

HilarionPETZOLD

Integrativna terapija mladostnikov - biopsihosocialno razvojni pristop

Integrative Therapy with Adolescents - a Biopsychosocial Developmental Approach

About the author

Hilarion G. Petzold, Univ.-Prof. Dr. Dr. Dr. studied psychology, philosophy, medicine, special Education and Russian orthodox theology in Paris, Düsseldorf and Frankfurt. He taught as a resident professor “psychology, clinical movement therapy and psychomotorics in the life span” at the Faculty of Human Movement Sciences, Free University Amsterdam (from 1979 to his emeritus status 2004). Visting Professor for Integrative Interventions at the department of clinical psychology University of Bern 1980-1989 and since 2009 for developmental neuropsychotherapy, Institute of Psychology, Moscow. Since 2001 he is the scientific head of the Master of Science Programme in “Clinical Supervision and Coaching” at Donau Universität Krems (<http://www.donau-uni.ac.at/de/studium/supervisioncoaching/index.php>). State Licensed Psychotherapist for Adults in Austria and Germany, State Licensed Children and Adolescent Psychotherapist, Germany. He is the scientific director of the “European Academy of Psychosocial Health”, state recognized professional training academy for psychosocial professions and psychotherapists at Lake Bever (Hückeswagen, Beversee, <http://www.eag-fpi.com/>). He is the founder of “Integrative Therapy” [1965] which he has continued to develop. Since 1975 he is the editor of the scientific quarterly “Integrative Therapie” that he founded with Charlotte Bühler and he has written more than 1000 scientific publications including his 76 books. “Die Zeit” places him among the leading figures (Leitfiguren) of modern psychotherapy and “Psychologie Heute” (Psychology Today) called him in 2009 a polymath (Universalgelehrter) of psychology.

His latest books:

Petzold, H.G., Sieper, J. (2008): *Der Wille, die Neurowissenschaften und die Psychotherapie*. 2 vol., Bielefeld: Sirius. 750 pages

Petzold, H.G., Feuchtner, C., König, G. (2009): *Für Kinder engagiert – mit Jugendlichen auf dem Weg*. Wien: Krammer Verlag. 240 pages

Leitner, A., Petzold, H.G. (2009): *Sigmund Freud heute. Der Vater der Psychoanalyse im Blick der Wissenschaft und der psychotherapeutischen Schulen*. Wien: Edition Donau-Universität - Krammer Verlag Wien. 700 pages.

Spring 2010: *Menschenbilder in Psychologie und Psychotherapie*, 2 vol. ca. 900 pages Krammer, Wien.

Therapeutic work with adolescents has been for a long time and still is a neglected area in the field of psychotherapy by practically all schools (*Andreae* 2006) even though the period of pubescence and the teen age is a difficult one for many reasons, particularly in our situation of late modernity with the problems of virtualisation, globalisation, demographic changes, migration etc. Adolescence can be seen as a period of particular *vulnerability* with a high potential for grave problems: broken school careers, unemployment, violence, drugs, deviance etc. (Petzold 1974b, 1994f). But it is also a “sensitive phase” with a high potential for *performances of excellence* (in sports, music, research, altruistic activities) if adequate chances and incentives are offered to the expansive and creative qualities of young people.

Having worked for over 40 years with adolescents as a psychotherapist (Petzold 1971c), clinical and developmental psychologist (Petzold, Epe 1984) and as a Budo Trainer teaching martial arts to male and female teens (Petzold 1974b; Bloem, Moget, Petzold 2004) and being cofounder, consultant, and supervisor of many of the treatment facilities and programmes for problematic adolescents or teenage drug addicts in Germany and Luxembourg (Petzold 2006; Petzold, Feuchtnner, König 2009), I see biopsychosocial work with this age group as a task of paramount societal importance and for a skilled adolescent therapist as very rewarding indeed.

