

DEVELOPMENTAL PSYCHOPATHOLOGY I:
THE INFANT AND TODDLER PERIODS

Professor Arietta Slade

Fall, 2009

Wednesdays, 2-4 PM

CRN#: 97291; Course PSY 80103-7

Office Hours: By Appointment

Course Goals and Objectives

This course is based on several linked assumptions. The first is that the development of many of the essential aspects of *mental health*, namely the capacity to develop and maintain close and sustaining relationships, and to function in increasingly regulated, integrated, organized, and autonomous ways, evolves as a function of the quality of the child's earliest relationships. These relationships are shaped by a number of factors, some of which are internal to the child, some of which are internal to the parent, many of which emerge as a function of the interaction of the unique contributions each bring to the relationship, and some of which emerge as a function of the environment and culture in which the dyad and family are evolving.

Factors internal to the child include the developing capacities for emotional expression and regulation, the predisposition to become attached, areas of relative strength and weakness in motor, language, and cognitive domains, and individual maturational course, along with biological, temperamental, and genetic factors. Factors internal to the parent include the predisposition to become attached, a unique personal history and attachment organization that progressively solidifies into a working model of the child, as well as biological, hormonal and temperamental factors. These factors, along with those related to the culture and environment in which the parent-child relationship is evolving, comprise the unique synergy that is at the core of the infant's experience of self, other, and self-with-other.

The orienting frameworks for this course are those of attachment and contemporary psychoanalytic theory. These theories are unique in their emphasis on the importance of early experience in shaping an individual's ways of being and knowing, of regulating affect and other elements of self experience, and of developing and maintaining crucial ties to others throughout life. These theories also provide a framework for incorporating recent advances in the study of the brain, of evolution, and of the mind, into a coherent and integrated theory of psychological development.

Texts:

Bowlby, J. (1969/1982). Attachment and Loss: Vol. I. Attachment. New York: Basic Books.

Brazelton, T.B. & Cramer, B. (1990). The Earliest Relationship: Parents, Infants and the Drama of Early Attachment. Addison-Wesley.

Cassidy, J. & Shaver, P.R. (2008). Handbook of Attachment: Theory, Research and Clinical Applications. New York: Guilford Press.

Diagnostic Classification 0-3R: Diagnostic Classification of Mental health and Developmental Disorders of Infancy and Early Childhood (2005). Zero to Three Publications. www.zerotothree.org

Mahler, M., Pine, F. & Bergman, A. (1975). The Psychological Birth of the Human Infant. New York: Basic Books.

Pine, F. (1985). Developmental Theory and Clinical Process. New Haven: Yale University Press.

Siegel, D. (1999). The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are. New York: Guilford Press.

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

Zeanah, C.H., Editor (2009). The Handbook of Infant Mental Health, Third Edition. New York: Guilford Press.

Suggested supplemental readings if you have little familiarity with infancy:

Bowlby, J. (1973). Attachment and Loss: Vol. II. Separation: Anxiety and Anger. New York: Basic Books.

Bowlby, J. (1980). Attachment and Loss: Vol. III: Loss: Sadness and Despair. New York: Basic Books.

Karen, R. (1997) Becoming Attached. Oxford University Press.

Lieberman, A. (1993) The Emotional Life of the Toddler. Free Press.

Stern, D. (1990). Diary of a Baby. New York: Basic Books.

Maurer, D. & Maurer, C. (1988). The World of the Newborn. Basic Books.

Brazelton, T. B., (1981) Infants and Parents. New York:Delta/Lawrence.

Brazelton, T.B.(1989). Toddlers and Parents. New York:Delta/Lawrence.

Fraiberg, S. (1959) The Magic Years. New York: Scribners

Stern, D. (1977). The First Relationship. Harvard University Press.

The course will be divided into five modules:

- I Affective and Cognitive Development in Infancy: Mahler and Stern
- II Affective and Cognitive Development in Infancy: Attachment theory
- III Biological Underpinnings
- IV Affective and Cognitive Development in Parents
- V Infant-Parent Intervention: Translating Theory into Practice

Module I: Affective and Cognitive Development in Infancy: Mahler & Stern

This module will provide an overview of two contemporary psychoanalytic theories of infant emotional and relational development, those of Margaret Mahler and Daniel Stern. Both of these theories - which were introduced in the 1970's and 1980's, and which fundamentally changed the way psychodynamic thinkers understood early development - were crucial to the evolution of a number of latter day dynamic theories, among them self psychology, relational theory, and developmental psychoanalysis.

Session 1: Margaret Mahler and Separation-Individuation Theory

Margaret Mahler was instrumental in expanding psychoanalytic views of infancy. In particular, she emphasized the role of cognition and representation in early affective development, and documented the crucial role of the mother-child relationship in establishing a sense of separateness and individuality.

Mahler, Pine & Bergman, op cit., Chapters 1, 3, 4 & 5.

Supplemental translations:

Bergman, A. (1999). Margaret Mahler's theory of separation-individuation. In Noshpitz, J., Ed. Handbook of Child and Adolescent Psychiatry, Volume I, pp. 276-289. New York: Wiley.

