

# **Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development**

## **ICP Weekend Psychoanalytic Training Program 2020-2021**

**Instructors: Carol Mayhew, Ph.D., Psy.D., and Michelle Harwell, Psy.D.**

**Time: Saturdays, 8:30-11:00 and Sundays, 8:30-11:00**

**Dates: 9/12&13, 10/31&11/1, 12/5&6, 1/30&31, 3/20&21, 5/1&2**

**Total Hours: 2 ½ hours x 12 meetings = 30 hours**

### **I. Course Description**

**Over the past four decades an impressive and growing body of research on infant and toddler development has emerged. Different strands of research findings have revealed astonishing information about the development of infant capabilities, the importance of interaction micro-processes for future development, and the significance of attachment throughout the life span. This course focuses on research findings within these three branches of exploration, together with different theorists' ideas about the implications of this research for psychoanalytic theory and practice, including conceptualizations of the self and self in relation to others, human motivation, development and pathology, and clinical practice and technique.**

### **II. Course Objectives**

**The overall objective of this class is to give participants an understanding of the primary findings of infant research, including the development of infant capabilities, the significance of nonverbal learning, memory and experience, the importance of the infant-caregiver relationship in the development of the personality, and the exigencies of the attachment relationship and its**

repercussions throughout the lifespan. At the completion of this course candidates will be able to:

**Class #1**

- 1) Describe the metaphor of the baby associated with classical psychoanalysis compared to the portrait of the baby that emerges from infant research.
- 2) Describe the differences between procedural knowledge and declarative knowledge and their implications for emotional development.

**Class #2**

- 3) List three competencies and three preferences of the infant of 0-2 months of age and discuss implications of these findings for the imagined psychological experience of the baby.
- 4) Describe Stern's senses of emergent self and core self.

**Class #3**

- 5) Identify infant developments around age 7-9 months that demonstrate a sense of intersubjectivity.
- 6) Define vitality affects and describe the process of affect attunement between caretaker and infant.

**Class #4**

- 7) Name the three principles of salience observed in parent-infant dyads by Beebe and Lachmann.
- 8) Describe the application of the three principles of salience to adult treatment.

### Class #5

9) Discuss the research findings regarding the importance of contingency for infant development and contrast the implications of contingency with principles of behaviorism.

10) Describe Tronick's findings pertaining to behavioral matching versus mismatching and discuss the implications of these findings for development.

### Class #6

11) Contrast Lichtenberg's Motivational Systems Theory with classical psychoanalytic motivational theory.

12) Describe the motivational difference between assertion and aggression and discuss the reasons for Lichtenberg's development of separate motivational systems for each.

### Class #7

13) Describe how intersubjectivity is manifested in interactions with the very young infant, with older children and with adults.

14) Discuss the reasons why Stern feels intersubjectivity should be regarded as a primary motivational system.

### Class #8

15) Describe the development of attachment theory and its importance in understanding human motivation.

16) Identify the strange situation behavior of the four categories of attachment security-insecurity and the corresponding parent-child interaction patterns observed in the home.

### Class #9

17) Name at least one developmental outcome correlated with each of the four categories of attachment security-insecurity.

**18) Describe correspondences of clinical diagnoses with each of the insecure attachment categories.**

**Class #10**

**19) Describe the four categories of adult responses on the Adult Attachment Interview that correspond to the secure-insecure attachment categories in the strange situation.**

**20) Define mentalization and describe its relationship to attachment security.**

**Class #11**

**21) Describe at least one idea about the origins of disorganized attachment in infancy.**

**22) Give two examples of the repercussions of trauma in infancy for adult experience.**

**Class #12**

**23) Describe the implications of attachment classifications for adult treatment.**

**24) Describe implicit relational knowing and discuss its importance in adult treatment.**

**III. Goals and Objectives Week-by-Week**

**9-12-20: Introduction and Overview**

**This class introduces the topic of infant research by focusing on the metaphor of the baby embedded in each of many different psychoanalytic theories. An overview of the findings of infant research summarizes a number of ideas about the importance of context, the role of temperament, continuities and discontinuities in development, motivational systems, affect development and regulation, development of sense of self, and internal representations and relationship patterns in infancy and adulthood. The differences between**

