

Seattle Psychoanalytic Society and Institute  
**HUMAN DEVELOPMENT: CHILD DEVELOPMENT I (BIRTH TO AGE 5)**

Instructors: Judy K. Eekhoff, PhD, FIPA and Kelly Shanks Lippman, LMHC  
First Trimester: September 7, 2018 — November 16, 2018  
Friday: 1:45-3:15pm

Welcome to our course on Child Development (Birth to Age 5). This course is the didactic complement to the Year Two Infant Observation course and we expect to refer frequently to last year's rich array of observations to illustrate and deepen our understanding of the concepts we will explore this trimester.

Sigmund Freud's curiosity and theorizing about how childhood was linked to suffering and joy in adulthood led to the idea of developmental progression and therapeutic intervention. Early child psychoanalysis, developed by Melanie Klein and Anna Freud, and based in nuanced observation and clinical work, focused attention on the internal dynamics of infants and young children as well as the importance of their relational and social contexts. These foundational theorists set the stage for decades of observational research and psychoanalytic exploration, all of which has led to our contemporary understanding of attachment, developmental progression, affect regulation, object relations, projective processes and neurobiology.

During this class, we will examine this topic from a variety of vantage points with the goal of providing a nuanced and multilayered contemporary understanding of child development rooted in a historical psychoanalytic context. Throughout the course, we will apply our learning to the adult clinical situation.

**Learning Objectives:**

This class will offer clinical associates a broad understanding of child development in the first five years of life. At the end of this course, associates will be able to:

1. Assess the developmental experiences of their patients from a variety of perspectives and recognize how patterns of early experience dynamically affect the adult clinical situation.
2. Apply their knowledge of internal working models of attachment, affect regulation and mentalizing capacity in order to listen more sensitively and respond and interpret more accurately to patients, which will enhance treatment persistence and outcomes.
3. Recognize the effects of early relational trauma, better empathize with unbearable affect and receive and metabolize projective communication more effectively in order to facilitate improvement in patients' reflective capacity, self-cohesion and affect regulation.
4. Develop an understanding of the process of building representations in an internal world in order to better formulate patients' material and improve treatment efficacy.
5. Recognize relationships between projections, objects and introjects in patients' internal worlds in order to listen and analyze relationships that generate meaning between internal objects and between the internal and external world.

**Week 1: September 7, 2018**  
**Origins of the Self**

In this introductory session, we will begin to explore the question of how we become who we are. We will begin by considering the internal and external conditions that contribute to development of the

child's mind/body/self experience. The external family is the matrix for the child's development. The child's contribution to their development is the manner in which experience of the family is processed.

Required Readings: (53 pages)

1. Klein, M. (1958) On the Development of Mental Functioning. *International Journal of Psychoanalysis*, 39:84-90. [PEPWeb](#) [6 pages]
2. Winnicott, D.W. (1960) The Theory of the Parent-Infant Relationship. *International Journal of Psychoanalysis*, 41:585-595. [PEPWeb](#) [10 pages]
3. Stern, D. (1985) The Sense of a Subjective Self: I. Overview and II. Affect Attunement. In *The Interpersonal World of the Infant*. (Chapters 6 and 7, pp. 124-161). New York, NY: Basic Books. [PEPWeb \(books section\)](#) [37 pages]

Optional Readings:

1. Winnicott, D.W. (1949) Mind in its Relation to the Psyche-Soma. In D.W. Winnicott, *Through Paediatrics to Psycho-analysis* (pp. 243-254) London: Hogarth Books. [PEPWeb](#) [11 pages]

## **Week 2: September 14, 2018**

### **Ideas about Developmental Progression - Positions**

Another way to think about development is as a three-dimensional spiral, one that begins small and ends wide. The movement occurs via a dialectical interaction between the three positions as originally conceptualized by Melanie Klein – the autistic-contiguous, paranoid-schizoid and depressive positions. All three remain active throughout life. This session will introduce progression as the interaction between internal factors that contribute to the generation of the meaning of experience.

Required Readings: (36 pages)

1. Ogden, T.H. (1989) On the Concept of an Autistic-Contiguous Position. *International Journal of Psychoanalysis* 70:127-140. [PEPWeb](#) [13 pages]
2. Klein, M. (1946) Notes on Some Schizoid Mechanisms. *International Journal of Psychoanalysis* 27:99-110. [PEPWeb](#) [11 pages]
3. Segal, H. (1979) The Depressive Position. In H. Segal *Introduction to the Work of Melanie Klein* (pp. 78-90) London: Karnack Books. [Handout](#) [12 pages] [Read in Y1](#).

