

## **VIITELUETTELO** (26.11.2007: 23 viitettä)

Koontut Hannu Westerinen, HUS, Lasten ja nuorten sairaala

Tämän luettelon laatijalla on ne artikkelit, joiden viitteen perässä on merkintä **###**.

Bürgin D, Steck B. 2007

### **Psychoanalytische Psychotherapie und ADHD-Trias (Impulsivität, Hypermotorik und Aufmerksamkeitsstörungen).**

[Psychoanalytic psychotherapy and the ADHD-triad (impulsivity, hyperactivity and attention deficit disorder)].

Prax Kinderpsychol Kinderpsychiatr. 2007;56(4):310-32. German. **###**

->[Abstrakti sarjan kotisivulla](#)

Carney, Jean K. 2002

### **Self- and Interactive Regulation: Treating a Patient with AD/HD.**

Psychoanalytic Inquiry. 2002;22(3):355-371.

- Kokoteksti saatavissa mm HY:n verkossa [JournalNavigatorin kautta](#). **###**

Attention Deficit/Hyperactivity Disorder (AD/HD), only recently diagnosed in adults, usually is treated by medication and coaching. This article presents a psychoanalytic treatment of an AD/HD patient, taking account of the development of self-regulation in terms of interactive social exchanges, as well as neurobiologically based factors. The patient's gains in cognition and affect management opened the way for development of empathic capacity after the therapist began integrating ideas and methods from the AD/HD theoretical literature with Beebe and Lachmann's (1994, 1998) model of self- and mutual regulation. The key idea from the AD/HD research (Barkley, 1997b) is that the disorder is at root a deficit in the capacity to inhibit response to internal and external stimuli long enough to allow time for reflection, affect management, planning, and other executive functions that neuroscience links with the prefrontal cortex and other areas of the brain.

du Bois R. 2007

### **Psychoanalytische Modelle zur Entstehung, Verarbeitung und Behandlung des ADHS.**

[Psychodynamic models about the origins, internal processing and treatment of ADHD].

Prax Kinderpsychol Kinderpsychiatr. 2007;56(4):300-9. German. **###**

->[Abstrakti sarjan kotisivulla](#)

Gilmore, K. 1999

### **Rebecca's Analysis.**

In Rothstein A, 1999. **Learning Disabilities and Psychic Conflict: A Psychoanalytic Casebook.**

International Universities Press, Inc, Madison, Connecticut.

Pages 313-340, discussion of Rebecca's Analysis pages 341-350. **###**

Gilmore K. 2000

### **A psychoanalytic perspective on attention-deficit/hyperactivity disorder.**

J Am Psychoanal Assoc. 2000;48(4):1259-93. **###**

->[PubMed](#)

Gilmore K. 2002

### **Diagnosis, dynamics, and development. Considerations in the psychoanalytic assessment of children with AD/HD.**

Psychoanalytic Inquiry. 2002;22:372-391.

- Kokoteksti saatavissa mm HY:n verkossa JournalNavigatorin kautta. **###**

The author suggests that a multifaceted approach is optimal in the assessment of children who meet criteria for AD/HD. The diagnosis of AD/HD is often discounted by psychoanalysts because it is purely descriptive and behavioral, but it can be understood in psychoanalytic terms as a disturbance in ego functioning, namely in the synthetic, integrative function. The impact of this disturbance on development and its reverberation with dynamics, both intrapsychic and familial, create complex and highly individualized clinical presentations that evolve as development proceeds. Psychoanalytically informed evaluation and treatment recommendations are optimal, because enlightened psychoanalysts can integrate the multiple contributions to the clinical picture and craft an appropriate and balanced approach to help the child and the family toward progressive development. Such an approach may include medication, parent counseling, remediation, and psychoanalytic psychotherapy or psychoanalysis.

Heinemann E. 2003

**ADS mit und ohne Hyperaktivität bei Jungen und Mädchen - ein psychoanalytische Forschungsprojekt zur Genderforschung.**

[Boys and Girls with ADD with and without Hyperactivity - a Psychoanalytic Research Project on Gender Differences.]