In pubescence there are dramatic changes in brain development, as neuroimaging studies have shown (Giedd et al. 1999; Thompson et al. 2005) which emphasize the need for a gender specific view (De Bellis et al. 2001; Neufang et al. 2009).

A host of new neuronal material and synaptic interconnections sprout in the prefrontal cortex and the cingulate gyrus causing problems in orientation (Strauch 2003) but also offering *chances* for new developments when adequately “fitting” environmental responses and “teenage competent” adults (Giedd 2003; Petermann, Petermann 2007) are available: challenges for physical and cognitive activities and particularly for the newly emerging volitional capacities (Petzold, Sieper 2008) must be provided in concrete, stimulating projects – instead of dull classroom teaching or hanging around unemployed in inactivity or in the virtual world of play stations and computer games dominated by features of violence that can have highly negative effects (Konijn et al. 2007; Sheese, Graziani 2005).

For more than 80 000 generations in hominid evolution teen human primates had to function as competent young hunters and mothers in their extended family groups and tribal contexts. That reality formed cerebral developments and genetic programmes that are still functioning today in that age group leading to pubescent “gene expressions” (Herculano-Houzel 2008; Petzold 2007d). Integrative Therapy is strongly rooted in evolutionary thinking and we have developed therapy models based on evolutionary psychobiology (Buss 2004; Kennair 2007; Osten 2002, 2009; Petzold 2008m; Workmann, Reader 2004). From this perspective we know: There was no adolescence in the past three million years of the history of mankind as we have it now in modern civilisation. The status passage was from childhood to young adult. Therefore today we have to see the young adult in the adolescent (Epstein 2007), without neglecting the prolongation of childhood and the modern status of youth in the high tech societies of late modernity resp. postmodernity.

Based on our evolutionary history adolescents have *activity and performance oriented programmes* at work in the teenage period. These programmes have to be met by pedagogics, social programming and teen psychotherapy (Petzold, Epe 1984; Petzold 2006t) with the aim that these new possibilities can be used in a *resource* and *potential* oriented way which has been

advocated already by *Vygotskij* (1987) and the Russian cultural historic and neuropsychological school focussing particularly on the function of *will* and *responsibility* so important in adolescents (*Suchomlinskij* 1977; *Petzold, Michailowa* 2008). By an experience and performance activating approach in therapy and education the adolescent brain can establish well functioning neuronal networks wiring up the different centers to sophisticatedly cooperating units. Knowledge from developmental clinical psychology, psychobiology and longitudinal research (*Blass* 2001; *Oerter et al.* 2009) on which Integrative Therapy is based (*Osten* 2009; *Petzold* 1994j; *Sieper* 2007) becomes indispensable for the psychotherapist working with adolescents. The psychotherapist has to overcome outdated psychoanalytic models and myth, has to abandon the one-sided emphasis of early disturbances for adolescent pathology (*Blos* 1989; *Leitner, Petzold* 2009).

Childhood troubles are but one element, linear causalities are questionable, multifactor causes for health and illness taking into account protective factors and resilience have to be recognized and valued (*Hoftra et al.* 2002; *Petzold, Müller* 2004; *Verhust* 2004). Brain evolution has made us a gift with the newly emerging potentialities of pubescent neuronal growth that can also compensate for previous damage in childhood (*Petzold* 1993c, 1994j) if adequately used. And such use is essential, because in later adolescence neuronal material *that has not been used* is “*pruned*”, cut out like dry branches in a fruit tree – nature is not wasteful! (*Petzold* 2007d). So it is a societal task to provide adequate fostering of the adolescent’s talent, to inform his body and mind with the right information so that optimal processes of “*mentalization*” and “*embodiment*” can be realized (*Petzold* 2009c) by the young men and women that are our future. We have to foster and to use the adolescent’s brain capacity or we will lose it – or it will turn to malformation, maladjustment or deviance!

