

## Mentaliseringslitteratur: Böcker och avhandlingar

### Böcker

#### Mentalisering

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- Fonagy, P., Gergely, G., & Jurist, E. L. (2006). [Affektregulering, mentalisering og selvets udvikling](#). Köpenhamn: Akademiskt Forlag.
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#### Psykopatologi, Psykologisk behandling och Psykoterapi

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- Mitchell, S. A. (1988). [Relational concepts in psychoanalysis: An integration](#). Cambridge: Harvard University Press.
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#### *Anknytning, Utvecklingspsykologi och Neuropsykologi*

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### Doktorsavhandlingar

- **[Fulltext via länk]** Almäng, J. (2007). [Intentionality and intersubjectivity](#). Göteborgs universitet.

#### *Abstract*

This is a dissertation about the problem of other minds. Its point of departure is the modern philosophical and cognitive-scientific discussion of our attribution of mental states to others, in particular as it is conceived of within the so-called theory theory. The theory theory, and the broader framework of which it is a part, are presented in part 1.

In the second part of the dissertation, it is argued that the conception of intentionality normally used in the modern discussions of intersubjectivity cannot adequately explain all facets of human actions. This is because some aspects of actions can only be explained by recourse to intentional states which are not necessarily cognitively accessible. Based upon the Merleau-Pontyan notion of body schema, I develop an alternative account of intentionality, viz. primordial intentionality.

The third part of the dissertation argues that the theory theory, and indeed all theories of intersubjectivity that conceive of our ascription of mental states to others as being essentially cognitive, fail to appreciate the nature of the intentionality involved in our habitual capacity for mentalising. The kind of intentionality which is primarily involved in intersubjectivity is not cognitive intentionality, but primordial intentionality. In a Merleau-Pontyan spirit, this mentalising is explicated as a body-schematic transfer. I argue that my Merleau-Pontyan theory can explain how we can habitually attribute mental states to others, and that it furthermore presents a novel solution to the problem of how it is at all possible for us to conceive of the mental states of others.

- Davidsen, A. (2008). [Mentalization, narrative and time: A qualitative study about psychological interventions in general practise](#). University of Copenhagen.

#### *Abstract*

The PhD dissertation is based on a project that was carried out at the Research Unit for General Practice in Copenhagen and the Department for General Practice at the University in Copenhagen.

The aim of the study was to investigate general practitioners' (GPs) approach to talking therapy: how they experienced the process of understanding the patient, how they delivered talking therapy, how time influenced GPs' dealing with emotional and psychological problems, whether the GPs had the same approach to emotional and psychological problems in everyday consultations as that they reported for talking

therapies.

The study was qualitative, based on interviews with 14 Danish GPs followed by observation of consecutive consultations in four of the GPs' practices.

In Denmark there is a service called "talking therapy" in GPs' collective agreement. There is, however, no definition for this service concerning the content or which methods should be used in talking therapy. Furthermore GPs can choose not to offer talking therapy.

The participants differed greatly. Those who offered talking therapy mostly used non-specific methods. Different approaches could be described using the concepts of mentalization, narrative and time.

Mentalization means the capacity to understand one's own as well as others' thoughts, feelings and fantasies. Different dimensions of mentalization could be identified. Mentalization always took a narrative form, and in general practice the story got a particular significance. Time was an important factor, both for piecing together the story and as a precondition for the talking therapy, which itself demanded quiet and lack of disturbance if GP and patient should be able to move into a timelessness where they could establish contact with the patient's emotional problems.

The study showed that GPs used the same approach to emotional problems in everyday consultations as that they had described for talking therapies.

Mentalization is a fundamental capacity that is important in all forms of psychotherapy, independent of therapeutic school. The mentalizing capacity might be trained as part of the non-specific factors that GPs use when they offer talking therapy. Together with narrative and time, mentalization could form a point of departure for a theory and a training programme for talking therapy in general practice. Training in talking therapy could equip the GPs with skills for dealing with emotional problems in everyday consultations, even if the GPs do not want to carry out longer therapeutic sequences. The effect of such a training programme could be investigated by an operationalization of the concept of mentalization.

- **[Fulltext via länk]** Falkman, K. (2006). [Communicating your way to a theory of mind. The development of mentalizing skills in children with atypical language development.](#) Göteborgs universitet.

