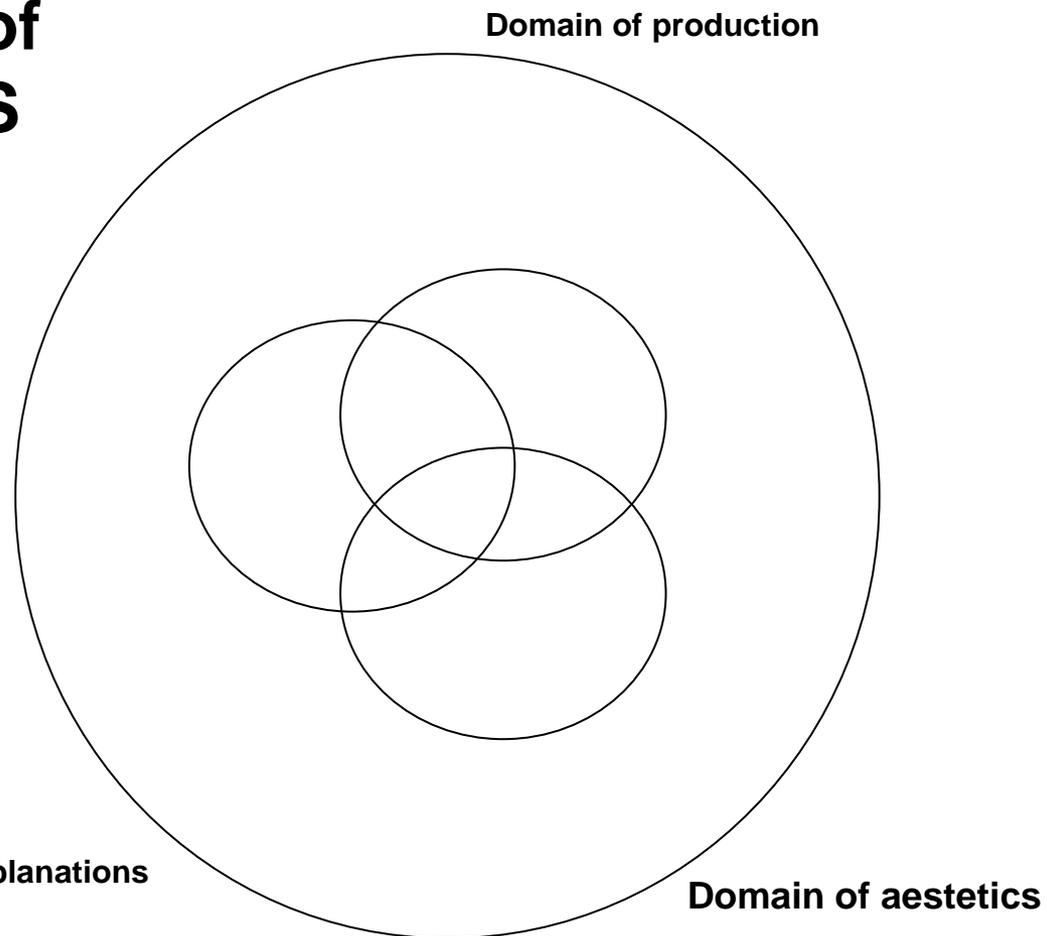


**The problems about  
the connotations  
connected to the concept  
of ADHD**

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



# THEORY of DOMAINS



**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**

**interdependant 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 diagnosing”  
(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**