Without understanding the neurobiological development of the adolescent brain effective adolescent psychotherapy is not possible. Therapeutic work with teens cannot be limited to conventional verbal therapy; it needs play, work, meaningful activities, foster programmes (*Petzold, Feuchtner, König* 2009). Most of the traditional psychotherapies (e.g. Psychoanalysis, Gestalt or Rogerian Therapy) have up to now no neuroscientifically and developmentally grounded concepts, models and methods of working with problems of adolescents (for an integrative behavioural approach cf. *Petermann, Petermann* 2004). Complex programmes and activities are needed or we lose the potential of this “*sensitive phase*”. When this “*developmental window*” is closed we face long lasting problems which will lead to problematic behaviour as in addiction and deviance (*Petzold, Schay, Scheiblich* 2006). Creativity and activity fostering therapies, programmes and institutions for the adolescent patient, involving sports and sports therapy (*Bloem et al.* 2004; *Schay, Petzold et al.* 2006; *Waibel, Petzold* 2009), family counselling and therapy (*Petzold* 2009h; *Petzold, Josić, Ehrhardt* 2006), meaningful work, altruistic activities and outdoor programmes (creativity enhancing “*green exercises*”, *Petzold et al.* 2009) are necessary; and adequate ways are needed to provide sustainable help for disturbed teens and adolescents in trouble which at the same time promote *youth in reative development* that need resourceful incentives for a good future.

Literature:

Andreae A. (2006): *Psychogenetische und psychodynamische Aspekte von Störungen in der Adoleszenz*, Schweiz. Archiv f. Neurologie und Psychiatrie 157:212–20.

- Barkow, J., Cosmides, L.L., Tooby, J. (1992): *The adapted mind: evolutionary psychology and the generation of culture*. New York: Oxford University Press.
- Blass, E.M. (2001): *Developmental Psychobiology, Developmental Neurobiology and Behavioral Ecology: Mechanisms and Early Principles*. New York, Berlin: Springer.
- Bloem, J., Moget, P., Petzold, H.G. (2004): Budo, Aggressionsreduktion und psychosoziale Effekte: Faktum oder Fiktion? – Forschungsergebnisse Modelle psychologische und neurobiologische Konzepte. *Integrative Therapie* 1-2, 101-149.
- Blos, P. (1989): Adoleszenz. *Eine Psychoanalytische Interpretation*. Stuttgart: Klett.
- De Bellis, M. D, Keshavan, M. S., Beers, R. (2001): Sex Differences in Brain Maturation during Childhood and Adolescence. *Cerebral Cortex*, 6, 552-557.
- Epstein, R. (2007): The case against adolescence. *Rediscovering the adult in every teen*. Sanger: Quill Driver Books.