**declarative knowledge and procedural knowledge are articulated, along with the implications of these two different ways of knowing for emotional development and for clinical understanding of adults.**

Zeanah, C., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," Journal of American Academy of Child and Adolescent Psychiatry, vol. 28, #5, pp. 657-688. (PDF)

Seligman, S. (2003 ). "The Developmental Perspective in Relational Psychoanalysis," Contemporary Psychoanalysis, vol. 39, #3, pp. 477-508. (PDF)

Beebe, B. and Lachman, F.M. (2002). "Burton, Then and Now," in Infant Research and Adult Treatment: Co-constructing Interactions, New Jersey: The Analytic Press, pp. 12-19. (PDF)

Clyman, R. (1992) "The Procedural Organization of Emotions: A Contribution from Cognitive Science to the Psychoanalytic Theory of Therapeutic Action," In Affect: Psychoanalytic Perspectives, Eds. T. Shapiro and R. Emde, Conn.: Int. Univ. Press. pp. 349-382. (PDF)

Banks, A., Jordan, J. (2007). "The Human Brain: Hardwired for Connections," Research and Action Report – Wellesley Centers for Women. Vol. 28, #2, pp8-11. (PDF)

### **9/13/20: Stern's Synthesis of Infant Research I**

**This class will focus on Daniel Stern's descriptions of infant research and his formulations about the implications of the research findings for the infant's sense of self. He hypothesizes an emergent sense of self occurring during 0-2 months, followed by the development of a sense of a core self, characterized by qualities of self-agency, self-coherence, self-affectivity and self-history.**

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 3 on The Sense of The Emergent Self, pp. 37-68. [\(PDF\)](#)

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 13-22. [\(PDF\)](#)

Film during class, "The Amazing Newborn"

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 4 on Sense of a Core Self: Self vs. Other, pp. 69-99. [\(PDF\)](#)

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 5 on Sense of a Core Self: Self with Other, pp. 100- 123. [\(PDF\)](#)

Stern, D. (1990). Diary of a Baby, New York: Basic Books, pp.57-71. [\(PDF\)](#)

### **10/31/20: Stern's Synthesis of Infant Research II and Critiques**

**This class continues the study of Daniel Stern's descriptions of infant research and covers his formulations about the development of a sense of a subjective self, which begins around 7-9 months of age and includes ideas about the development of intersubjective awareness and affect attunement. This is followed by his development of the sense of a verbal self, addressing the changes that spoken language brings. We will also discuss Cushman, who critiques Stern's synthesis from a cross-cultural perspective, as well as Stern's response to his critique.**

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 6 on Sense of a Subjective Self: Overview, pp. 124-137.

Stern, D. (1985). The Interpersonal World of the Infant, New York: Basic Books,

Chapter 7 on Sense of a Subjective Self: Affect Attunement, pp. 138-161.

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 101-107. (PDF)

Film: "Life's First Feelings."

Stern, D. (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 8 on The Sense of a Verbal Self, pp. 162-182.

Stern, Daniel (1990). Diary of a Baby, New York; Basic Books, pp. 111-127. (PDF)

Stern, D. (2000). Introduction to New Edition of The Interpersonal World of the Infant.

Cushman, P. (1991). "Ideology Obscured: Political Uses of the Self in Daniel Stern's Infant," American Psychologist, March, pp. 206-219. (PDF)

### **11/1/20: Beebe and Lachman: Theory of Interaction for Development and Treatment**

**This class will introduce Beatrice Beebe's research arising from the videotaping of dyadic face-to-face interactions between parents and their infants. We will discuss different interaction patterns and their effects on mutual and self regulation for both infant and parent. Three principles of salience in interaction patterns are identified and discussed and are then applied to clinical work with adults.**

\*Beebe, Beatrice and Lachmann, Frank (1998). "Representation and Internalization in Infancy: Three Principles of Salience," Psychoanalytic Psychology, vol. 11, #2, pp 127-165.

