

Seattle Psychoanalytic Society and Institute
Core Psychoanalytic Program
Prelatency: Development and Treatment
2019-2020
First Trimester

September 13, 20, 27

October 4, 11, 18, 25

November 1, 8, 15, 22

10:15-11:45 am

Denise C. K. Fort, Ph.D and Flaviane Ferreira, MD, LMHC

Welcome to our seminar on prelatency. Psychoanalyst Robert Tyson, the editor of *Analysis of the Under-Five Child*, called the years before five "the golden age for a psychoanalysis." However, many child analysts today have limited analytic experience with prelatency children. And other mental health professionals generally have had little exposure to the benefits of psychoanalytic treatment for the very young.

The aim of this course is to gain knowledge and understanding of early developmental processes, illuminating the pleasures and challenges of analytic work with prelatency children. The readings and class discussions will further your understanding of pathology in this age group. The readings are drawn from a combination of classical and contemporary articles. We will emphasize how to think psychoanalytically about the inner world of children with a focus on how that world is expressed in their relationships with significant others.

Our goal is also to provide you with an understanding of the manifold interacting elements that influence psychological development during prelatency years. We will examine the concepts of play, nonverbal communication, the role and efficacy of verbal interpretation, the analyst as transference object as contrasted with the analyst as developmental object. Our hope is that this seminar will enrich your work with this age group and their parents and equip you to conduct analytic treatment with young children.

As a result of taking this course participants will be able to:

1. Discuss the domains of typical psychological development in the prelatency child.
2. Identify challenges to typical development which have become problematic for a child.
3. Discuss comprehensive methods to evaluate children and their families for treatment.
4. Describe the importance of play and its meanings and use in treating the young child.
5. Identify the function of the analyst as a developmental object.

Note: Articles marked with (*) are not available on PEP-Web and will be provided.

Week 1: September 13, 2019

Foundations and Modifications Required in the Treatment of Diverse Populations

We begin with a discussion of the major historical, conceptual, and educational factors that have hindered a wider acceptance of psychoanalysis for those young children whose difficulties make this the treatment of choice. Then we will explore typical and problematic development in several domains: sense of self/agency, sense of others, use of defenses and other adaptations to the environment.

Get > *Tyson, R. L. 2001. Introduction. In *Analysis of the under-five child*. New Haven, CT: Yale University Press, pp. ix-xv.

Nachman, P., A. Balas, R. Karush. 2013. Prologue: treatment of the under five child. *Psychoanalytic Inquiry* 33(4):309-311.

Tyson, P. 2005. Affects, agency, and self-regulation: Complexity theory in the treatment of children with anxiety and disruptive behavior disorders. *Journal of the American Psychoanalytic Association* 53(1):159-187.

*Sugarman, A. 2018. The importance of a promoting a sense of self-agency in child analysis. *Psychoanalytic Study of the Child* 71:108-122.

Week 2: September 20, 2019

Child Analytic Technique: The Relationship with the Analyst

The developmental capacities of prelatency children require techniques appropriate to their cognitive and psychological capabilities. How does analytic treatment enable the child to move from the preoedipal to the oedipal stage and, in some cases, into latency? In the next two seminars we will pay close attention to and discuss how psychoanalytic treatment leads to change in the child patient. We will examine the object-relational and non-verbal aspects of the analytic dyad in the light of current two-person psychoanalytic thought. First, we will look at the therapeutic object relationship: the child's use of the analyst not only as a transference object but as a developmental object.

*Neely, C. 2018. The developmental object and therapeutic action. Marianne Kris Memorial Lecture at the ACP conference in Santa Fe, 2018. Unpublished.

Miller, J.M. 2013. Developmental psychoanalysis and developmental objects. *Psychoanalytic Inquiry* 33(4):312-322.

Harrison, A. M. 2013. Comments on "Developmental psychoanalysis and developmental objects." *Psychoanalytic Inquiry* 33(4):323-329.

Week 3: September 27, 2019

Insight and Interpretation

What is the role of interpretation in the analysis of children?

Sugarman, A. 2003. Dimensions of the child analyst's role as a developmental object: affect regulation and limit setting. *The Psychoanalytic Study of the Child* 58:189-213.

Sugarman, A. 2003. A new model for conceptualizing insightfulness in the psychoanalysis of young children. *Psychoanalytic Quarterly* 72(2):325-355.

