



boston psychoanalytic  
society & institute

Winter I, 2019-2020

## **Development I: Infancy and Early Childhood Development**

**Instructor: Alexandra Harrison**

**Overview:** In this course, we will explore ideas about development--both typical development and change in the therapeutic setting. We will read how psychoanalytic writers have described infants and young children and compare their ideas with those from developmental science. Topics will include: how the study of infants can inform the practice of psychoanalysis; the fundamental basis of object relations; the development of intersubjectivity and the self; mutual regulation and attachment; the effect of trauma; the preschool years; and the concept of a nonlinear meta-theory for developmental change.

The following are some of the questions we will discuss: How is knowledge about infancy and early childhood relevant to psychotherapy and psychoanalysis of adults? What are the core motivations? What makes for change in psychotherapy, especially in psychoanalytic therapy? What can we learn from the nonverbal world of infants and toddlers that we can apply to adulthood? How does the past present itself in what is happening now and how much do we balance present relationship and the reconstruction of the past in clinical work? \*

\*Some of these questions were derived from Seligman S (2018). *Relationships in Development—Infancy, Intersubjectivity, and Attachment*, New York: Rutledge.

### **Session 1. November 21. Psychoanalytic Theories of Development**

In the Introduction of Seligman's recent book, he introduces some of the foundational questions we will address in this course, including "How is knowledge about infancy and early childhood relevant to psychotherapy and psychoanalysis of adults?" This book, now available in paperback at a reasonable price, would be a good investment. The Psychoanalytic Babies papers were brief presentations given at a BPSI scientific meeting in 1995, by members of the newly formed Boston Process of Change Group. The various babies include Freud, Bowlby, Infant Research, Winnicott, Mahler, Kohut, and Klein. Considering these "babies", we will address the issues: what is their core motivation, how was the theory derived, and what their theory of change is. In the elective readings, the Le Doux paper responds to Kandel's powerful challenge to psychoanalysis (Kandel E. (1998).

**Readings:**

Seligman, S. (2018). Why developmental psychoanalysis? In *Relationships in development: Infancy, intersubjectivity, and attachment* (Introduction, pp. 1-14). NY: Routledge. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

Nahum, J.P. (1995). The infant research baby. Presented at BPSI by Nahum, J.P., Harrison, A., Morgan, A., Sands, S., Lyons-Ruth, K., Stechler, G. & Stern, D. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Elective Readings:**

Kandel, E. (1998). A new intellectual framework for psychiatry. *Am. J. Psychiatry*, 155(4), 457-469. [Linked Here](#) [Also available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

LeDoux, J. (2012). Afterword. *The Psychoanalytic Review*, 99(4), 595-606. (Commentary by a renowned neurologist on Eric Kandel's and others' papers on Biology and Psychoanalysis, with a focus on Modern Science and the Unconscious Mind.) [PEP Web Link](#)

**Videos** —Andrew, Michael Jr., Brazelton

**Learning Objective:** At the conclusion of this session candidates will be able to explain 2 ways in which knowledge about infancy and early childhood are relevant to psychotherapy and psychoanalysis of adults.

**Session 2. December 12. Dialogic Origins of the Mind and Meaning Making**

These readings describe the beginning of dialogic process in meaning making between infant and caregiver, emphasizing the agency of the infancy, and—in the case of Trevarthen's paper—the importance of the body.

**Readings:**

Tronick, E. (2003). Emotions and emotional communication in infants. In Raphael-Leff, J. (Ed.), *Parent infant psychodynamics: Wild things, mirrors, and ghosts* (Chapter 4, pp. 35-53). London & Philadelphia: Whurr Publishers. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

Delafield-Butt, J. & Trevarthen, C. (2015). The ontogenesis of narrative: From moving to meaning. *Frontiers in Psychol.*, 6, 1157-1180. [Linked Here](#) [Also available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Videos** —Still face

**Learning Objective:** At the conclusion of this session candidates will be able to describe 2 examples of reciprocal exchanges that underscore the development of the sense of self and other.

## **Sessions 3 and 4. December 19. Combined session—Core Competency of Self-Regulation: Attachment and Mutual Regulation Theories, and Non-linear Theory as a Meta-Theory.**

These readings cover two major theories attempting to explain the development of self-regulatory processes—Attachment Theory, and the Mutual Regulation Model. They are quite different. A major difference is the MRM's use of the meta-theory of nonlinear systems theory. The Beeghly et al paper describes the origins of self-regulation and the impact on adult functioning. The Rutter et al paper is a thoughtful, positive critique of Attachment Theory. The Granic et al paper describes nonlinear systems theory in a clinically relevant way. In the elective readings I have included a Sander paper, because Sander introduced dynamic (a type of nonlinear) systems theory into infancy research. I have also included two other Attachment Theory papers for those of you who are not as familiar with the theory and the Tronick and Hunter paper that brings in epigenetics.

### **Readings:**

Beeghly, M., Perry, B. & Tronick, E. (2016). Self-regulatory processes in early development. In Maltzman, S. (Ed.), *The oxford handbook of treatment processes and outcomes in psychology: a multidisciplinary, biopsychosocial approach*. Oxford Handbooks Online. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

Granic, I., Patterson, G. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review*, 113(1), 101-131. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

Rutter, M., Kreppner, J. & Sonuga-Barke, E. (2009). Emanuel miller lecture: Attachment insecurity, disinhibited attachment, and attachment disorders: Where do research findings leave the concepts? *Journal of Child Psychology and Psychiatry*, 50(5), 529-543. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

### **Elective Readings:**

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759-775. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

Main, M. (1993). Discourse, prediction, and recent studies in attachment: Implications for psychoanalysis, *JAPA*, 41(S), 209-244. [PEP Web Link](#)

Sander, L. (2008). Reflections on developmental process. In Amadei, G. & Bianchi, I. (Eds.), *Living systems, evolving consciousness, and the emerging person* (Chapter 10, pp. 195-203). NY: The Analytic Press. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

Tronick, E. & Hunter, R.G. (2016). Waddington, dynamic systems, and epigenetics. *Frontiers in Behavioral Neuroscience*, 10(107). [Linked Here](#) [Also available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

**Videos**—CDC of developing brain, videos of infant and preschool child poorly regulated, marshmallow experiment, difference between dogs and cats.