\*Lachman, F.M. and Beebe, B.A. (1996). "Three Principles of Salience in the

Organization of the Patient-Analyst Interaction,” *Psychoanalytic Psychology*, vol. 13, pp. 1 – 22.

Beebe, Beatrice and Lachmann, Frank (2002). “An Interactive Model of the Mind for Adult Treatment,” Chapter 9 in Infant Research and Adult Treatment: Co-constructing Interactions , New York: The Analytic Press, pp. 209-232. [\(PDF\)](#)

\*Beebe, B (2000) “Co-Constructing Mother-Infant Distress: The Microsynchrony of Maternal Impingement and Infant Avoidance in the Face- to-Face Encounter,” *Psychoanalytic Inquiry*, vol. 20, #3, pp. 421-440.

Film during class: Dougherty, K. and Beebe, B. (2016). Mother-Infant Communication: The Research of Dr. Beatrice Beebe. PEP Video Grants, 1(2):11.

### **12/4/20: Contingency**

**In this class we will discuss the work of Louis Sander and his theory of early development. There will be a particular focus on contingency, as research findings in this area run counter to the expectations generated by principles of behaviorism. The work of Tronick will also be discussed, including findings about contingency, emotional communication and the co-creative processes that contribute to the uniqueness of parent-infant and therapist-patient relationships.**

\*Nahum, J.P. (1994) “New Theoretical Vistas in Psychoanalysis: Louis Sander’s Theory of Early Development,” *Psychoanalytic Psychology*., vol.11, #1, pp. 1-19.

Tronick, Edward Z. (1989) “Emotions and Emotional Communication in Infants,” *American Psychologist*, vol. 44, #. 2, pp.112-119. [\(PDF\)](#)

\*Tronick, Edward Z., (2003). “Of Course All Relationships Are Unique: How Co-

creative Processes Generate Unique Mother-Infant and Patient-Therapist Relationships and Change Other Relationships," Psychoanalytic Inquiry, vol. 23, # 3., pp. 473-491.

Worrall, Carrie (2012). " 'I Can Because You Can': The Inter-Subjective Nature of Self-Agency," Infant Observation, vol. 15, # 2, pp. 185 – 200. (PDF)

**12/5/20: Overview of Lichtenberg's Motivational-Functional Systems, with a Focus on the Exploratory-Assertive Motivational System and the Aversive Motivational System**

**Using findings from infant research, Lichtenberg proposes five motivational systems, as opposed to the primary libidinal and aggressive drives proposed by Freud. He and colleagues, Lachman and Fosshage, articulate motivational systems that are grouped in connection with dominant affects rather than drives. Specific examples include assertion grouped with exploration as a motivational system with a predominant affect of interest, and aggression grouped with avoidance as a motivational system with aversion as predominant affect. We will discuss these ideas and their application to adult treatment.**

\* Lichtenberg, J.D. (1988). " A Theory of Motivational-Functional Systems as Psychic Structure," JAPA, vol. 36, pp. 57-72.

Lichtenberg, J., (1983). "The Exploratory-Assertive Motivational System," in Psychoanalysis and Motivation, Analytic Press, Hillsdale, NJ, Chapter 6, pp.125-165. (PDF)

\* Fosshage, J. (1998). "On Aggression: Its Forms and Functions," Psychoanalytic Inquiry, vol. 18, #1, pp. 45-54.

Lachmann, F. M. (2000). Transforming Aggression, New York: Aronson, Chapter 2, pp. 25-45. (PDF)

### **1/30/21: Motivational Systems: Intersubjectivity**

**In this class we will read the work of different authors discussing intersubjectivity and how it is manifested even in early infancy. Stern proposes that it be regarded as a primary motivational system separate from attachment. We will also read and discuss a paper describing the intersubjective process in the treatment of a latency-age child.**

\*Trevathan, Colwyn (2009). "The Intersubjective Psychobiology of Human Meaning," Psychoanalytic Dialogues, vol. 19, #5, pp. 507-518.

