

SUMMARIES

02

Anegen Trillingsgaard & Mette Elmoose: Case Formulation – based on Developmental Psychopathology

It is getting still more common to use diagnostic systems such as DSM-IV or ICD-10 in clinical examination and understanding of psychopathology in children and adolescents. Despite this widespread use, a diagnosis does not provide a satisfactory basis for the individualised planning of interventions addressing the child's difficulties and the needs of the family. A supplementary method such as the case formulation is needed in order to allow the clinician to form a more adequate and meaningful understanding of the child's difficulties and to enable an individualised, developmentally oriented and contextually informed intervention. A good clinical examination leads to both a diagnostic classification and a clinical case formulation.

In this paper a model for a case formulation within the frame of developmental psychopathology is presented. The case formulation provides a theory for each case with specific hypotheses of: why the difficulties have emerged, what maintains the difficulties and what prevents them from increasing – in the light of the child's developmental history, vulnerabilities and personal and contextual risk and protective factors. Through the case formulation the clinician systematically utilizes the empirical knowledge inherent in the profession in relation to the specific case. It is argued that the case formulation is an example of evidence-based practice.

03

Mette Elmoose: Autism Spectrum Disorder in a Developmental Perspective

This paper presents a multiple casestudy of the developmental course prior to an autism spectrum diagnosis in adolescents diagnosed between 16 and 21 years of age. Developmental psychopathology is the theoretical frame for the study. Through this approach the existing understanding of outcome in different developmental phases and the personal and contextual factors contributing as risk or protective factors to this development is broadened. The study finds 3 different types of outcome and 3 different developmental paths. Further more 7 risk factors and 8 protective factors are described. The study shows that for these adolescents development is often characterised by real adaptation highlighting that a diagnosis is not always possible or relevant in the early development. On the other hand when mal-adaptation is present several factors often obstruct a relevant intervention. A central dynamic in this obstruction is the interaction between both personal and contextual factors that camouflage mal-adaptation hereby increasing the risk of maintaining or increasing mal-adaptation.

04

Cecilia Brynskov & Inge-Marie Eigsti: Early language in children with autism: a critical developmental factor

Autism is a heterogeneous diagnosis. It is characterized by significant variability in intelligence and language, and perhaps most importantly, by heterogeneity of prognosis. A better understanding of the protective and risk factors in autism enables us to intervene more effectively, and furthermore, contributes to theories of typical development. This

paper focuses on a critical influence on later outcomes in autism: early language ability. Early language skills strongly predict short-term and long-term outcomes. Interestingly, while high-functioning autism and Asperger's Disorder are differentiated primarily on the presence or absence of early language delay, there are conflicting reports about differences in long-term outcomes for these diagnoses. Some studies suggest that, unlike high-functioning autism, adolescents with Asperger's Disorder typically have age-appropriate linguistic abilities; other studies show equivalent outcomes for high-functioning autism and Asperger's Disorder. In this paper we argue that this apparent conflict can be resolved by strengthening the sensitivity of language assessments. While optimal developmental outcomes are possible, most children with high-functioning autism and Asperger's Disorder exhibit small but clinically important residual language deficits. More research and better ways of testing and evaluating language in this population are needed.

05

Tine Basse Fisker: Potential social development in children with autism?

This article presents parts of the conclusions from a PhD thesis with the title: *Interaction Between Young Children. A study of potential social development and opportunities for interaction for young children with autism in various pedagogical and organisational settings.*

The article focuses on three types of interactional analyses of children with autism who interacts with each other and with typical peers. The interactional analyses consist of: content analysis, multimodal relational analysis and conversational turn-taking analysis. It is concluded that the children studied exhibit mutual interest, that they continuously seek to interact, that they perform perfect turn-taking but also that the verbal content of the interaction is weak. At the same time the children manage content of interaction much better when in interaction with a more competent partner. This suggests that that the children possess a potential for development of social competencies which is surprising compared to their diagnosis, and that this potential is neglected in the children's daily pedagogical settings, where relations among children are not considered of importance. It is discussed how to explain this 'blind pedagogical spot' and it is suggested that pedagogical attention can be drawn upon this by introducing multimodal understandings of interaction together with a discussion of the understanding of diagnosis from a developmental psychopathological perspective.