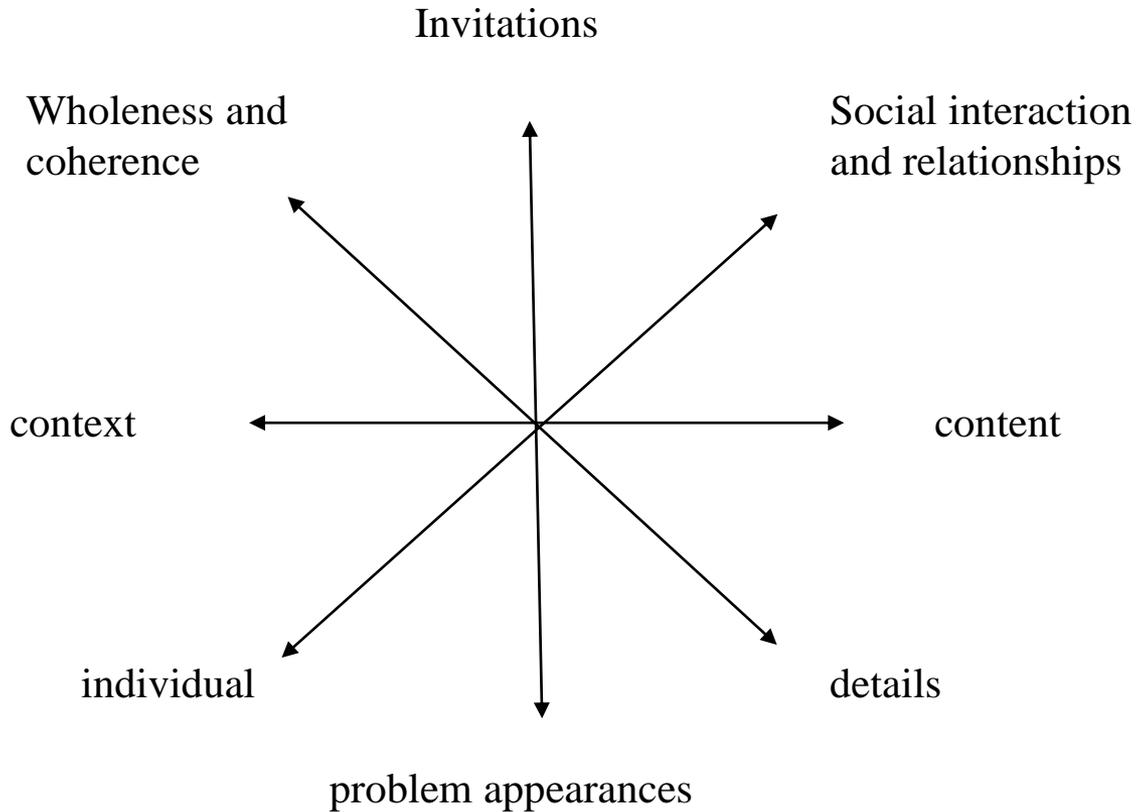
**How do we make the experiences arising from new social interaction spread from one context to another?**

**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?



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 neurobiological structures, nature and nurture become one”  
(Cozolino, Horsdal, 2009)**



