



## **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; stress, trauma, and reflective function; the preschool years; and culture and complexity—the need for 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?\* How can we change our theories of change to accommodate the diversity of culture?

\*Some of these questions were derived from Seligman, S. (2018). *Relationships in development: Infancy, intersubjectivity, and attachment*. Routledge.

### **Session 1. December 2. 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, 1998).

#### **Readings:**

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

Boston Change Study Group. (1995). *Psychoanalytic babies*. Presented at BPSI by Nahum, J., Harrison, A., Morgan, A., Sands, S., Lyons-Ruth, K., Stechler, G., & Stern, D. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

### **Elective Readings:**

Kandel, E. R. (1998). A new intellectual framework for psychiatry. *American Journal of Psychiatry*, 155(4), 457-469. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.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 —**

### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to explain two ways in which knowledge about infancy and early childhood are relevant to psychotherapy and psychoanalysis of adults.
- (2) At the conclusion of this session, candidates will be able to describe how two classical psychoanalytic thinkers conceptualized infancy.

## **Session 2. December 9. 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. Pivotal to these processes are meanings about comfort and safety through connection to another human being. Tronick's "Mutual Regulation Model" offers an understanding of how self-regulation is co-created through the mutual regulatory interactions between infant and caregiver. We will be considering the issue of safety throughout the course. In this session, we will also take a more careful look at nonverbal behavioral cues—primary in infancy and still quietly present in adulthood, though typically dominated by language.

### **Readings:**

Tronick, E. Z. (2003). Emotions and emotional communication in infants. In J. Raphael-Leff (Ed.), *Parent-infant psychodynamics: Wild things, mirrors and ghosts* (pp. 35-53). Whurr Publishers. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

Delafeld-Butt, J. T., & Trevarthen, C. (2015). The ontogenesis of narrative: From moving to meaning. *Frontiers in Psychology*, 6, 1157-1180. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

### **Videos —**

### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to describe two examples of

- reciprocal exchanges that underscore the development of the sense of self and other.
- (2) At the conclusion of this session, the candidates will be able to describe three nonverbal disengagement cues and two engagement cues.

### **Sessions 3. December 16. Attachment Theory as a Linear Theory**

One of the major theories attempting to explain the development of a sense of security and the core competency of self-regulation is Attachment Theory. This theory has been used by researchers to explain origins of adult psychopathology within the mother-infant relationship, and to use assessments of the mother-infant relationship to make predictions about future mental health outcomes. Clinicians have adopted the theory to develop clinical theories and techniques. 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. I have also included two other Attachment Theory papers for those of you who are not as familiar with the theory. The blog post is easy to read and informative. It makes a good link from last week's session to this week's session.

#### **Readings:**

Harrison, A. M. (2012, April 15). March IPMH meeting: Attachment theory: Two views. *Supporting Child Caregivers*. [Linked Here](#).

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

#### **Elective Readings:**

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

Main, M. (1993). Discourse, prediction, and recent studies in attachment: Implications for psychoanalysis. *Journal of the American Psychoanalytic Association*, 41S(Supplement), 209-244. [PEP Web Link](#)

#### **Videos —**

#### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to describe how Attachment Theory explains the development of self-regulation in the individual.

- (2) At the conclusion of this session, candidates will be able to offer two criticisms of Attachment Theory.

#### **Session 4. January 6. Addressing Complexity—A Nonlinear Meta-psychology.**

In this session we will build on what we have learned from Attachment Theory and the Mutual Regulation Model, as we attempt to deal with what we observe to be the unpredictability and variability of developmental processes. In our efforts to do this we will add theories of Epigenesis and Temperament, and we will consider organizing all these perspectives within an overarching nonlinear meta-psychology. The Granic et al paper describes nonlinear systems theory in a clinically relevant way. My Sandwich Model paper offers my effort to integrate psychoanalytic theory with current developmental theory. In the elective readings, the Hunter and McEwen paper introduces epigenetics. I have included a Sander paper, which is densely written, because Sander introduced dynamic systems theory into infancy research, and a Kagan paper on Temperament. I will explain Kagan's theory of Temperament in the lecture. The SCC Podcast episode #2 describes epigenetics in terms of racial disparity in COVID-19.

#### **Readings:**

Granic, I., & Patterson, G. R. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review*, 113(1), 101-131. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

Harrison, A. M. (2014). The sandwich model: The 'music and dance' of therapeutic action. *International Journal of Psychoanalysis*, 95(2), 313-340. [PEP Web Link](#)

Harrison, A. M. (Host). (2020, April 27). The SCC pod: Racial disparity in COVID (No. 2) [Audio podcast episode]. In *The supporting child caregivers podcast*. Podomatic. [Linked Here](#).