Analyt. Kinder- u. Jugendl.-Psychother. 2003;117:25-41. ###

->[Abstrakti sarjan kotisivulla](#)

Hopf H. 2003

**"Ich habe ein ADS-Kind, verstehen Sie etwas davon...?"**

**Vom psychoanalytischen Verstehen der hyperkinetischen Störung und des Aufmerksamkeits-Defizit-Syndroms.**

["My child suffers from ADD, do you know something about it...?" About a Psychoanalytical Understanding of Hyperkinetic Disorder and Attention Deficit Disorder]

Analyt. Kinder- u. Jugendl.-Psychother. 2003;117:?

->[Abstrakti sarjan kotisivulla](#)

Hopf H. 2007

**Zwischen Empathie und Grenzsetzungen – Überlegungen zur Psychodynamik und Behandlungstechnik bei psychoanalytischen Therapien von hyperkinetischen Störungen.**

[Between empathy and setting limits--reflections on psychodynamics and treatment techniques in psychoanalytic therapies for hyperkinetic disorders]

Prax Kinderpsychol Kinderpsychiatr. 2007;56(4):333-55. German. ###

->[Abstrakti sarjan kotisivulla](#)

Häussler G. 2002

**Das Aufmerksamkeitsdefizit- und Hyperaktivitätssyndrom (ADHS) aus psychoanalytischer Sicht.**

[Attention deficit and hyperkinetic syndrome (ADHS) from the psychoanalytic viewpoint]

Prax Kinderpsychol Kinderpsychiatr. 2002 Jul-Aug;51(6):454-65. German.

->[PubMed](#)

Leuzinger-Bohleber M, Staufenberg A, Fischmann T. 2007

**ADHS – Indikation für psychoanalytische Behandlungen? Einige klinische, konzeptuelle und empirische Überlegungen ausgehend von der Frankfurter Präventionsstudie.**

[ADHD--indication for psychoanalytic treatments? Some clinical, conceptual, and empirical considerations based on the "Frankfurt Prevention Study"]

Prax Kinderpsychol Kinderpsychiatr. 2007;56(4):356-85. German. ###

->[Abstrakti sarjan kotisivulla](#)

Levin, Fred M. 2002

**Attention DEFicit Disorder: A Neuropsychoanalytic Sketch.**

Psychoanalytic Inquiry. 2002;22:336-354.

- Kokoteksti saatavissa mm HY:n verkossa JournalNavigatorin kautta. ###

A neuropsychoanalytic sketch of attention deficit disorder (ADD) is presented. The syndrome is defined in terms of its core symptoms, and discussed from the perspective of etiology, pathogenesis, diagnosis, differential diagnosis, and treatment. Also unique is the effort to describe the patient's inner experiences and begin to map these onto the external perspective of what is happening psychologically and neurologically, that is, inside the patient's brain (chemically, anatomically, and neurophysiologically). A number of speculations are thus created regarding the role of the executive control network (ECN), particularly, that of the basal ganglia, cerebellum, anterior cingulate, and those parts of the ECN that are responsible for such things as cognitive shifting between low-level routine information processing modes and those used for high-level processing applicable for sensitive or complex analysis. The effects of trauma on the tagging of memories are also considered. In this manner the research of Shevrin et al., Posner and Raichle, Gedo, Levin, and a number of others integrating mind and brain is brought to bear on an illness with known cognitive and personality disordering. This paper complements a companion paper on the subject of learning disability (Orenstein and Levin, in press).

Pozzi, Maria E. 2000>

**Ritalin for whom? Understanding the need for Ritalin in psychodynamic counselling with families of under-5s.**

J Child Psychother. 2000;26(1):25-43.

->[Abstrakti lehden sivuilla](#) ###

Rothstein, A. 1998

**Neuropsychological Dysfunction and Psychological Conflict.**

Psychoanal Q. 1998;67:218-239.

->[Abstrakti PEP-webissä](#)

Rothstein, A. 1999

**Learning Disabilities and Psychic Conflict: A Psychoanalytic Casebook.**

International Universities Press, Inc, Madison, Connecticut. ###

Rothstein, A. 2002

**Plea for a Balanced Conception of AD/HD and Its Diagnosis and Treatment.**

Psychoanalytic Inquiry. 2002;22:391-412.