**Learning Objectives:** (1) At the conclusion of this session candidates will be able to describe two models of the development of self-regulation.

(2) At the conclusion of this session candidates will be able to give an example of how dynamic systems theory can be used in clinical formulations.

### **Session 5. January 2. Intersubjectivity and the Development of the Self**

These readings talk about how imitation of others' facial expressions, for example, is present at birth, and how the sense of self emerges from a dyadic experience-- feeling/knowing another's mind. The Meltzoff article is a classic, though it has generated controversy. The Reddy book is a deeply reflective book written in an engaging style.

#### **Readings:**

Meltzoff, A., Moore, M. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development*, 17(1), 83-99. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Reddy, V. (2008). Making contact: Imitation. In *How infants know minds* (Chapter 4, pp. 43-65). Cambridge, MA: Harvard University Press. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

#### **Elective Reading:**

Trevarthen, C. (2005). First things first: Infants make good use of the sympathetic rhythm of imitation, without reason or language. *Journal of Child Psychotherapy*, 31(1), 91- 113. [PEP Web Link](#)

**Videos**—Of “Hal”; Russian baby and African American baby.

**Learning Objective:** At the conclusion of this session candidates will be able to explain the role of imitation in human development.

### **Session 6. January 9. Trauma and Reflective Function**

Felitti is one of the authors of the original ACE's study, and this paper relates this important study while also elaborating the “enduring effects” of ACEs in later life. The Slade article is one of my favorites, offering a clinical perspective and hints for treatment. In the elective readings, I wanted to give you some Fonagy, so I am offering the Fonagy and Allison paper plus a ppt of the presentation he gave to our infant parent mental health fellowship a few years ago. If you don't have time to read the article, the ppt is delightful. The Lyons-Ruth paper gives you a good account of the Attachment Theory explanation for the link between trauma and reflective function. I couldn't resist giving you the Susan Coates paper about a case of hers in which a child “remembered” a dramatic infantile traumatic event in the therapy.

**Readings:**

Anda, R., Felitti, V., Bremner, J., Walker, J., Whitfield, C., Perry, B., Dube, S. & Giles, W. (2006). The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3), 174-186. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Slade, A. (2014). Imagining fear. *Psychoanalytic Dialogues*, 24(3), 253-266. [PEP Web Link](#)

**Elective Readings:**

Coates S.W. (2016). Can babies remember trauma? Symbolic forms of representation in traumatized infants. *JAPA*, 64, 751-776. [Available in the library: [Download](#) in the library, check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Fonagy, P. & Allison, E. (2014). The role of mentalizing and epistemic trust in the therapeutic relationship. *Psychotherapy*, 51(3), 372-380. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Lyons-Ruth, K. (2014). The interface between attachment and intersubjectivity: Perspective from the longitudinal study of disorganized attachment. *Psychoanalytic Inquiry*, 26(4), 595-616. [PEP Web Link](#)

**Videos** —Erika, others

**Learning Objective:** At the conclusion of this session candidates will be able to give an example of how adverse childhood experiences have lasting effects on development.

**Session 7. January 23. Preschool and Play**

These readings describe the developmental competency of pretend play in young children and the role of “play” in the therapeutic process in adult analyses. In the elective reading, the Harrison paper also brings in the nonverbal microprocess as a context for the verbal and symbolic meaning.

**Readings:**

Gilmore, K. (2011). Pretend play and development in early childhood (with implications for the Oedipal phase), *JAPA*, 59(6), 1157-1181. [PEP Web Link](#)

Winnicott, D. (1971). Playing a theoretical statement. In *Playing & reality* (Chapter 3, pp. 38-52). London: Routledge. [PEP Web Link](#)

Harrison, A.M. (2014). The sandwich model: The ‘music and dance’ of therapeutic action. *Int. J. Psychoanal.*, 95(2), 313-340. [PEP Web Link](#)

**Videos** —of play

**Learning Objective:** At the conclusion of this session candidates will be able to explain pretend play as a developmental competence engaged in a child's play and in adult psychoanalysis, including the relationship between nonverbal microprocess and verbal symbolic content in making meaning of symbolic play.

**Session 8. January 30. Challenges to Existing Theories: Culture and Complexity**

These two readings reveal the problem of bias in Western theories of development. It is difficult to escape our own cultural bias, but with increasing globalization, we have the opportunity to work in that direction.

**Readings:**

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, 44, 175-194. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Liu, C., Chen, S., Bohr, Y., Wang, L. & Tronick, E. (2017). Exploring the assumptions of attachment theory across cultures: The practice of transnational separation among Chinese immigrant parents and children. In Keller, H. & Bard, K. (Eds.), *The cultural nature of attachment: Contextualizing relationships and development* (Strungmann Forum Reports, Vol. 22, 171-192). Cambridge, MA: MIT Press. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

**Videos** —of skits on Indian nursing students

**Learning Objective:** At the conclusion of this session candidates will be able to describe one primary problem presented by inherent cultural bias in our Western theories of development.