Stern, D. (2004). "Intersubjectivity as a Basic, Primary Motivational System," Chapter 6 in The Present Moment, New York: W.W. Norton and Co., pp. 97-111. [\(PDF\)](#)

\*Beebe, B. et.al. (2003). "An Expanded View of Intersubjectivity in Infancy and its Application to Psychoanalysis," Psychoanalytic Dialogues, vol. 13, # 6, pp. 805-841.

Lichtenberg, J.D., Lachman, F.M., and Fosshage, J.L. (2011). Psychoanalysis and Motivational Systems: A New Look, New York: Routledge, pp. 51, 52 and 54. [\(PDF\)](#)

Harwell, M. (2019). "Working through the Unconscious Assumption of Neglect," Psychoanalytic Inquiry, Vol. 39, #5.

### **1/31/21: Attachment: History and Overview**

**This class will describe the origination of attachment theory with Bowlby and its development into categories of secure and insecure attachment patterns through the work of Mary Ainsworth. We will discuss the strange situation assessment and the way different attachment patterns reveal themselves in**

**the observed behavior of the infant. Correspondences of these attachment patterns with observations of parent-child interaction patterns in the home will also be discussed.**

Ainsworth, M. and Bowlby, J. (1991). "An Ethological Approach to Personality Development," American Psychologist, April 1991, pp. 333-341. (PDF)

Karen, Robert (1990). "Becoming Attached," Atlantic Monthly, Feb.1990, pp.35-70. (PDF)

Bowlby, J. ( 1979). "On Knowing What You Are Not Supposed to Know and Feeling What You Are Not Supposed to Feel," in -----A Secure Base, New York: Basic Books, 1988, pp. 99-118. (PDF)

Routledge, Derek ( ). "James Robertson's Vision: Moving Pictures," Context, vol., #, pp., 20-23. (PDF)

Film: Robertson's Film, "John."

### **3/19/21: Attachment II: History, Overview and Developments**

**In this class we will discuss a major longitudinal study in which participants have been followed since before birth to adulthood. We will look at correlations of attachment categories with developmental outcomes at various ages, including pre-school, elementary school years, high school and adulthood. Correspondences of attachment security with different clinical diagnoses are discussed, along with discussions of findings concerning diagnoses that are not attachment-related. We will also discuss an article by Marris, in which he proposes that attachment is an important variable linking culture and individual psychology.**

Weinfeld, Nancy S.; Sroufe, L. Alan; Egeland, Byron; and Carlson, Elizabeth

(2008). "Individual Differences in Infant-Caregiver Attachment: Conceptual and Empirical Aspects of Security," in J. Cassidy and P. Shaver, Eds., Handbook of Attachment, New York: Guilford Press, Chapter 4, pp. 78-101. [\(PDF\)](#)

Sroufe, L. A., Egeland, B, Carlson, E., and Collins, W. (1999). Behavioral and Emotional Disturbance, *The Development of the Person*, Ch. 12, 239-263. [\(PDF\)](#)

Marris, P. (1991). "The Social Construction of Uncertainty," in C.M. Parkes, J. S.Hinde and P. Marris, Eds., Attachment Across the Life Cycle. London: Routledge, pp. 77-90. [\(PDF\)](#)

Film: Robertson's Film, "Jane."