06

Lone Sundahl Olsen & Kristine Jensen de López: SLI is more than just delayed language abilities

Danish children with specific language impairment (SLI) have until now not received much attention. In this article, we first present an introduction of the characteristics of language impairment. We review evidence for the possibility that children with SLI not only express significant delays in their language development, but also present problems related to working memory, which recently has been suggested as a clinical marker of SLI. The empirical study involves a total of 36 Danish children aged 6;5 years. 18 of the children were earlier diagnosed with a language delay, while the remaining 18 children were age-matched typically developing children. The children were assessed on a battery of language and cognitive tasks; expressive vocabulary (Viborg), Test of Receptive Grammar-2, non verbal IQ (picture completion and block design) as well as digit span and Competing Language Processing Task (CLPT). The results show that the SLI group's

overall performance on the language tasks was lower than for the age-matched group. Their performance on non verbal IQ tests, and two of the working memory tasks (the Digit Span and the truth/false subtest of the CLPT) did not differ significantly. However the typically developing group outperformed the SLI group on the recall subtest of the CLPT. Associations were significant for the TD groups performance on the TROG-2 and Digit Span, but non-significant for the SLI group, oppositely, the association between TROG-2 and CLPT_recall were significant for the SLI group, but not for the TD group. The dissociation gives support to previous research suggesting that SLI children show a deficient in some components of their working memory. The results are discussed in relation to psychological intervention with SLI children.

07

Celina Gullits & Janni Juul: When boys love dresses – the development of gender identity difficulties in childhood

Gender identity difficulties in childhood are a phenomenon which in varying degree affects Danish children and their development of gender identity throughout childhood. For some of these children it expresses a curious experimentation with the expression of the gender while for others, an interaction of specific factors results in distress and an experience of incongruence between the somatic and psychological gender. These children express feelings of shame, bullying, anxiety, depression, stigmatisation etc. caused by their existential wish for being the other gender. These children meet the diagnostic criteria for the DSM diagnosis *Gender Identity Disorder in Children* (GIDC). While there currently are no Danish studies involving this phenomenon, international research based on minor clinical studies of children who have been treated or assessed for GIDC show that the children express a preference for games, pastimes, clothing and interests normative for the other gender as well as identification with or uncertainty about whether they are the other gender. This article presents our study of this phenomenon among Danish children exemplified by how three Danish boys and their parents describe their lives affected by gender identity difficulties. These boys present themselves as boys meanwhile they experience an intense desire for being girls. Our Danish studies will in this article will serve as a local contribute to the presentation of the international scientific findings.

08

Susanne Lunn: A review of the history of the University Clinic – two steps forward and half a step backward

The article is based on a paper given at the 60th anniversary of The University Clinic, Department of Psychology, University of Copenhagen. Keypoints of the development of Danish Psychology with a focus on clinical psychology and especially the University Clinic are presented. The so-called “scientist-practitioner” model is introduced and related to the development of the University Clinic. It is argued that today the Clinic is strengthened partly because of a unifying theoretical perspective, the developmentalpsychopathological perspective, partly because it is succeeded to a much higher degree than earlier to integrate research and clinical practice. However, if the challenge earlier was to give a higher priority to research, the development today entails the risk of undermining the Clinic’s tradition for clinical psychological practice and education.

09

Mette Væver: Developmental Psychopathology and The Transactional Model of Development – introduced and discussed in relation to early development and risk

This paper gives a general introduction to the basic concepts and ideas of developmental psychopathology. The paper also introduces the transactional model of development, which is central for the understanding of developmental processes – both normal and pathological, that is significant within the field of developmental psychopathology. The concepts and the model are illustrated and discussed mainly in relation to the field of infant mental health and studies of early development and risk. Finally the paper describes how developmental psychopathology and the transactional model can form a constructive framework for early intervention and prevention. Prospectively clinical research within intervention and prevention can provide new insights that can contribute to new theoretical development and knowledge of etiology and pathogenesis of psychological disturbances.

10

Signe Holm Pedersen, Susanne Lunn & Stig Poulsen: Affect regulation – holding, containing, and mirroring

Gergely and colleagues state that their Social Biofeedback Theory of Parental Affect Mirroring can be seen as an operationalization of the classic psychoanalytic concepts of holding, containing, and mirroring. This article examines to what extent the Social Biofeedback Theory and the concept of affect regulation actually is a specification of these concepts. It is argued that despite similarities on a descriptive level, the concepts are embedded in theories with different ideas of subjectivity. Hence, viewing the concept of affect regulation as a specification of the classic concepts dilutes the complexity of both the concept of affect regulation and the classical concepts.

11

Judy Gammelgaard: Developmental psychopathology – a critical discussion

Developmental psychopathology is a rather new interdisciplinary model studying psychopathology in a developmental perspective as the name indicates. During the latest 40 years researchers have addressed explanations of mental disturbances, which have turned out to be too simple and based on too narrow and isolated theories. The model aims towards integrating knowledge from different fields of research like developmental psychology, psychiatry, and not at least the neuro-sciences.