Week 4: October 4, 2019

Countertransference and the Potential for Enactments

Describe the function and use of countertransference experiences which arise in the course of working with children?

*Stroufe, L. A., B. Egeland, E. A. Carlson and W. A. Collins. 2005. *The development of the person*. 106-147. New York, New York: The Guilford Press.

Sugarman, A. 2013. The centrality of beating fantasies and wishes in the analysis of a three-year-old girl. *Psychoanalytic Inquiry* 33(4):351-367.

Week 5: October 11, 2019

Play

Why is play such a critical component in the analysis of the young child?

*Ferro, A. 1999. *The bi-personal field: experiences in child analysis*. 54-76. New York, New York: Routledge.

Gomberoff, E. 2013. Playing the game the child allots. *The International Journal of Psychoanalysis* 94(1):67-81.

*Kohn, E.I., C. Huddleston and A. Kaufman. 2019. *Analyzing children*. 143-151. New York, New York: Rowman & Littlefield.

Week 6: October 18, 2019

Play, Therapeutic Action, and the Digital World

What is the impact of overuse of screen time?

*Kohn, E.I., C. Huddleston and A. Kaufman. 2019. *Analyzing children*. 127-142. New York, New York: Rowman & Littlefield.

Cohen, P. and A. Solnit. 1993. Play and therapeutic action. *The Psychoanalytic Study of the Child* 48:49-63.

*Meersand, P. 2017. Early latency and the impact of the digital world: exploring the effect of technological games on evolving ego capacities, superego development, and peer relationships. *The Psychoanalytic Study of the Child* 70:117-129.

Week 7: October 25, 2019

Trauma: Diverse Experiences in Diverse Populations

What are the characteristics of analysis that make analytic treatment an effective preventative tool?

Shapiro, S. 1973. Preventive analysis following a trauma - a 4 1/2-year-old girl witnesses a stillbirth. *The Psychoanalytic Study of the Child* 28:249-285.

*Strasburger, V. C. 2017. The death of childhood. *The Psychoanalytic Study of the Child* 70(1):91-100.

Week 8: November 1, 2019

Environmentally Induced Separation Anxiety

What is the young child likely to experience when separated from parents for any significant length of time?

View film " A Two-Year-Old Goes to Hospital

Bowlby, J., J. Robertson, and D. Rosenbluth. 1952. A two-year-old goes to hospital. *The Psychoanalytic Study of the Child* 7:82-94.

Robertson, J. 1956. A mother's observations on the tonsillectomy of her four-year-old daughter. *The Psychoanalytic Study of the Child* 11:410-433.

Week 9: November 8, 2019

Masturbation: The Use and Integration of Genital Sensations

What is the psychic function of masturbation and masturbatory fantasies in the young child?

Sherkow, S. 2013. Sonia: the vicissitudes of masturbatory fantasies in a preoedipal child. *Psychoanalytic Inquiry* 33(4):374-393

Barrett, D. 2013. On being driven crazy: discussion of "Sonia: the vicissitudes of masturbatory fantasies in a preoedipal child." *Psychoanalytic Inquiry* 33(4):394-401.

Pelaccio, J. 1996. Masturbation fantasies in a prelatency girl: early female body fantasy conflicts as a major determinant in the experience of primary femininity. *Journal of the American Psychoanalytic Association* 44S (Supplement):333-350.

Week 10: November 15, 2019

Case Presentations: Narcissism; Encopresis; Phobia

What is the role of affect in childhood disorders?

Trad, P. V. 1990. From a world more full of weeping than he can understand: - a developmental approach to disordered affect. *Contemporary Psychoanalysis* 26:200-222.

Sugarman, A. 1999. The boy in the iron mask: super ego issues in the analysis of a two-year-old encopretic. *The Psychoanalytic Quarterly* 68(4):497-519.

Tyson, R. 1978. Notes on the analysis of a prelatency boy with a dog phobia. *The Psychoanalytic Study of the Child* 33:427-458.

Week 11: November 22, 2019

The Role of Affect in Treating Both the Inhibited and Disorganized Child

What is a useful therapeutic approach in treating both the inhibited and the disorganized child?

*Holinger, P. C. 2016. Further considerations of theory, technique, and affect in child psychoanalysis: Two prelatency cases. *The International Journal of Psychoanalysis* 97(5): 1279-1297.