Pine, F. (1994). The era of separation-individuation. Psychoanalytic Inquiry, 14, 4-24.

Lieberman, A.F., & Slade, A. (1999). Affective development during the First-Year of life. In Noshpitz, J., Ed. Handbook of Child and Adolescent Psychiatry, Volume I. New York: Wiley.

Lieberman, A.F., & Slade, A. (1999). Affective development during the Second-Year of life. In Noshpitz, J., Ed. Handbook of Child and Adolescent Psychiatry, Volume I. New York: Wiley.

Warning: Mahler is tough going; the Bergman and Pine put it in context, so perhaps start with that. Mahler gets easier once she starts talking about real babies (in the differentiation subphase). These readings are important for a number of reasons: 1) her notions of an undifferentiated phase out of which the child SLOWLY emerges provide a point of contrast with what we're going to read next, 2) her theory provides a cogent view of the development of representation during infancy and toddlerhood, 3) her ideas were at the heart of Kernberg's thinking and thus contemporary conceptualizations of borderline personality disorder, and 4) her descriptions of the struggles of one and two year olds are as vivid and "true" as you're likely to find anywhere in the literature.

Session 2:

Mahler, M. Pine, F. and Bergman, A., The Psychological World of the Human Infant, Chapters 5 -7. Also read cases (c. 8-12) if you have time.

Pine, F. Developmental Theory and Clinical Process, Chapter 8 & 9.

Optional, but recommended: Pine, F. Developmental Theory & Clinical Process, Chapters 1, 2 & 5. These chapters place infancy research and Mahler's work, in particular, within the general context of psychoanalysis.

FILM: THE PSYCHOLOGICAL BIRTH OF THE HUMAN INFANT

Session 3: Daniel Stern and the Dance of the Mother-Child Interaction

Daniel Stern, along with T. Berry Brazelton, Ed Tronick, Beatrice Beebe and others, changed the landscape of developmental psychology and psychoanalysis with their studies of the mother-infant interaction. By delineating the reciprocal, affective, temporal, and dynamic features of these interactions, these approaches made evident the degree to which the infant is an able and influential partner in shaping the relationship. These approaches also made evident the degree to which affect, cognition, and affect regulation are shaped by early dyadic experience.

Nugent, K., Keefer, C., & Minear, S. (2007). Understanding Newborn Behavior and Early Relationships. New York: Brookes Publishing. Chapters 1 & 2.

Tronick, E.Z. & Weinberg, M.K. (1997) Depressed mothers and infants: Failure to form dyadic states of consciousness. In L. Murray & P. Cooper, Eds. Postpartum Depression and Child Development. Guilford, pps. 54-85.

Stern, D., The Interpersonal World of the Infant, Chapters 1, 3-5.

FILM: BRAZELTON NEONATAL ASSESSMENT

Session 4:

Stern, D., The Interpersonal World of the Infant, Chapters 6-8.

Pine, F., Developmental Theory and Clinical Process, Chapter 4.

FILM: MOTHER-CHILD INTERACTION TAPES FROM MY FILES

Module II: Affective and Cognitive Development in Infancy: Attachment theory

This module will be devoted to understanding current day attachment theory and research, which evolved from John Bowlby's seminal trilogy, *Attachment, Separation, and Loss*, as well as his collaboration with Mary Ainsworth, who was the first to investigate his ideas about the nature and function of mother-infant attachment. Bowlby's work was grounded in both evolutionary and control systems theory, and in this way linked psychoanalytic theorizing to contemporary science and research. In addition, both his and particularly Ainsworth's work emphasized the importance of infant cognition and the development of representation in setting the stage for affective and social development. While this body of work was largely ignored by psychoanalytically oriented researchers and clinicians until the late 1980's, advances in attachment theory and research have shaped current dynamic theory and practice in a myriad of ways.

Session 5: John Bowlby and Attachment Theory

Bowlby, J. (1969/1982). Attachment and Loss: Vol. I. Attachment. New York: Basic Books, Parts III and IV.

Cassidy, J. (1994). Emotion regulation: Influences of attachment relationships. In N.A. Fox (Ed.) *The development of emotion regulation: Biological and behavioral considerations*. Monographs of the Society for Research in Child Development, 59.

Cassidy, J. (2008). The nature of the child's ties. In J. Cassidy & P.R. Shaver, Eds., Handbook of Attachment: Theory, Research, and Clinical Applications, Second Edition, (pp. 3-22). New York: Guilford.

Magai, C. (1999). Affect, imagery and attachment: Working models of interpersonal affect and the socialization of emotion. In J. Cassidy & P. Shaver, Eds., Handbook of Attachment: Theory, Research, and Clinical Applications, pp. 787-802. New York: Guilford.

Karen, B. (1990). Becoming attached, The Atlantic Monthly, February.

FILMS OF BOWLBY AND AINSWORTH

Session 6: Infant Attachment Assessment: The Work of Mary Ainsworth

Carlson, B. & Sroufe, L.A. (1995). The contributions of attachment theory to developmental psychopathology. In D. Cicchetti & D. Cohen, Eds., Developmental Psychopathology. New York: Wiley.