Optional Readings:

1. Pick, I.B. (1992) The Emergence of Early Object Relations in the Psychoanalytic Setting. *The New Library of Psychoanalysis*, [PEPWeb](#) 14:24-33.
2. Riviere, J. (1936) On the Genesis of Psychological Conflict in Earliest Infancy. *International Journal of Psychoanalysis*, [PEPWeb](#) 17:395-422.

## **Week 3: September 21, 2018**

### **Ideas about Developmental Progression - Stages**

Mahler's conceptualization of the separation-individuation process, particularly her ideas about rapprochement, development in symbolic representation, rupture and repair, affective attunement and libidinal object constancy continue to have relevance today. We will explore Mahler's four subphases of separation-individuation and contemporary perspectives that integrate Mahler's concepts with attachment theory.

Required Readings: (39 pages)

1. Mahler, M. (1972). On the First Three Subphases of the Separation-Individuation Process. *International Journal of Psychoanalysis* 53:333-338. [PEPWeb](#) [5 pages]
2. Mahler, M. (1972). Rapprochement Subphase of the Separation-Individuation Process. *Psychoanalytic Quarterly* 41:487-506. [PEPWeb](#) [19 pages]
3. Bergman, A. and Harpaz-Rotem, I., (2004). "Revisiting Rapprochement in the Light of Contemporary Developmental Theories." *Journal of the American Psychoanalytic Association* 52(2):555-570. [PEPWeb](#) [15 pages]

Optional Readings:

1. Gergely, G. (2000). Reapproaching Mahler: New Perspectives on Normal Autism, Symbiosis, Splitting and Libidinal Object Constancy from Cognitive Developmental Theory. *Journal of the American Psychoanalytic Association* 48(4):1197-1228. [PEPWeb](#) [31 pages]
2. Furman, R.A. and Furman, E. (1984). Intermittent Decathexis – A Type of Parental Dysfunction. *International Journal of Psychoanalysis*, 65:423-433. [PEPWeb](#) [10 pages]
3. Seligman, S. (2016) Disorders of Temporality and The Subjective Experience of Time: Unresponsive Objects and the Vacuity of the Future. *Psychoanalytic Dialogues*, 26:110–128, [PEPWeb](#) [18 pages]

#### **Week 4: September 28, 2018**

##### **Attachment Theory**

Attachment theory and research has helped us understand how infants are intrinsically motivated to preserve relationships with their caregivers, how disruption in primary attachment relationships creates vulnerability in cohesion, affective experience and ways of relating and how patterns of attachment create psychological structure. Listening to patients with an ear to attachment patterns and compromises allows an analyst to understand the underlying dynamics of a patient's psychic structure and how to work with these dynamics in the clinical realm.

Required Readings: (57 pages)

1. Sroufe, L.A. (2017) Attachment Theory: A Humanistic Approach for Research and Practice Across Cultures. (Chapter 1, pp. 1-24) In Gojman-de-Millan, S. Herreman, C. and Sroufe, L.A. (Eds.) *Attachment Across Clinical and Cultural Perspectives: A Relational Psychoanalytic Approach*, New York: NY. Routledge. [Handout](#) [24 pages]
2. Slade, A. (2000). The development and organization of attachment: Implications for psychoanalysis. *JAPA* 48:4, 1147-1174. [PEPWeb](#) [20 pages, excluding citations]
3. Slade, A. (2014) Imagining Fear: Attachment, Threat and Psychic Experience. *Psychoanalytic Dialogues* 24(3):253-266. [PEPWeb](#) [13 pages]

Optional Readings:

1. Tronick, E.Z. (2002). The Increasing Differentiation and Nontransferability of Ways of Being Together. *Journal of Infant, Child & Adolescent Psychotherapy*, 2(4):47-60. [PEPWeb](#) [13 pages]
2. Fonagy, P. (2001). Key findings of attachment research. *Attachment Theory and Psychoanalysis*. New York, NY: Other Press, 19-46. [PEPWeb](#) [27 pages]
3. Seligman, S. (2000). Clinical Implications of Current Attachment Theory. *Journal of the American Psychoanalytic Association*. 1189-1195 [PEPWeb](#) [6 pages]

## Week 5: October 5, 2018

### Affect, Regulation and Sense of Self

Understanding affective experience in an attachment context is central to understanding patients' sense of themselves, their experience of feeling states and their experience of the analytic relationship. Recent interdisciplinary and neurobiological research efforts have emphasized the centrality of affect and patterns of mutual regulation in attachment processes and developing modes of self-regulation (or dysregulation).