- Kokoteksti saatavissa mm HY:n verkossa JournalNavigatorin kautta. ###

AD/HD may be overlooked as well as too zealously and concretely overdiagnosed. When this condition is properly identified, it is most fruitfully understood in a balanced manner that is integrated with an appreciation of its inevitable shaping influence on the patient's perceptions, self-experience, and psychodynamic constellation, including central unconscious fantasies. This exploration is necessarily multifaceted: the patient's internal experience of states of distractibility, impulsivity, and hyperactivity, their incorporation in unconscious fantasies, and their employment in the service of both self-punitive urges and defenses against the "unpleasure" (Brenner, 1982) associated with psychic conflicts. Psychoanalysts are in a unique position to grasp these complex relationships. Familiarity with diagnostic issues, the developmental impact of AD/HD, common difficulties such patients present in treatment, and typical countertransference responses will enrich their psychoanalytic work. Interrelationships between AD/HD and the patient's psychic world are presented as they arose in the analysis of a child and an adult.

Salomonsson B. 2004

**Some psychoanalytic viewpoints on neuropsychiatric disorders in children.**

Int J Psychoanal. 2004 Feb;85(Pt 1):117-35. ###

->[PubMed](#)

Salomonsson B. 2006

**The impact of words on children with ADHD and DAMP. Consequences for psychoanalytic technique.**

Int J Psychoanal. 2006 Aug;87(Pt 4):1029-47. ###

->[PubMed](#)

Streeck-Fischer A, Fricke B. 2007

**"Lieber unruhig sein als in einem tiefen dunklen Loch eingesperrt." Zum Verständnis und zur Therapie der Aufmerksamkeitsdefizit- und Hyperaktivitätsstörung aus psychodynamischer Sicht.**

[Better to be restless than locked up in a deep hole! Understanding and therapy of attention deficit and hyperactivity disorder from a psychodynamic viewpoint].

Prax Kinderpsychol Kinderpsychiatr. 2007;56(4):277-99. German. ###

->[Abstrakti sarjan kotisivulla](#)

Sugarman A. 2006

**Attention deficit hyperactivity disorder and trauma.**

Int J Psychoanal. 2006;87:237-241.

->[PEP-web](#) ###

Widener, Anmarie J. 1998

**Beyond Ritalin: the importance of therapeutic work with parents and children diagnosed ADD/ADHD.**

J Child Psychother. 1998;24(2):267-281. ###

It is estimated that as many as 5 million children in America are being medicated with psycho-stimulants for attention deficit disorder (ADD) and/or attention deficit hyperactivity disorder (ADHD). Parents frequently seek psychotherapy for their child up to one and a half years after medication has been tried due to a high degree of symptom relativity. The parents should be engaged in the therapeutic work, if at all possible. An intricate web begins to unfold as the current parent-child relationship resonates with the parents' relationship with their own parents, siblings and childhood experiences. Working with the parents is essential if one is going to know anything about the cross-generational dynamics involved and if real and helpful change is going to occur. Conscious and unconscious parent-child dynamics of hyperactive behaviour in children are discussed. A clinical case illustration is described. Alternatives to medicating children are also described.

Yanof, Judith. 1999

**Eric's Analysis.**

In Rothstein A, 1999. **Learning Disabilities and Psychic Conflict: A Psychoanalytic Casebook.**

International Universities Press, Inc, Madison, Connecticut.

Pages 277-303, discussion of Rebecca's Analysis pages 305-312. ###

Zabarenko, Lucy M. 2002

**AD/HD, Psychoanalysis, and Neuroscience: A Survey of Recent Findings and Their Applications.**

Psychoanalytic Inquiry. 2002;22:413-432.

- Kokoteksti saatavissa mm HY:n verkossa JournalNavigatorin kautta. ###

Research findings and review articles in the neurosciences relevant to AD/HD are surveyed. Summaries of results in the areas of attention and executive control, learning, and neural plasticity and memory suggest that, as hypothesized, AD/HD is an apt field for the interdigitation of psychoanalysis, neuroscience, and cognitive psychology. Two case reports of adult AD/HD patients demonstrate the intricacy of the clinical picture.