In the present study the model is presented through a description of its historical background and development. A concrete psychiatric case from the literature is used as illustration of the model while focus is put on the concepts of development, time and causality.

Aiming towards a critical discussion of the model, the same concepts as they are developed in psychoanalytical thinking is put forward, and the aforementioned case is once more taken into consideration to make the critical dialogue more concrete. The present study concludes that articulation of the separate – in this case psychoanalytical – field of research might be an alternative to the aim of integration in order to safeguard the most advanced knowledge in the different fields of science under consideration. A concrete proposal of trying to articulate the implication of the concept of representation as it is presented in psychoanalysis and developmental psychopathology respectively is put forward.

12

Charlotte Simonsen: The relevance of the Oedipus complex for the developmental psychopathology – pathology and psychotherapy

This article has Freudian psychoanalysis as its theoretical basis. At first the article points out, that the Freudian concepts of development and pathology do not differ so much from those of developmental psychopathology at a general level. When it comes to the concept of self-reflection, which is the focus of this article, the differences are substantial. The same is the case about what is included as important factors for the individual. Where Freud emphasizes a number of issues and a long period of time, the developmental psychopathology seems to focus at the early interplay between mother and infant. It is argued here, that besides the early interplay the Oedipus complex is very relevant. The Oedipus complex is a condition of the development of the capacity for self-reflection, which serves as protective and as an important issue in psychotherapy. Psychotherapy itself is based on this kind of thinking and reflection – on a reflection, which makes the individual able to reflect one self. This concept of self-reflection has its roots in Lacan's concept of thinking in the symbolic order, in Britton's conceptualisation of the Oedipal situation as the triadic room of thinking and in Green's concept of tertiary processes, which mediates between consciousness and the unconscious – and which underlies therapeutic work as well as self-reflection.

13

Susanne Harder: Co-regulation and meaning making in psychotherapy of psychosis

The purpose of this article is to apply knowledge and models from research in intersubjectivity in early mother-infant interaction to the field of psychotherapy of psychosis in order to gain a better understanding of the interpersonal difficulties and altered experience of self and other seen in psychosis. A model, developed by Beebe, for describing the co-regulative processes taking place in interactions is presented. A balance between self and interactive regulation is seen as optimal for development. A lack of balance, both toward more self regulation or toward more interactive regulation is seen as possible risk processes that might be related to psychopathology. It is hypothesized that a more balanced nonverbal co-regulation between therapist and client is a precondition for more mutual meaning making on a verbal level in psychotherapy of psychosis. Three case vignettes are presented for illustration. Here a severe lack of co-regulative balance is present. Through targeted therapeutic interventions it is possible in shorter sequences to achieve a more balanced co-regulation associated with more positive affectivity and more mutual meaning making. These micro change processes might contribute to the understanding of developmental processes toward recovery in psychosis, as well as possible pathways to intersubjective isolation and idiosyncratic meaning making in the form of delusions.

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L. A. Munch, B. H. Esbjørn, M. Tyle, H. Dittmann, I. P. Dutton & I. Leth: Anxiety disorders among children in a developmental psychopathological perspective – implications for treatment

Why do some children develop anxiety, while others are able to go into the world without? In spite of anxiety being a natural and adaptive part of every child's development, 10 % of all children are at risk of developing an anxiety disorder. Anxiety becomes a

disorder when it stands in the way of the child developing a full age-appropriate life. Though the last decades, researchers have begun investigating, which risk factors matter in the development and maintenance of anxiety. Models have been developed in a developmental psychopathological perspective that encompasses the complexity of the anxiety disorders, including genetic dispositions, negative life events, early interactions with parents, emotion regulation, internal cognitive mechanisms such as attention, interpretation of the world and current family factors. In the article a brief review is presented of the most important risk factors for the development and maintenance of childhood anxiety disorders followed by a discussion of the implications for treatment of children with anxiety.

15

Thomas Habekost: ADHD – a neurobiological disorder?

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most debated disturbances of child psychiatry. It is especially controversial whether ADHD can be regarded as a brain disorder. The article describes the development of psychological views on ADHD and provides an overview of three central research areas where the neural basis of the disorder has been investigated. This includes (a) the brain's anatomical structure and functional activity pattern, (b) the brain's biochemistry, including the effects of pharmacological treatment, and (c) the aetiology of the disorder, especially its genetic basis. Each of these research areas has produced considerable evidence that ADHD is a disturbance with important neurobiological components. However the neuroscientific findings are mixed and many details remain unclear. Furthermore it is evident that the neurobiological approach to ADHD must be complemented by psychological and sociological perspectives.