Required Readings: (45 pages)

1. Pedersen, S.H., Poulsen, S. and Lunn, S. (2014). Affect Regulation: Holding, Containing and Mirroring. *Int. J. Psycho-Anal.*, 95(5):843-864. [PEPWeb](#) [21 pages].
2. Furman, E. (1992). On feeling and being felt with. *Psychoanalytic Study of the Child* 47:67-84. [PEPWeb](#) [17 pages].
3. Beebe, B. et al. (2012). On the Origins of Disorganized Attachment and Internal Working Models: Paper I. A Dyadic Systems Approach. *Psychoanalytic Dialogues*, 22(2):253-272. **Please read pages 261-268, beginning with heading "Early Interaction Patterns of Infant Procedural Forms of Self and Object Representations."** [PEPWeb](#) [7 pages].

Optional Readings:

1. Fonagy, P. and Target, M. (2002) Early Intervention and the Development of Self-Regulation. *Psychoanalytic Inquiry* 22(3):307-335. [PEPWeb](#) [21 pages excluding citations].
2. Schore, J.R. and Schore, A.N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal* 36:9-20. [Handout by request](#) [11 pages].
3. Eekhoff, J.K. (In Press) Affective Bridges Between Body and Mind. In *Trauma and Primitive Mental States: An Object Relations Perspective*. [Handout by request](#) New York:NY. Routledge.

## Week 6: October 12, 2018

### Projection, Introjection and Identification I

Finding the self in the other requires the child to look for something. Young children discover the me and not me through their identifications with their parents and caregivers. This process requires a psychic movement out and a psychic movement in – much like breathing or the digestive process of taking food in, making use of what is good and then eliminating what is not.

This session will examine fundamental ways in which experience is accepted or rejected and how these accumulate for the development of a sense of self. In the beginning this process is very primitive and involves fragmented bits and pieces. Splitting processes predominate as a means of tolerating excessive stimulation.

Required Readings: (44 pages)

1. Feldman, M. (1992). Splitting and Projective Identification. *New Library of Psychoanalysis*, 14:74-88. [PEPWeb](#) [14 pages]
2. Meltzer, D. (1975). Adhesive Identification. *Contemporary Psychoanalysis*, 11:289-310. [PEPWeb](#) [21 pages].

3. Alvarez, A. (2018). The Concept of the Internal Object: Some Defining Features, *Psychoanalytic Dialogues*, 28:25-34. [Handout](#) [9 pages]

Optional Readings:

1. Sandler, J. and Rosenblatt, B. (1962). The concept of the representational world. *Psychoanalytic Study of the Child* 17:128-145. [PEPWeb](#) [17 pages] [Read in Y1](#).
2. Sandler, J. and Sandler, A.M. (1978). On the Development of Object Relationships and Affects. *International Journal of Psychoanalysis*, 59:296-285. [PEPWeb](#) [11 pages].

**Week 7: October 19, 2018**

**Projection, Introjection and Identification II**

As the young child relies so thoroughly on the whole person and personality of the caregivers, those caregivers become extremely important. In the first five years, the child's concern for the other influences how the child learns and behaves. The child's capacity to integrate and respond as a whole person – with good and bad traits – to loved others (Objects) with good and bad traits enables the child to elaborate and learn from experience. The child's relationship to fear of loss will be explored.

Required Readings: (51 pages)

1. Ogden, T.H. (1984). Instinct, Phantasy, and Psychological Deep Structure – A Reinterpretation of Aspects of the Work of Melanie Klein. *Contemporary Psychoanalysis*, 20:500-525. [PEPWeb](#) [25 pages]
2. Seligman, S. (1999). Integrating Kleinian Theory and Intersubjective Infant Research: Observing Projective Identification. *Psychoanalytic Dialogues*. 9(2):129-159. [PEPWeb](#) [26 pages excluding citations].

Optional Readings:

1. Alvarez, A. (2006). Some Questions Concerning States of Fragmentation: Unintegration, Underintegration, Disintegration, and the Nature of Early Integrations. *Journal of Child Psychotherapy*, 32(2):158-180. [PEPWeb](#) [22 pages]

**Week 8: October 26, 2018**

**Psychic Reality and Mentalization**

Language and symbolization enable increasingly more and more mental complexity, as well as an ability to tolerate emotional experiences via symbolization and the capacity to play. Caregivers help young children think about their own and others' minds, creating a transitional space for play and reality testing. We will explore the concept of mentalization and how trauma can compromise mentalizing capacity and self-regulation.