## Modern developmental psychology

**The child participates 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**

**Ressources and limitations**

**Ordinary and special**

**Bio-psycho-social**

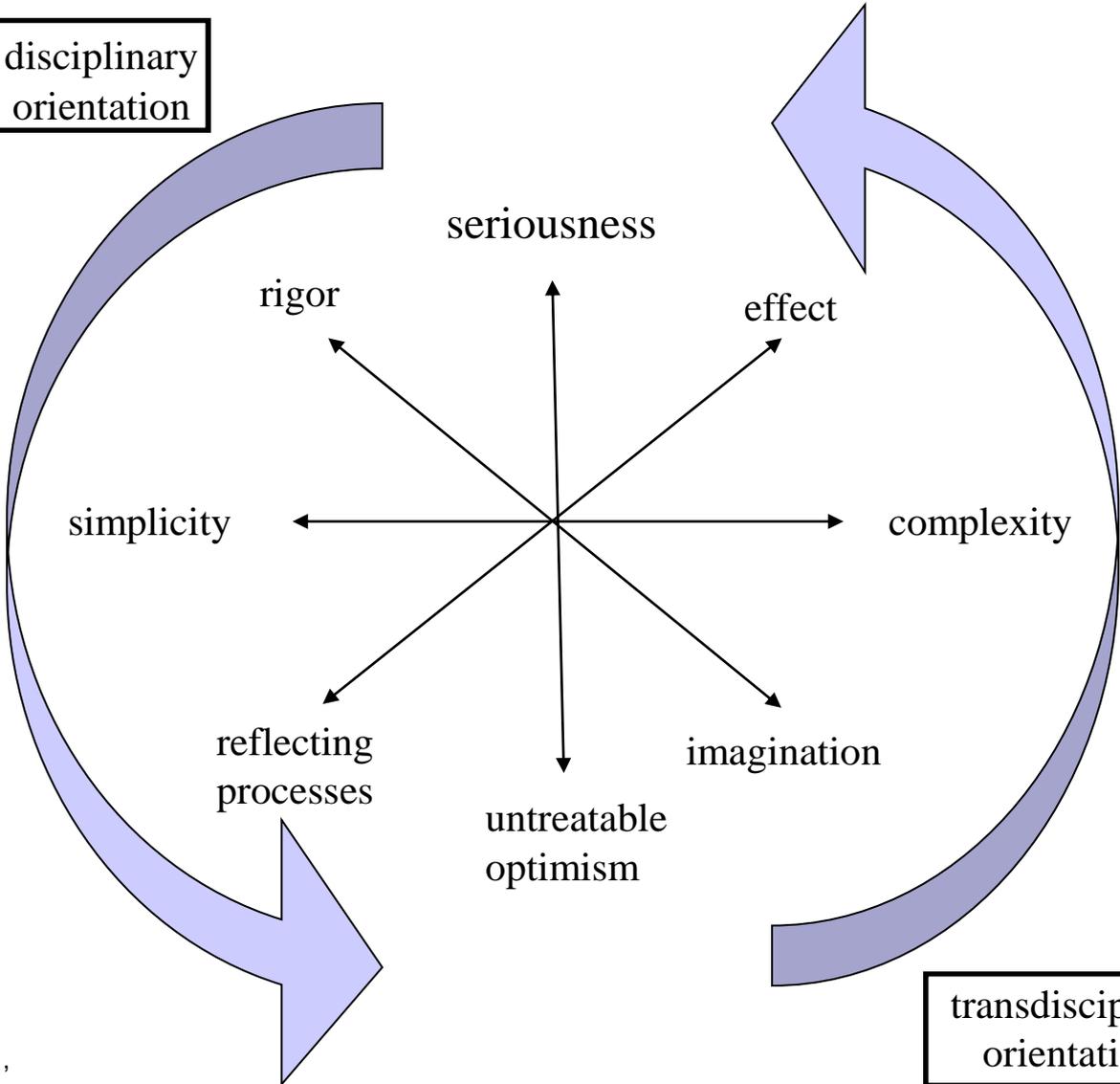
**Speiel attention for invitations**

**The perfection that need to be developed further  
transdisciplinarity**



# Working with complementarities

disciplinary  
orientation



## **Diagnostic illustrations**

**Children with "special needs" into "special 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



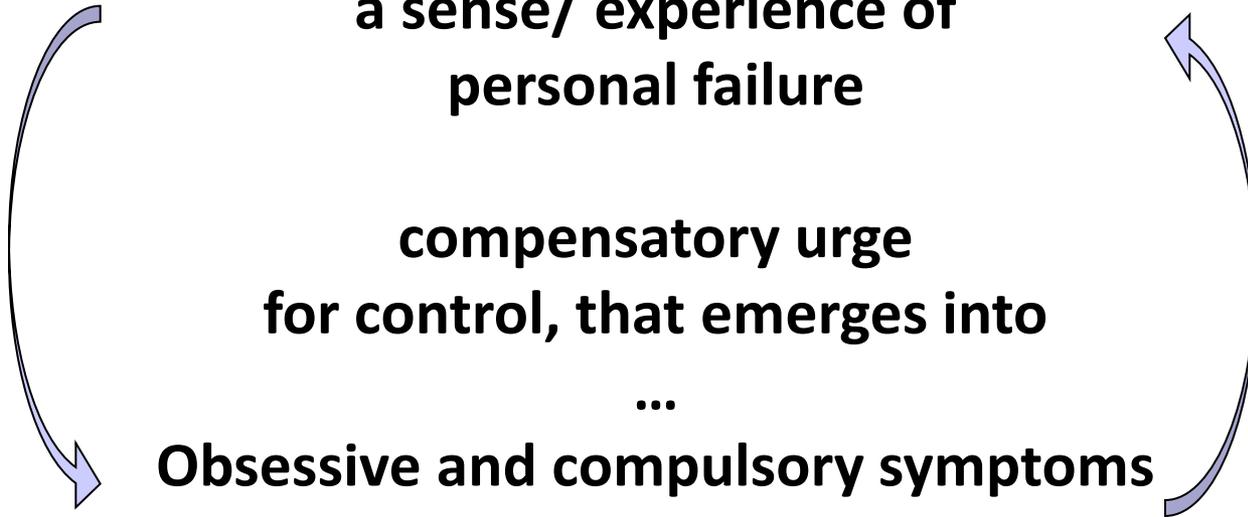
## **OCD and Tourettes Syndrome as complementary phenomena**

**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.**

