

**The child or the youngster *is* not the problem.
They *show* the problem.
They invite us into a
transcontextual perspective.**



**Children and youngsters put crucial issues
on the agenda, both on a ‘case level’ and
a societal level.**

10 anbefalinger til kommunerne

Børn og unge *er* ikke problemet.
De *viser* problemet.



Inspirationer fra Metalog

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metalog
PSYKOLOGISKE PSYKIATRISKE PERSPEKTIVER

The agenda:

**Social disorder is all too easily
made into individual disorder
(Tor-Johan Ekeland,
Per Schultz Jørgensen)**

**The massive separation
between those who are affected
and those who are relatives.
(ramt og pårørende)**

**That separation disturb
our curiosity ... and it makes
psychoeducation individualistic.**



**How do we know,
what we believe, we know?**

The issue of cultural constructions seeming like truths – an anthropological perspective.

**We believe we think our own thoughts.
We do not. We think our cultural thoughts.**



The huge dangers of modern society related to tendencies of reduction and disjunction.

The crucial concepts of interdependency and transcontextuality. The creativity emerges out of the interaction of multiple perspectives.

Referrals of children and youngsters is related to an issue of people feeling powerless, constrained or in doubt of how to go on. That means:

Child and adolescent psychiatry is not only about children and youngsters. The risk is children and youngsters being described but not understood.

Psychiatry is about phenomena not yet understood and not yet been taken care of.

Misunderstandings and co-constructions attributed to diagnoses – they are descriptions of symptoms.

It is imperative to insist on a widening focus om context, complexity and communication embedded.

The most serious matters invite us into the most prominent processes of change and development.

All too much focus on symptoms.

Behaviour and symptoms of children and youngsters are not to be understood as individual characteristics, but as *communication*. For that reason, it is obvious to ask questions like these:

- What are the symptoms an answer to?
- What has happened?
- Which stories are about to be marginalised?
- How has this become the best possible way of dealing with the situation?
- What is maintaining these patterns?
- What is the inner meaning?
- What or whom are the child or the youngster responsible or loyal to?
- What are they inviting others into?
- The symptoms, what do they put on the agenda?
- What are all of us about to learn?

**The child or the youngster is not the problem.
They show the problem.**

Strictly connected to:

Mind is Social

Mental issues, feelings, thoughts, identity issues and symptoms is living as social interaction patterns and because of the many different solution efforts.

The implications:

We are not only investigating context, we are all the time creating context.

We do meta-investigations.

Meta-investigations

In order to take care of complexity, create differences and be part of a movement going beyond.

Making care of 'Mind is Social'

An investigation of how this has become the best possible way – the perfection of the system (Peter Lang) – and at the same time investigation of potentials for change.

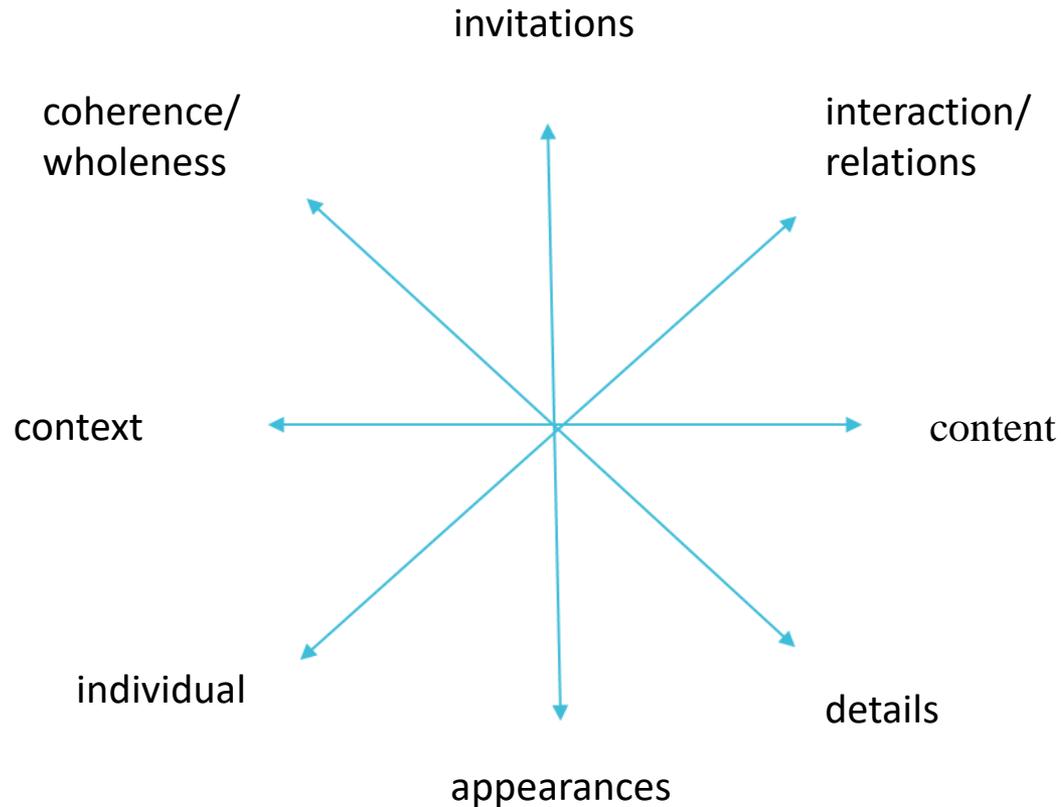
Because we are *creating* context, then it is primarily an investigation of how to position yourself to be part of transcontextual change processes.