16

Jesper Dammeyer & Louise Bøttcher: Disability as a risk factor? A developmental psychopathology perspective on children with disabilities

The aim of the article is to articulate how disability impacts on the development of the child and the development of psychopathology. Empirical research has established that children with different types of disabilities develop psychosocial, learning, emotional and behavioural problems more often than children without disabilities. However, even though disability is a risk factor, no direct relationship exists between degree of disability and the risk of developing psychopathology. Instead, it is necessary to apply a multifactor and dialectic approach, where the problems met by the child - and its family - are conceptualised as a mismatch between the individual development of the child and the demands and expectations in social relations and institutions. The mismatch creates particular conditions for the life of children with disabilities and might result in the development of psychopathology. In the article, empirical examples are given in regard of children who are deaf or hard of hearing and children with cerebral palsy.

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Claus Haugaard Jacobsen, Jan Nielsen & Birgit Bork Mathiesen: Factors in psychotherapists' professional development – relational and empirical perspectives with inspiration from developmental psychopathology

The article presents a review of recent investigations in the professional development of psychotherapists using the framework of developmental psychopathology. Empirical evidence of the personal characteristics of psychotherapists is presented and taken into consideration in a discussion of “fundamental qualifications” thought to be crucial for psychotherapists. Furthermore, empirical evidence of key factors such as the amount and quality of practice, supervision, personal psychotherapy and experiences in personal life are presented and discussed. This paper forms the theoretical background for our coming report on the results of an empirical study of the professional development of approximately 350 Danish psychotherapists.

18

Peter Elsass: The pilgrimage to Tibet – An example of spiritual attachment within buddhist psychology

Spirituel attachment is an inspiring supplement to clinical psychologys research in attachment. One example is 'white buddhist' on their pilgrimage to Tibet. For giving more psychological room for their spiritual work they are confronted with a loss of attachment to close relatives, to material goods and to their homelands. But the buddhist pilgrims are not alone in several ways, e.g. Tibet is formed after their inner wishes for a Shangri-La and their spiritual masters are internalized as a most important identity figure. These forms of spiritual attachment within buddhism is qualified with an introduction of concepts of empathy, loving kindness and sympathetic joy; and with compassion as the latest concepts of attachment within buddhist psychology.

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Mette Væver, Susanne Harder, Simo Køppe, Gert Foget Hansen & Jonatan Delafeld-Butt: Co-regulation in vocal and motor modalities in early mother-infant interaction: A presentation of The Copenhagen University BabyLab

This article is based on the paper “Micro-analysis of normal and risk processes in early mother-infant interaction” presented at the 60 years anniversary of the University Clinic at Copenhagen University 19th august 2010. The article elaborates the presentation and aims at introducing Copenhagen University BabyLab, Center for Infancy Research: The theoretical background and overall research aims, the methods, analysis and selected preliminary results and perspectives regarding micro-processes in vocal and motor co-regulation from the ongoing longitudinal study “*Attachment and intersubjective patterns of co-regulation in non-verbal mother-infant interaction*”. The attachment theory has in recent years become prominent in both research and the clinical field. But even so, there is still a lack of knowledge in regard to the specific processes in the development and the origins of attachment. Research has in recent years looked into the very early micro processes of co-regulation in mother-infant interaction to study how these are related to later patterns of secure and insecure attachment. With a magnifying glass the researchers are looking into the origins of attachment, and in this field of research CU Babylab aims at contributing.

20

Nicole K. Rosenberg: From anxietyneurosis to panic disorder – from psychoanalysis to emotionregulation

The understanding and treatment of anxiety disorders have changed radically over time. This article goes through main phases and ideologies. The starting point is the first neurosis clinic in Danish psychiatry, established in 1961 and accordingly the psychoanalytic theory on neurosis, dominating in Denmark for decades. Subsequently, crucial aspects of the neurosis theory and -therapy, developed by clinician-researchers within learning theory, are presented. In spite of its important insights this ideology never broke through in Denmark.

The 1980ies are revolutionary: Amounts of empirical research, improved description and understanding of symptoms, course, and biological treatment, leading to a shift of designation from anxiety neurosis to panic disorder are among the conquests. For psychotherapy, however, this phase is intermediary.

The phase, building on this, is dominated by two cognitive behavioural schools, the Oxford-London- and the Boston schools. Their innovative, creative, and effective methods clinically as well as in research and their evidence based ideology, imply another revolution, this time within psychotherapy of anxiety disorders. The presentation of this, today dominating, ideology leads to an outline of the most recently occurred directions, research on emotion regulation and neurobiological perspectives on anxiety disorders. The paper ends up in Clinic for Anxiety Disorders at the University Hospital in Aarhus, run by the author, where the wish to continue as clinician-researchers and to deliver evidence based therapy lay down guidelines for future development.