



DEVELOPMENT I

Fall/Winter 2018-2019

Instructors:
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In this eight-week course, we will introduce you to a working theory of development in the very earliest moments and stages of life. This is an exciting time of confluence between psychoanalytically trained clinicians and many other infant research communities. Our job is to provide you with a brief historical context, to expose you to some of the seminal papers by wonderful and at times remarkably prescient psychoanalytic scholars, and to underscore the relationship between current research and its relevance to your work as psychoanalytic clinicians. In particular we would like to help you focus on the role of early non-verbal and pre-verbal communication, and how language and symbolic communication emerge from and grow alongside implicit communicative processes throughout life.

We will watch video material to illustrate some aspects of early development; we will provide examples from our own clinical work when we can, and of course, we invite you all to do the same.

READINGS:

Class I: Introduction to Developmental Theory Memory and Conscious, Unconscious, and Non-Conscious Processes

We will present a very brief historical overview of psychoanalytic stage theories from Freud to Anna Freud, emphasizing the shift from instinct theory to relationship-based theories, including Mahler and Bowlby. We will preview our later discussion of stage theories vs. dynamic systems theory. The focus of this class will be on the nature of implicit and explicit memory and its relationship to conscious, unconscious, and non-conscious processes.

Learning Objective: At the conclusion of this session candidates will be able to define implicit and explicit memory.

Required Readings:

1. Freud, S. (1905). Infantile Sexuality. *SE VII*, 173-176. [PEP Web Link](#)
2. Coates, S. W. (2016). Can Babies Remember Trauma? Symbolic Forms of Representation in Traumatized Infants. *JAPA 64*(4), 751-776. Available in the library. [Available in the Library: [Download in the library](#), check the reading folder or request from library@bps.org]
3. Kenny, D. (2013). The Modern Infant: Enter Developmental Neuroscience. *Bringing Up Baby: The Psychoanalytic Infant Comes of Age* (Chapter 6, 263-282 only). Karnac: London. [Available in the library: check the reading folder or request from library@bps.org]

Class II: Dialogic Origin of Mind

We will explore the development of self and mutual regulation. We will also consider the dialogic nature of defenses, the nature of non-conscious conflict, and the development of early representations. Video of the still-face experiment will be shown. (Tronick)

Learning Objective: At the conclusion of this session candidates will be able to define interactive regulatory processes and the evidence for the dyadic nature of defenses as illustrated in infant research.

Required Readings:

1. Tronick, E.Z. (1989). Emotions and emotional communication in infants. *American Psychologist, February*, 112-119. [Available in the library: check the reading folder or request from library@bps.org]
This is a seminal article first published in 1989. Tronick uses the still face experiment to look at disruptions in mother-infant communication. He discusses the role of self and mutual regulation, and looks at their relationship to each other. Crucially, he introduces the concept of disruption and repair. Parent-baby interactions are not perfectly coordinated, nor should they be. But the overall direction of repair is important.
2. Fraiberg, S. (1983). Pathological Defenses in Infancy, *Psychoanalytic Quarterly*, 51, 612-635.
Selma Fraiberg observed clinically these subtle behaviors of infants before the research that later classified them as signs of “disorganized attachment”. [PEP Web Link](#)
3. Hofer, M. (1984). Relationships as regulators: a psychobiologic perspective on bereavement. *Psychosomatic Medicine*, 46, 183-197. [Available in the library: check the reading folder or request from library@bps.org]
Myron Hofer is a psychiatrist and research scientist at Columbia University. In this early article he begins to integrate the brain/mind/experience of loss and grief, explicitly connecting the physiology of adult loss of a loved one to the physiology of separation distress of an infant. He posits the idea of psychobiologic “hidden regulators” embedded in attachment relationships that are lost upon separation in both cases. Look also for the ways he begins to discuss how the internal representations of these relationships continue to regulate the psychobiology of the person experiencing loss and the dynamic nature of grief as the specificity of who and what has been lost is metabolized.

Class III: Intersubjectivity and Development of the Self (Primary Intersubjectivity)

In this class we will view some video vignettes of mother-baby interaction in the first three months of life.

Learning Objective:

At the conclusion of this session, the candidate will be able to list 3 components of primary intersubjectivity.

Required Readings:

1. Benjamin, J. (1992). Recognition and Destruction: An Outline of Early Intersubjectivity. In Skolnick, N. and Warshaw, S., *Relational Perspectives in Psychoanalysis* (Chapter Three). New Jersey: The Analytic Press. [Available in the library. Check the reading folder or request from library@bpsi.org]

2. Trevarthen, C. (2003). Conversations with a Two-Month Old. In Raphael-Leff, J., *Parent Infant Psychodynamics: Wild Things, Mirrors, and Ghosts* (Chapter Three, 25-34). London and Philadelphia: Whurr Publishers. [Available in the library. Check the reading folder or request from library@bpsi.org]

This very short but important historical article is one you may want to return to again and again. It is an example of a prescient thinker, who predicted scientific discoveries (mirror neurons) decades before their discovery in the lab. Trevarthen is a distinguished developmental psychologist who was one of the first to describe pre-verbal communication in infancy. He applied the concept of intersubjectivity, taken from philosophy, to the parent-infant relationship and the development of the self. For over 40 years he has continued to study the “communicative musicality” of relationships. We will discuss how his idea that: “Interest in other persons’ consciousness and purposes leads to language...” was a huge departure from conventional developmental thinking.

3. Schore, A.N. (2011). The Right Brain Implicit Self Lies at the Core of Psychoanalysis. *Psychoanalytic Dialogues*, 21, 75-100. [PEP Web Link](#)

Class IV: Intersubjectivity II: Secondary Intersubjectivity and Intentionality

In this class we will continue to view video vignettes of shared attention, complex interpersonal emotions, social referencing, shared intentionality, and infant pointing.