Required Readings: (37 pages)

1. Fonagy, P. Target, M. (1996). Playing with Reality: I. Theory of Mind and the Normal Development of Psychic Reality. *International Journal of Psychoanalysis*, 77:217-233. [PEPWeb](#) [14 pages].
2. Fonagy, P. Target, M. Gergely, G., Allen, J.G., and Bateman, A. W. (2003). The developmental roots of borderline personality disorder in early relationships: A theory and some evidence. *Psychoanalytic Inquiry*, 23:3, [PEPWeb](#) [23 pages].

### Optional Readings:

1. Lichtenberg, J. (2003). Communication in Infancy. [PEPWeb](#) *Psychoanalytic Inquiry*, 23:3, 498-520. [22 pages]
2. Beebe, B. and Lachmann, F. (2002). A dyadic Systems View. *Infant Research and Adult Treatment*, Hillsdale, N.J.: The Analytic Press, 21-44. [Handout by request](#) [23 pages].
3. Winnicott, D.W. (1971). Playing: A Theoretical Statement. In *Playing and Reality*, (pp. 38-52), London: Tavistock Publications. [PEPWeb \(book section\)](#) [14 pages]
4. Klein, M. (1929). Personification in the Play of Children. *International Journal of Psychoanalysis*, 10:193-204. [PEPWeb](#) [11 pages]

### **Week 9: November 2, 2018**

#### **Dimensionality – Triadic Relations**

The movement from one person to two person to three person relating is accompanied by an internal capacity to tolerate more than one thought and relationship at a time. We will discuss the contemporary idea of psychic dimensionality and its relationship to the early ideas of the oedipal situation. We will also explore how ideas of sameness and difference contribute to a capacity to think abstractly.

#### Required Readings: (38 pages)

1. Edgcombe, R. and Burgner, M. (1975). The Phallic-Narcissistic Phase – A Differentiation Between Preoedipal and Oedipal Aspects of Phallic Development. *The Psychoanalytic Study of the Child*, 30:161-180. [PEPWeb](#) [19 pages]
2. Alvarez, A. (1998). Failures to Link: Attacks or Defects? Some Questions Concerning the Thinkability of Oedipal and Pre-Oedipal Thoughts. *Journal of Child Psychotherapy*, 24(2): 213-231. [PEPWeb](#) [19 pages]

#### Optional Readings:

1. Klein, M. (1928). Early Stages of the Oedipus Conflict. *International Journal of Psychoanalysis*, 9:167-180. [PEPWeb](#) [13 pages]

### **Week 10: November 9, 2018**

#### **Gender Development**

The concept of gender identity development has undergone intense evolution in the past thirty years. We will explore the construct of gender as a process of self and body experience, differentiation, identification, disidentification, complementarity and the capacity for living with contradiction.

#### Required Readings: (48 pages)

1. Person, E.S. and Ovesey, L. (1983). Psychoanalytic Theories of Gender Identity. *The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry*, 11(2):203-226. [PEPWeb](#) [19 pages]
2. Fast, I. (1990). Aspects of Early Gender Development: Toward a Reformulation. *Psychoanalytic Psychology*, 75(Supplement):105-117. [PEPWeb](#) [12 pages]
3. Benjamin, J. (1995). Sameness and Difference: Toward an “Overinclusive” Model of Gender Development, *Psychoanalytic Inquiry*, 15(1):125-142. [PEPWeb](#) [17 pages]

Optional Readings:

1. Tyson, P. (1989). Infantile Sexuality, Gender Identity and Obstacles to Oedipal Progression. *Journal of the American Psychoanalytic Association* 37:1051-1069. [PEPWeb](#) [18 pages]
2. Harris, A. (1991). "Gender as Contradiction." *Psychoanalytic Dialogues* 1(2):197-224. [PEPWeb](#) [27 pages]

**Week 11: November 16, 2018**

**Superego Development and Shame**

As development progresses, differentiation of self and other and the developing child's need to negotiate between their own wishes, ideals and their ideas and fantasies about the expectations of important others come under the structure of the developing superego. Affective tone and attunement have a significant effect on the superego. We will consider the superego's function in affect regulation and the neurobiologic and relational aspects of shame.

Required Readings: (51 pages)

1. Tyson, P. and Tyson, R. (1990). Development of the Superego. In *Psychoanalytic Theories of Development: An Integration*, (202-227). New Haven: Ct. Yale University Press. [Handout](#) [25 pages]
2. Schore, A. (1999). Early Superego Development: The Emergence of Shame and Narcissistic Affect Regulation in the Practicing Period. *Psychoanalysis and Contemporary Thought*, 14(2):187-250. [26 pages]

Optional Readings:

1. Klein, M. (1948). A Contribution to the Theory of Anxiety and Guilt. *International Journal of Psychoanalysis*, 29:114-123. [PEPWeb](#) [9 pages]