### **3/21/21: Developments in Attachment Theory and Research**

**In this class we will describe the attachment categories in adults found on the Adult Attachment Interview and the correspondence of these categories with infant behavior in the strange situation. Implications for both parent-child work and adult treatment will be addressed. The concept of mentalization developed by Fonagy and its relationship to child rearing, to attachment security, and to adult treatment will be discussed.**

Erik Hesse (1999). "The Adult Attachment Interview," Chapter 19 in Jude Cassidy and Phillip Shaver, Eds., Handbook of Attachment, N.Y: Guilford Press, pp. 395 – 433. [\(PDF\)](#)

Hofer, M.(2002). "Clinical Implications Drawn from the New Biology of Attachment," JICAP, vol. 2, #4, pp. 157-162. [\(PDF\)](#)

Fonagy, Peter (2006). "The Mentalization-Focused Approach to Social Development," Handbook of Mentalization-Based Treatment, West Sussex: John Wiley & Sons, pp. 53-100. [\(PDF\)](#)

Films: "Strange Situation: Secure, Ambivalent and Avoidant."

### **5/1/21: Trauma and Disorganized Attachment**

**In this class we will focus on the Disorganized Attachment category because it is correlated with dissociation in adulthood, as well as a number of other indices of psychological difficulty throughout development. Early correlates of this category in parent-child observation are discussed, as well as the ways this attachment classification manifests in the older (6-year-old) child. Implications for both parent-child and adult treatment are discussed. In addition, evidence of potentially lasting effects of infant physical trauma will be addressed.**

Soloman, J. and George, C. (1999). "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings," in Attachment Disorganization, Judith Soloman and Carol George, Eds., New York: Guilford Press, pp. 3-32. [\(PDF\)](#)

\*Lyons-Ruth, K. (2003). "Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research," IAPA, vol. 51, #3, pp. 884-910.

\*Beebe, Beatrice; Lachman, Frank; Markese, Sara; Buck, Karen A.; Bahrick Lorraine E.; Chen, Henian; Cohen, Patricia; Andrews, Howard; Feldstein, Stanley; and Jaffe, Joseph (2012). "On the Origins of Disorganized Attachment and Internal Working Models: Paper II. An Empirical Microanalysis of 4-Month Mother Infant Interaction," in Psychoanalytic Dialogues, vol. 22, #3, pp. 352-374.

Gaensbauer, Theodore (2002). "Representations of Trauma in Infancy: Clinical and Theoretical Implications for the Understanding of Early Memory," Infant Mental Health Journal, vol. 23, #3, pp. 259-277. [\(PDF\)](#)

Steele, H. (2002) "Multiple Dissociation in the Context of the Adult Attachment Interview," in Sinason, Ed., Attachment, Trauma and Multiplicity, Sussex: Brunner Routledge, pp. 107-121. [\(PDF\)](#)

Film: Strange Situation, Disorganized Attachment.

### **5/2/21: Clinical Applications**

**In this final class we will focus on the application of findings from attachment theory and other infant research to both parent-child and adult psychoanalysis. Implications for thinking about transference and countertransference, defenses and the significance of non-interpretive aspects of treatment will be explored.**

Slade, Arietta (1999). "Attachment Theory and Research: Implications for the Theory and Practice of Individual Psychotherapy with Adults," Chapter 25 in Handbook of Attachment, Jude Cassidy and Phillip R. Shaver, Eds., New York: Guilford Press, pp. 575 – 594. [\(PDF\)](#)

\*Slade, Arietta (1999). "Representation, Symbolization and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," Psychoanalytic Inquiry, vol. 19, #5, pp. 797-830.

\*Stern, D., Sander, L., Nahum, J., Harrison, A., Lyons-Ruth, K., Morgan, A., Bruschiweiler-Stern, N., and Tronic, E., The Processes of Change Study Group (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy," Int. J. Psa., vol. 79, pp. 903-921.

Stern, D. (2004). "The Process of Moving Along," Chapter 10 in The Present Moment, New York: W. W. Norton and Co., pp.149-186.[\(PDF\)](#)

Stern, D. (2010). "What Implications do Forms of Vitality Have for Clinical Theory

and Practice?" in Forms of Vitality: Exploring Dynamic Experience in Psychology, the Arts, Psychotherapy and Development, New York: Oxford University Press, 119  
- 149. [\(PDF\)](#)