- Giedd, J. (2002): Interview. In: *frontline*, Ausgabe: Inside the teenage brain. <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/giedd.html>.
- Giedd, J. (2003): *Yes, Your Teen Is Crazy! Loving Your Kid Without Losing Your Mind*. Gig Harbor: Habor Press.
- Giedd, J.N., Blumenthal, J., Jeffries, N.O. et al. (1999): *Brain development during Childhood and Adolescence: a longitudinal MRI Study*. *Nature Neuroscience*, 2, 861-863.
- Herculano-Houzel, S. (2008): Kindheit ade. Pubertät, Hirnforschung. *Gehirn & Geist. Serie Kindesentwicklung* 4, 35-39.
- Hofstra, M. B., Van der Ende, J., Verhulst, F.C. (2002): Child and adolescents problems predict DSM-IV disorders in adulthood: A 14-year follow-up of a Dutch epidemiological sample. *J. of the Amer. Academy of Child and Adolescent Psychiatry* 2, 182-189.
- Kennair, L.E.O. (2006): Evolutionspsychologie, Lebens-Geschichts-Theorie und Psychotherapie-Integration. *Integrative Therapie*, 1/2, 25-61.
- Konijn, E. A., Nije Bijvank, M., Bushman, B. J. (2007): I wish I were a warrior: The role of wishful identification in effects of violent video games on aggression in adolescent boys. *Developmental Psychology*, 43, 1038-1044.
- Leitner, A., Petzold, H.G. (2009): *Sigmund Freud heute. Der Vater der Psychoanalyse im Blick der Wissenschaft und der psychotherapeutischen Schulen*. Wien: Edition Donau-Universität - Krammer Verlag Wien.
- Lurija, A. R. (1992): *Das Gehirn in Aktion. Einführung in die Neuropsychologie*. Reinbek: Rowohlt.
- Neufang, S., Specht, K., Hausmann, M., Güntürkün, O., Herpertz-Dahlmann, B., Fink, G., Konrad, K. (2009): Sex differences and the impact of steroid hormones on the developing human brain. *Cerebral Cortex* 19, 464-473.
- Oerter, R., von Hagen C, Röper G, Noam G. 1999): *Klinische Entwicklungspsychologie. Weinheim: Psychologie Verlags Union*.
- Osten, P. (2002a): Pubertät und Adoleszenz aus der Sicht der Klinischen Entwicklungspsychologie. Empirische Grundlagen der Psychotherapie. Teil I: Die Pubertät. *Psychotherapie in Psychiatrie, Psychother. Med. Klin. Psych (CIP Medien)* 7/1, 50-65; (2002b): Teil II: *Die Adoleszenz*, ibid. 66-87.
- Osten, P. (2009): *Evolution, Familie und Persönlichkeitsentwicklung. Integrative Perspektiven in der Ätiologie psychischer Störungen*. Mit einem Vorwort von H. G. Petzold. Wien: Krammer.
- Petermann, F., Petermann, U. (2007): *Training mit Jugendlichen. Aufbau von Arbeits- und Sozialverhalten*. Göttingen: Hogrefe.
- Petzold, H.G. (1974b): *Drogentherapie - Methoden, Modelle, Erfahrungen*, Junfermann/Hoheneck, Paderborn; 3.Aufl. *Fachbuchhandlung für Psychologie*, D. Klotz, Frankfurt 1983, 4. Aufl. 2003.