#### *Abstract*

This thesis aimed to study the development of theory of mind (ToM) in two groups of children with atypical language development, using a longitudinal design. The two groups were children with cerebral palsy and severe speech impairment (SSPI) (aged between 5 and 7 years at the first data collection) and deaf non-native, early signing, children (aged between 7 and 10 years at the first data collection), the emphasis being on the deaf children. In study I a 2-phase longitudinal study was conducted in order to explore the developmental aspects of ToM in children with SSPI. Using a three-stage developmental model of theory of mind suggested by Gopnik and Slaughter (1991) the question of deviance versus delay in the development of theory of mind was also addressed. The aim of Study II was to investigate ToM skills in non-native signing children who were offered what seems to be very good conditions for developing their language, given the lack of a signing deaf person in the home. If delays in the development of theory of mind would be found even in this group it would constitute a further strong support for the importance of conversational experience in a language common for the child and the family/caretakers. It has been argued that linguistic complexity of ToM tasks might mask a child's underlying competence. In Study III therefore a ToM task less linguistically challenging was given to the same group of children as in study II in order to see if this would improve their results. A possible relationship between working memory, both verbal and visuo-spatial, and ToM performance was also explored. The aim of study IV was to examine the referential

communication abilities in a group of non-native early signing, deaf children. A further aim was also to examine the possible role played by chronological and mental age, IQ, working memory and linguistic skill in the ability to complete the referential communication task. A comparison between referential communication and a standard theory of mind task was also done. Results from Study I indicated a non-deviant, but severely delayed ToM development in the children with SSPI. In Study II the results showed that the hearing children performed better than the deaf children on all ToM tasks and there was also very little development over time in the deaf group. Results in study III showed that lowering the linguistic demands of the ToM task did not help the deaf children. The deaf children's performance on the spatial and verbal backward recall working memory tasks matched that of the hearing children, but they did not perform as well as the hearing children on the verbal working memory task, forward recall. Study IV showed that the hearing children were more efficient than the deaf children in the referential communication task. They also provided more relevant information and were better at judging whether enough information had been provided or not. These differences were significant and were not affected when age (chronological and mental), memory (verbal and spatial) and theory of mind was controlled for. The results speak in favour of the crucial importance of early communication using a language common for both child and family for the typical developmental trajectory of mentalizing skills, providing support for the early social-interaction hypothesis for the development of ToM.

- Lament, C. (2007). The affects towards and perceptions of the self and significant others in hemophiliacs and diabetics. Lunds universitet.

#### *Abstract*

The Affects Towards And Perceptions Of The Self And Significant Others in Hemophiliacs and Diabetics The studies in this dissertation investigated the feelings towards and ways of perceiving the self and significant others in twenty-seven patients with hemophilia between the ages of 16-39 to discern how their perceptual-affect states are organized. Secondly, the relationship between bleeds and affect states was also examined. In order to ascertain whether the hemophiliac group's perceptual-affect states were specific to them, the same instrument that was given to the hemophiliacs was administered to a group of insulin-dependent diabetic male patients. The correlations between diabetic control, as measured by the subjects' HbA1c levels and the ways of feeling toward and perceiving the self and significant others is also presented. This three part dissertatin opened with a report on a four year psychoanalytic treatment of a young boy with hemophilia. The central concerns which arose from the psychoanalytic material showed striking congruence with the results from the quantitative study which followed, particularly with respect to the perceptual-affect states that emerged. Namely, issues to do with that which was deemed threatening, with perceptions of others who appeared to be damaged and lastly, the desire to take control over others and events both emanating from within and outside the self were of primary importance in both studies. By way of the repertory grid, the empirical study which comprised the second portion of the dissertation delineated those perceptual-affect states which underpin the hemophiliac's view of significant others and the self. The perceptual-affect states were also correlated with the subjects' frequency of bleeds over a one year period. The findings partially supported the hypothesized relationship documented in the literature which states that the appearance of organized perceptions and affects in these patients towards significant others is related to a higher frequency of bleeds than in those patients who do not present with these affects and perceptions. The comparison group of twenty-seven male subjects with insulin-depedent diabetes mellitus between the ages of 16 to 39 that was given the same instrument as the hemophiliacs comprised the third portion of the dissertation. The results

showed the emergence of the same factor structure as the hemophiliac group. The role of externalization of unacceptable aspects of the self onto significant others was also highlighted in both groups. This paves the way for difficulties in mentalization of psychic conflict and its enactment by way of the body or onto others.

- [\[Fulltext via länk\]](#) Meristo, M. (2007). [Mental representation and language access: Evidence from deaf children with different language backgrounds](#). Göteborgs universitet.