Learning Objective:

At the conclusion of this session, the candidate will be able to define secondary intersubjectivity and shared intentionality as they apply to language acquisition.

Required Readings:

1. Reddy, V. (2003). On Being the Object of Attention: Implications for Self-Other Consciousness. *Trends in Cognitive Sciences*, Vol. 7(9). [Available in the library. Check the reading folder or request from library@bpsi.org]

2. Tomasello, M. & Carpenter, M. (2007). Shared Intentionality. *Developmental Science*, 10(1), 121-125. [Available in the library. Check the reading folder or request from library@bps.org]

Class V: Attachment and Reflective Functioning (The Adult Attachment Interview)

Learning Objective:

At the conclusion of this session, the candidate will be able to describe the 3 organized categories of attachment, and become familiar with the corresponding profiles of the AAI.

Required Readings:

1. Main, M. (2000). The Organized Categories of Infant, Child, and Adult Attachment: Flexible vs. Inflexible Attention under Attachment-Related Stress. *JAPA*, 48, 1055-1096. [PEP Web Link](#)

2. Fonagy, P., Steele, M., Moran, G., Steele, H. & Higgitt, A. (1993). Measuring the Ghost in the Nursery: An Empirical Study of the Relation Between Parents' Mental Representations of Childhood Experiences and Their Infants' Security of Attachment. *J. Amer. Psychoanal. Assn.*, 41, 957-989. [PEP Web Link](#)

This is a groundbreaking and historic article, published in JAPA seven years before the 2000 Attachment Issue articles we have read that first demonstrated the predictive value of the AAI. In other words, one can actually predict attachment styles in a parent-baby dyad based on the parent's mental representations. The concept of reflective functioning is introduced in this article. Peter Fonagy is, of course, a British psychoanalyst and the prolific head of the Anna Freud Centre in London. Miriam Steele is an attachment researcher who used to work with Fonagy and is now at the New School in NY

OR:

Karen, R. *Becoming Attached*. [Linked Here](#).

This is a wonderful history of the relationship between John Bowlby and Mary Ainsworth, and it provides a clear careful introduction to the research behind attachment theory. Recommended for those with little background in attachment theory.

Optional:

Main, M. *Adult Attachment Interview Protocol*. [Available in the library: check the reading folder or request from library@bps.org]

Class VI: Disorganized Attachment and Trauma

Learning Objective: At the conclusion of this session candidates will be able to describe disorganized attachment and the effects of relational trauma on attachment.

Required Readings:

1. Slade, A. (2014). Imagining Fear: Attachment, Threat, and Psychic Experience. *Psychoanalytic Dialogues*, 24(3), 253-266 [PEP Web Link](#)
2. Lyons-Ruth, K. (2006). The Interface between Attachment and Intersubjectivity: Perspective from the Longitudinal Study of Disorganized Attachment. *Psychoanalytic Inquiry*, Vol.26(4), 595-616. [PEP Web Link](#)

Class VII: Toddlerhood and Play: Making Meaning**Required Readings:**

1. Slade, A. (1994). Making Meaning and Making Believe: their role in the clinical process. In Slade, A. and Wolf, D., *Children At Play* (81-107). Oxford U. Press. [Available in the library: check the reading folder or request from library@bps.org]
2. First, E. (1994). The Leaving Game, or I'll Play You and You Play Me: The Emergence of Dramatic Role Play in 2-Year-Olds. In Slade, A. and Wolf, D., *Children At Play* (111-132). Oxford U. Press. [Available in the library: check the reading folder or request from library@bps.org]
3. Lyons-Ruth, K. (1991). Rapprochement or Approchement: Mahler's Theory Reconsidered from the Vantage Point of Recent Research on Early Attachment Relationships. *Psychoanalytic Psychology*, Vol. 8 (1), pp. 1-23. [PEP Web Link](#)

Class VIII: Non-linear Development and Dynamic Systems: applications to psychoanalysis

Learning Objective: At the conclusion of this session, candidates will be able to compare linear and non-linear theories of development, and describe differences between an intrapsychic and intersubjective perspective in psychoanalytic treatment.

Required Readings:

1. Boston Change Process Study Group. (2008). Forms of Relational Meaning: Issues in the Relations Between the Implicit and Reflective-Verbal Domains. *Psychoanalytic Dialogues*, 18, 125-148. [PEP Web Link](#)
(Also reprinted as Chapter 7 in BCPSG. (2010). *Change in Psychotherapy; A Unifying Paradigm*, Norton, N.Y., London.)
2. Seligman, S. (2017). Dynamic systems theories as a framework for psychoanalysis: Change processes in development and therapeutic action, and Searching for core principles: Louis Sanders' synthesis of the biological, psychological, and relational. In *Relationships in Development: Infancy, Intersubjectivity, and Attachment* (Chapter 19 & 20, 268-300). London, NY: Routledge. [Available in the library: check readings folder or request from library@bps.org]

3. Winnicott, D.W. (1987). Further Thoughts on Babies as persons. In *The Child, the Family, and the Outside World* Chapter 13, 85-92). Reading, Massachusetts: Addison-Wesley Publishing Company, Inc. [Available in the library: check readings folder or request from library@bps.org]

One could argue that Winnicott says in seven pages with no technical terminology whatsoever what others take textbooks to explain. Read this short chapter written for parents to get a different approach to the same topic. He helps us see the specificity of the mother-baby relationship, and the complexity of letting the child move from dependency to “gradual disillusionment” in order to help the child develop a sturdy self to enter the outside world.