#### **Elective Readings:**

Sander, L. (2008). Reflections on developmental process: Wholeness, specificity, and the organization of conscious experiencing. In G. Amadei & I. Bianchi (Eds.), *Living systems, evolving consciousness, and the emerging person* (pp. 195-203). The Analytic Press. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

Kagan, J., Reznick, J. S., & Snidman, N. (1988). Biological bases of childhood shyness. *Science*, 240(4849), 167-171. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

Hunter, R. G., & McEwen, B. S. (2013). Stress and anxiety across the lifespan: Structural plasticity and epigenetic regulation. *Epigenomics*, 5(2), 177-194. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

#### **Videos--**

#### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to identify an example of how dynamic systems theory and explain how it can be used in clinical formulations.

- (2) At the conclusion of this session, candidates will be able to explain how the theories of Temperament and Epigenetics contribute to an understanding of human development.

### **Session 5. January 13. 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 describes a classic experiment. The Reddy book is a deeply reflective book written in an engaging style. In this session we will build on our previous discussions of dialogic meaning-making to deepen our understanding of intersubjectivity.

#### **Readings:**

Meltzoff, A. N., & Moore, M. K. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development*, 17(1), 83-99. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

Reddy, V. (2008). Making contact: Imitation. In *How infants know minds* (pp. 43-65). Harvard University Press. [Download from the [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 —**

#### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to explain the role of imitation in human development.
- (2) At the conclusion of this session, candidates will be able to articulate a developmental model of intersubjectivity.

### **Session 6. January 27. Stress, Trauma, and Creating a Psychologically Safe Environment**

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 am first of all giving you a paper by Stephen Porges, a researcher and theoretician whom I value greatly in my clinical thinking. We will go over his theory in class. It is complicated, so I have included some podcast episodes I have recently recorded on clinical perspectives about his work that you can listen to while you do the dishes. I am also including a blog post about Bruce Perry's work, another colleague whom I often turn to in understanding stress reactions. 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. 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:**

Harrison, A. M. (2016, September 18). Stress regulation: From theory to practice. *Supporting Child Caregivers*. [Linked here](#).

Harrison, A. M. (Host). (2020, September 10). The SCC pod: Creating psychological safety (No. 17) [Audio podcast episode]. In *The supporting child caregivers podcast*. Podomatic. [Linked Here](#).

Harrison, A. M. (Host). (2020, September 29). The SCC pod: More about PVT (No. 19) [Audio podcast episode]. In *The supporting child caregivers podcast*. Podomatic. [Linked Here](#).

Harrison, A. M. (Host). (2020, October 9). The SCC pod: Polyvagal theory and ASD (No. 20) [Audio podcast episode]. In *The supporting child caregivers podcast*. Podomatic. [Linked Here](#).

Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., Dube, S. R., & Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3), 174-186. [Download from the [Reading folder](#) or request from [library@bpsi.org](mailto:library@bpsi.org)].

Slade, A. (2014). Imagining fear: Attachment, threat, and psychic experience. *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. *Journal of the American Psychoanalytic Association*, 64(4), 751-776. [PEP Web Link](#)

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

Lyons-Ruth, K. (2006). The interface between attachment and intersubjectivity: Perspective from the longitudinal study of disorganized attachment. *Psychoanalytic Inquiry*, 26(4), 595-616. [PEP Web Link](#)

### **Videos —**

### **Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to identify an example of childhood experiences and describe how they have lasting effects on development.
- (2) At the conclusion of this session, candidates will be able to explain how the vagal nerve functions to create a psychologically safe environment.



## Session 7. February 3. Preschool and Play: The Magic Years

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). *Journal of the American Psychoanalytic Association*, 59(6), 1157-1181. [PEP Web Link](#)

Winnicott, D. W. (1971). Playing a theoretical statement. In *Playing and reality* (pp. 38-52). Routledge. [PEP Web Link](#)

### Elective Reading:

Harrison, A. M., & Beebe, B. (2018). Rhythms of dialogue in infant research and child analysis: Implicit and explicit forms of therapeutic action. *Psychoanalytic Psychology*, 35(4), 367-381. [Download from the [Reading folder](#) or request from [library@bps.org](mailto:library@bps.org)].

### Videos —

### Learning Objectives:

- (1) 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.
- (2) At the conclusion of this session, candidates will be able to explain the relationship between nonverbal microprocess and verbal symbolic content in making meaning of symbolic play.

## Session 8. February 10. Challenges to Existing Theories: Culture

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. In this session, I will show videotapes of my international work.

### Readings:

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, 44(2), 175-194. [Download from the [Reading folder](#) or request from [library@bps.org](mailto:library@bps.org)].

Liu, C. H., Chen, S. H., 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 H. Keller & K. Bard (Eds.), *The cultural nature of attachment: Contextualizing relationships and development* (Strungmann Forum Reports, Vol. 22, 171-192). MIT Press. [Download from the [Reading folder](#) or request from [library@bps.org](mailto:library@bps.org)].

**Videos —**

**Learning Objectives:**

- (1) At the conclusion of this session, candidates will be able to describe two problems presented by inherent cultural bias in our Western theories of development.
- (2) At the conclusion of this session, candidates will be able to discuss ways of correcting some of the cultural bias of Western theories of development.