#### *Abstract*

The present work investigated the relationship between mentalizing skills on the one hand and different language experiences and cognitive characteristics on the other hand. The aim of study I was to determine whether access to sign language as the medium of instruction in school influences mentalizing abilities among deaf children. The deaf children recruited either grew up in deaf or hearing families. Some of the children attended a school following the oralist method, another group of children attended a school with a bilingual approach. In study II the effects of working memory skills on the relation between language of instruction and understanding false-belief were examined. Study III aimed at testing if differences in mentalizing skills between different groups of deaf children, as reported previously, were mirrored in corresponding differences in executive functions. Study IV was designed to examine the relation between hearing children's mentalizing skills and their caregivers' insight into their children's social reasoning. Results from study I indicated that, when it comes to mentalizing abilities, the deaf children of deaf parents, i.e. so-called, native signers, who attend a school prioritizing education in sign language outperform the native signers from an oralist school and the deaf children from hearing homes attending either a bilingual or an oralist school. Taken together, studies II and III revealed that the deaf children's mentalizing abilities were not dependent on individual differences in verbal working memory or executive functioning skills such as inhibitory control or attentional flexibility. There were no differences regarding results on the digit span task between the bilingual and the oralist native signers, or between the bilingual and the oralist late signers. There were no differences between any of the deaf or hearing groups on the two inhibitory control tasks and all the deaf groups performed equally well on the Wisconsin card sorting task. The main finding of study IV was that mothers who were more accurate in predicting their children's reasoning in distressing social situations had children who had higher mentalizing scores. This relation still remained after chronological age and receptive vocabulary scores were controlled for. Taken together, the results emphasize the importance of continuous access to fluent conversations in a shared language between the child. The present work investigated the relationship between mentalizing skills on the one hand and different language experiences and cognitive characteristics on the other hand. The aim of study I was to determine whether access to sign language as the medium of instruction in school influences mentalizing abilities among deaf children. The deaf children recruited either grew up in deaf or hearing families. Some of the children attended a school following the oralist method, another group of children attended a school with a bilingual approach. In study II the effects of working memory skills on the relation between language of instruction and understanding false-belief were examined. Study III aimed at testing if differences in mentalizing skills between different groups of deaf children, as reported previously, were mirrored in corresponding differences in executive functions. Study IV was designed to examine the relation between hearing children's mentalizing skills and their caregivers' insight into their children's social reasoning. Results from study I indicated that, when it comes to mentalizing abilities, the deaf children of deaf parents, i.e. so-called, native signers, who attend a school prioritizing education in sign language outperform the native signers from an oralist

school and the deaf children from hearing homes attending either a bilingual or an oralist school. Taken together, studies II and III revealed that the deaf children's mentalizing abilities were not dependent on individual differences in verbal working memory or executive functioning skills such as inhibitory control or attentional flexibility. There were no differences regarding results on the digit span task between the bilingual and the oralist native signers, or between the bilingual and the oralist late signers. There were no differences between any of the deaf or hearing groups on the two inhibitory control tasks and all the deaf groups performed equally well on the Wisconsin card sorting task. The main finding of study IV was that mothers who were more accurate in predicting their children's reasoning in distressing social situations had children who had higher mentalizing scores. This relation still remained after chronological age and receptive vocabulary scores were controlled for. Taken together, the results emphasize the importance of continuous access to fluent conversations in a shared language between the child and those closest to him or her, both at home and at school, for the development of understanding other minds.

- **[Fulltext via länk]** Skårderud, F. (2007). [Psychiatry in the flesh. Embodiment of troubled lives. Studies of anorexia nervosa and eating disorders.](#) University of Oslo.

#### *Abstract*

In this doctoral dissertation the author focuses on models of understanding of how body and mind might interact in eating disorders, with particular emphasis on anorexia nervosa. The thesis "Psychiatry in the flesh. Embodiment of troubled lives. Studies of anorexia nervosa and eating disorders" is based on six scientific articles which all have been published in referee-based psychiatric journals.

Three of these scientific papers describe how people with anorexia nervosa embody their emotions. Such bodily concretization of emotional life is described as a central psychopathological trait, and in this dissertation is termed "impaired mentalising competence". Such an approach represents a new intellectual framework for the understanding of such disorders. The dissertation also presents an outline for mentalisation-based treatment as a new therapeutic approach to anorexia nervosa.

A fourth paper describes how different forms of shame affects are central to the psychopathology of persons qualifying for the diagnosis anorexia nervosa. A fifth paper investigates and discusses how clients in child care institutions report about self esteem, body dissatisfaction and eating disorder symptoms, with particular emphasis on boys' experiences. Based on data the article concludes with the necessity of increased focus on male experiences about body and food in general, and more specifically on boys in risk populations.