- Petzold, H.G. (1993c): Frühe Schäden, späte Folgen. *Psychotherapie und Babyforschung*, Bd. I, Junfermann, Paderborn.
- Petzold, H.G. (1994j): Die Kraft liebevoller Blicke. *Psychotherapie und Babyforschung* Bd. 2.: Paderborn: Junfermann.
- Petzold, H.G. (1994f): Jugend und Gewaltprobleme - Gedanken unter einer longitudinalen Entwicklungsperspektive, Vortrag gehalten auf der Tagung der Landesarbeitsgemeinschaft für Erziehungsberatung, Hamburg 10.12.1993, *Dokumentation 1994 und in Gestalt* (Schweiz) 24, 1995, 4-21.
- Petzold, H.G. (2003a): *Integrative Therapie*. 3 vol. Paderborn: Junfermann, revised and enlarged edition of. 1991a/1992a/1993a.
- Petzold, H.G. (2006t): „Jugendliche auf den Weg bringen“: *Biopsychosoziale, entwicklungspsychologische und evolutionspsychologische Konzepte – eine Integrative Perspektive*. In: Pærd's Atelier (Hrsg.): Liewenshaft – 15 Ans. Luxembourg: Saint-Paul. 173-187.
- Petzold, H.G. (2007d): „Mit Jugendlichen auf dem WEG ...“*Biopsychosoziale, entwicklungspsychologische und evolutionspsychologische Konzepte für „Integrative sozialpädagogische Modelleinrichtungen“*. Bei [www. FPI-Publikationen.de/materialien.htm](http://www.FPI-Publikationen.de/materialien.htm) - *POLYLOGE: Materialien aus der Europäischen Akademie für Psychosoziale Gesundheit* - 09/2007.
- Petzold, H. G. (2008m): Evolutionäres Denken und Entwicklungsdynamiken der Psychotherapie - Integrative Beiträge durch inter- und transtheoretisches Konzeptualisieren. *Integrative Therapie* 4, 353-396.
- Petzold, H.G. (2009c): Körper-Seele-Geist-Welt-Verhältnisse in der Integrativen Therapie. Der „Informierte Leib“, das „psychophysische Problem“ und die Praxis. *Psychologische Medizin* 1 (Graz) 20-33.
- Petzold, H.G., Epe, C., 1984. Das Spiel und seine Bedeutung für die stationäre Langzeittherapie mit drogenabhängigen Jugendlichen in der Integrativen Gestalttherapie. In: Kreuzer (Hrsg.), *Handbuch der Spielpädagogik*, Vol. 4, Schwann, Düsseldorf (1984), 399-421.
- Petzold, H.G., Feuchtner, C., König, G. (2009): *Für Kinder engagiert – mit Jugendlichen auf dem Weg*. Wien: Krammer Verlag.
- Petzold, H.G., Müller, L. (2004c): Integrative Kinder- und Jugendlichenpsychotherapie – Protektive Faktoren und Resilienzen in der diagnostischen und therapeutischen Praxis. *Psychotherapie Forum* 4, 185-196.
- Petzold, H.G., Michailowa, N. (2008a): Alexander Lurija – Neurowissenschaft und Psychotherapie. *Integrative und biopsychosoziale Modelle*. Wien: Krammer.
- Petzold, H.G., Schay, P., Scheiblich, W. (2006): *Integrative Suchtarbeit*. Wiesbaden: Verlag für Sozialwissenschaften.
- Petzold, H.G., Sieper, J. (2008a): *Der Wille, die Neurowissenschaften und die Psychotherapie*. 2 vol.. Bielefeld: Sirius.
- Sheese, B. E., Graziano, W. G. (2005): Deciding to defect: The effects of video game violence on cooperative and competitive behavior. *Psychological Science*. 5, 391-396.
- Sieper, J. (2007): *Integrative Therapie als „Life Span Developmental Therapy“ und „klinische Entwicklungspsychologie der Bezogenheit“ mit Säuglingen, Kindern, Adoleszenten, Erwachsenen und alten Menschen, Gestalt & Integration*, Teil I 60, 14-21, Teil II 61.
- Strauch, B. (2003): *Warum sie so seltsam sind. Gehirnentwicklung bei Teenagern*. Berlin: Berlin Verlag.
- Suchomlinski, W. (1977): *Vom Werden des jungen Staatsbürgers*. Berlin: Volk und Wissen.
- Thompson, P. M., Holmes, C. J., Jernigan, T. L., Toga, A. (2005): Structural MRI and brain development. *International Review of Neurobiology* 67, 285-323.

- Verhulst, F. (2004): Kann dissoziales Verhalten vorhergesagt werden? Eine Untersuchung an Kindern, Jugendlichen und Erwachsenen über einen Zeitraum von 14. Jahren. In: Streek-Fischer, A. (2004): *Adoleszenz – Bindung – Destruktivität*. Stuttgart: Klett-Cotta, S. 208-224.
- Vygotskij, L.S. (1987): *Pädologie des frühen Jugendalters (Ausgewählte Kapitel)*. In: Vygotskij, L.S.: *Ausgewählte Schriften*, Bd. 2. Köln: Pahl-Rugenstein. S. 307-658.
- Waibel, M., Petzold, H. G. (2009): *Integrative Ausdauertherapie bei depressiven Erkrankungen*, in: Waibel, M., Jakob-Krieger, C. (2009): *Integrative Bewegungstherapie*. Stuttgart: Schattauer. 81-97.
- Workman, L., Reader, W. (2004): *Evolutionary psychology. An introduction*. Cambridge: Cambridge University Press.
-