When psychiatry and individualistic problem descriptions apparently is made attractive, how can we invite into a process having the potentials of evolving even more attractively?

Irreverence as a central feature.

Children and youngsters as gifts for their surroundings – and not simply tasks. They are helping us – and other people involved, they are assisting us too.

Points of special attention:
What do we breathe life into?



The risk of reduction and disjunction
– because he or she is ...

**Interdependency:
Patrick 16 years old**

**Mental Health Hospital: Psychosis
– partly induced by haschish**

Antipsychotic medicine

**Living with his mother and sister 9 y old.
For years living in his grandmother´s place.**

**His parents divorced, he was 3 years old
– It was a violent relationship.**

**Patrick 12 y met his bigger brother from
the father´s earlier relationship**

**The mother got scared – but has got used
to it and the collaboration is better.**

The first part:

**Meeting with Patrick, the mother
and the sister.**

Meeting with the mother

**2 meetings with Patrick –
about control and no haschish.**

Status with Patrick and the mother

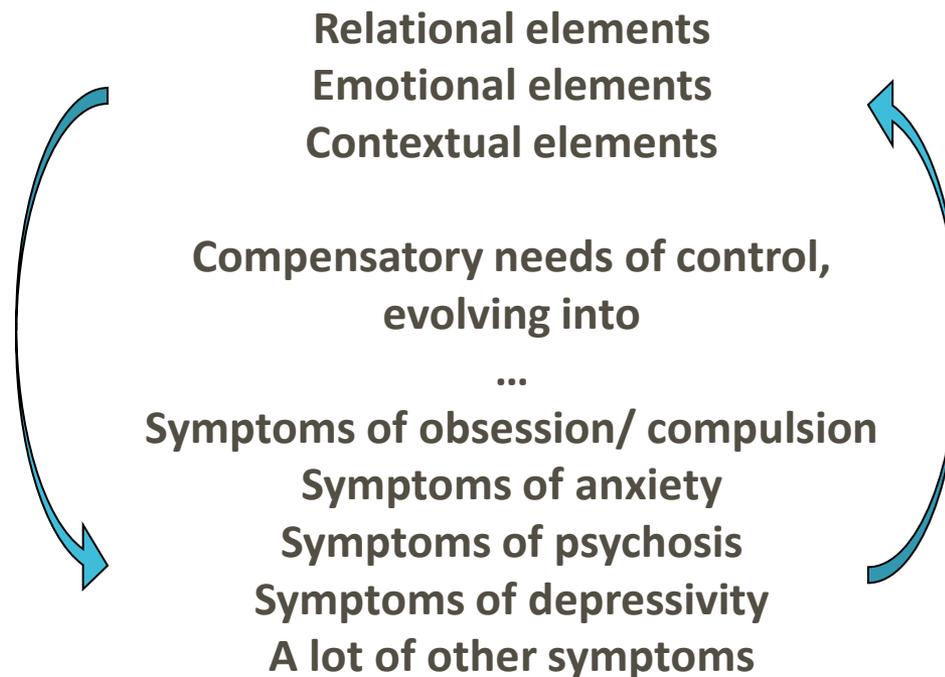
My understanding at that time:

**A boy getting old all too fast
and still being a small kid.**

**A life filled with serious risks –
and Patrick feeling inadequate.
The task of changing this pattern.**

Not being too occupied with symptoms ...

OCD, anxiety, psychosis and a lot of other kinds of symptoms as complementary phenomena



Second part:

No change

**He was threatened by a person
from his 'former life'.**

Control even more difficult

**The mother more worried
(affected and relatives)**

How is everybody helpful?

**I invited the whole family to a
meeting being all too superficial**

**I gave it up again and decided to
meet with Patrick – he agreed.**

Happy to come, but no change

The third part:

How is he helpful: Patrick as a gift to everybody

I wrote a letter to all – about our last meeting and the seriousness of the situation. It was a call for change and collaboration.

I met with Patrick – and I was lucky the grandmother came along together with him. We talked about my previous status.

I met with the mother and talked to her about her worry and my recommendations of seeing Patrick as a gift. She told me about Patrick being different in other contexts than at her home. She went eager with the idea of changing daily life.

I met with the whole family twice ... completely different meetings – openminded, inspiring each other, telling lots of stories.

Metareflections:

How to create alliances with everybody ...

The risks of reduction and disjunction

**The crucial idea of irreverence –
challenge the cultural ideas being
like truths**

That's about transcontextuality

**If you get too occupied with appreciation
in a reduced way, you are in risk of being
too cautious, too scary.**

**And if so, you don't keep up with your
curiosity and you are not clear in your
communication and efforts.**

The last session with Patrick:

Time to start school again

Summer jobs went well.

**Occasionally Patrick met with the guy
having threatened him. He walked to him
and said hey (street rules)**

**No anxiety anymore – no problems of
meeting with new people ...**

**Him not being – but showing – the problem
doesn't mean, that he shouldn't be an agent,
but it is much easier to be an agent, when you
are part of a transcontextual change process.**