A sixth and last paper presents an explorative study where female patients with severe anorexia were given a time-limited program for Adapted Physical Activity (APA). The aim of the study was to investigate how social interactions in activities could move negative attention from the objectified anorectic body to a more profound and subjective experience of one's own body. The concluding proposal is that APA may represent a therapeutic access to anorexia, as a supplement to psychotherapy.

- Sundqvist, A. (2010). Knowing me, knowing you: Mentalization abilities of children who use augmentative and alternative communication. Linköping universitet.

#### *Abstract*

The present thesis investigated several components important to the understanding of mentalization for children who use augmentative and alternative communication (AAC). The result of the thesis demonstrated that non-verbal mental age correlated significantly

with mentalization tasks, and that the participants did not significantly differ compared to a nonverbal age-matched group of children without disabilities. Different expression of active participation, which is necessary to be able to display mentalization in dialogue, was observed in analysed interaction. The children's social networks were limited and consisted of very few peers, thus limiting the possibilities of active participation. The number of peers in the children's social networks correlated significantly with aspects of the children's mentalization ability. Children who use AAC display their mentalization abilities independently in social interaction and through e-mail messages to peers. A wider construct that will have relevance to mentalization in ordinary situations is described encompassing several different abilities. The development of these abilities is dependent on the child's capacity for adapting a cognitive flexibility when reflecting and theorizing on what is happening in a given situation. The development of mentalization is also dependent on a child's close friendships, active participation in interaction, functional language ability, and varied social networks consisting of both peers and adults.

- **[Fulltext via länk]** Tiedemann-Fuller, P. M. (2009). [A descriptive Rorschach study of children who have experienced chronic complex abuse](#). Pacifica Graduate Institute.

#### *Abstract*

This study provides a quantitative description of the impact of chronic, complex abuse on the object relations and intrapsychic functioning of children. Specifically, data regarding the Rorschach variables of 232 children and adolescents, ages 5-18 at the time of testing, who have experienced chronic complex abuse are reported and discussed within an object relations framework. Variables from Exner's Comprehensive System, Urist's Mutuality of Autonomy Scale, Kwawer's Interpersonal Modes of Relating, and Gacono and Meloy's Aggression Variables are used. The results are consistent with object relations theory, indicating deficits in ability to think about experience, reduced coping capacity, polarized representations of self and other, denial of dependency needs, internalized aggression, maladaptive interpersonal behavior, and fragmentation. In addition, historical and clinical data characterizing the sample are reported. This data yielded useful information regarding etiology as well as caregiver and provider perception of these children. Treatment that does not assume the presence of psychological resources and that helps these children gradually develop a degree of integration, ego strength, and the capacity for mentalization is indicated.

#### **Examensuppsatser**

- **[Fulltext via länk]** Alsarraf, J. J. & Nilsson, Y. (2009). [Reflecting around the functions behind depression: A correlational study of depression, mentalization and attachment](#). Linköpings universitet.Handledare: Rolf Holmqvist.
- Birberg, U. (2001). Mentalisering hos sexåringar påverkas av moderns fettintag under graviditet och amning. Linköpings universitet.
- **[Fulltext via länk]** Holmer, E. (2010). [Att se kvalitén i sitt barns beteenden: Mammans mind-mindedness och barnets samtida minnes- och kommunikationsförmåga](#). Linköpings universitet. Handledare: Mikael Heimann.
- **[Fulltext via länk]** Karlsson, R. (2005). [Reflective-functioning during the process and in relation to outcome in cognitive-behavioral therapy, interpersonal psychotherapy and brief psychodynamic psychotherapy](#). Umeå universitet, Institutionen för psykologi.
- **[Fulltext via länk]** Karlsson, E., & Andersson, J. (2010). [The Reading the Mind in the Eyes Test:](#)

[Revised version á la Andersson & Karlsson](#). Linköpings universitet.Handledare: Gunvor Larsson Abbad och Thomas Karlsson.

- Möller, C. (2009). I gränslandet mellan dig och mig: En jämförelse av mentaliseringsförmågan mellan en grupp personer med borderline personlighetsstörningsdiagnos och en icke-klinisk grupp. Linköpings universitet. Handledare: Rolf Holmqvist.
- **[Fulltext via länk]** Schuber, A., & Stenbom, L. (2010). [Att skapa och bli skapad: En kvalitativ studie om psykologers upplevelse av mellanmänniskt samspel](#). Linköpings universitet. Handledare: Rolf Holmqvist.
- **[Fulltext via länk]** Strandberg, E., & Svensson, U. (2009). [Lyhördhet i samspel med barn: En undersökning om reflekterande förmåga och emotionell tillgänglighet](#). Linköpings universitet. Handledare: Rolf Holmqvist.