Lyons-Ruth, K. & Jacobvitz, D. (2008). Attachment disorganization: Genetic factors, parenting contexts, and developmental transformation from infancy to adulthood. In Cassidy & Shaver, op. cit., pp. 666-698.

Belsky, J. & Fearon, R.M.P. (2008). Precursors of attachment security. In Cassidy & Shaver, op. cit., pp. 295-316.

Van IJzendoorn, M. & Sagi-Schwartz, A. (2008). Cross-cultural patterns of attachment: Universal and contextual dimensions. In Cassidy & Shaver, op. cit., pp 880-905.

Optional:

Slade, A. & Aber, J.L. (1992) Attachments, drives and development: Conflicts and convergences in theory. In Interface of Psychoanalysis and Psychology. J. Barron, M. Eagle, D. Wolitzky, eds., APA Publications, 1992, 154-186.

FILM: STRANGE SITUATION TAPES FROM SLADE FILES

Session 7: Adult Attachment Assessment: The Work of Mary Main

Mary Main revolutionized both attachment research and attachment theory by considering the internal, representational aspects of attachment organization. In her research on adult attachment narratives, Main was able to link the structure of thought, memory, and language to emotional experiences with primary attachment figures, thus providing dramatic evidence for the dynamic relations between affect and cognition. For Main, metacognitive abilities are an essential aspect of affect regulation and integration.

Main, M. (2000). The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress. JAPA, v. 48.

Main, M. & Hesse, E. (2000). Disorganized infant, child, and adult attachment: Collapse in behavioral and attentional strategies. JAPA, v. 48, 1097-1127.

Main, M., Hesse, E., & Goldwyn, R. (2008). Studying differences in language usage in recounting attachment history: An introduction to the AAI. In H. Steele & M. Steele, Eds., Clinical Applications of the Adult Attachment Interview (pp. 31-68). New York: Guilford Press.

Optional:

Main, M., Kaplan, N., & Cassidy, J. (1985). Security in infancy, childhood and adulthood:

The move to the level of representation. Monographs of the Society for Research in Child Development (1-2 Serial, No. 209), 50: 66-107.

Hesse, E. (2008). The Adult Attachment Interview: Protocol, method of analysis, and empirical studies. In Cassidy & Shaver, op. cit., pp. 552-559.

Review examples from AAI's

Session 8: Mentalization and Reflective Functioning: The Work of Peter Fonagy

PAPER #1 DUE

Peter Fonagy and his colleagues took Main's work a step further with the construct of mentalization, which links the cognitive capacity to make meaning of behavior in light of mental or internal states to affect regulation and organization. Like Main, he saw cognitive processes, and particularly the capacity to mentalize as an essential element of emotional health.

Fonagy, P., Steele, M., Steele, H., Leigh, T., Kennedy, R., & Target, M. (1995) Attachment, the reflective self, and borderline states: The predictive stability of the Adult Attachment Interview and pathological emotional development. In Goldberg, Muir & Kerr, op. cit., pp. 233-279.

Fonagy, P., Gergely, G., Jurist, E., & Target, M. (2002). Affect Regulation, Mentalization, and the Development of the Self. New York: Other Press. I will distribute Chapters 1&2.

Slade, A. (2005) Parental reflective functioning: An Introduction. Attachment and Human Development.

Review PDIs

Module III: Biological Underpinnings of Early Relationships

This module will review current thinking about the neurobiology and neuroscience of attachment, as well as the role of temperament and representational processes in the formation and continuity of early relationships. The central assumption of this module is that there is an ongoing and reciprocal relationship between the child's biology, temperament, and evolving cognitive capacities on the one hand, and his early experiences with his caregivers on the other. That is, while she comes into the world with her own unique cognitive abilities, biology and temperament, these "givens" are from the very beginning shaped by the child's interactions with her caregivers' affects, cognitions, behavior and biology.

Session 9: Evolutionary Biology and Attachment

Bowlby, J. (1969/1982). Attachment and Loss: Vol. I. Attachment. New York: Basic Books, Chapters 3&4.

Simpson, J. & Belsky, J. (2008). Attachment theory within a modern evolutionary framework. In Cassidy & Shaver, op. cit, pp. 131-157.

Belsky, J., Bakermans-Kranenburg, M., & Van IJzendoorn, M. (2007). For better *and* for worse: Differential susceptibility to rearing influences. Current Directions in Psychological Science, 6, 300-304.

Slade, A. (2009). Better safe than dead: The place of fear in attachment theory and psychoanalysis. Unpublished Manuscript, The City University of New York

Session 10 - 11 Interpersonal Neurobiology & Temperament

Siegel, D. (1999). The Developing Mind, op. cit., c. 1-3.

Fox, N. & Hane, A.A.(2008). Studying the biology of human attachment. In Cassidy & Shaver, op. cit., pp. 217-240.

Sheridan, M. & Nelson, C. (2009). Neurobiology of Fetal and Infant Development: Implications for Infant Mental Health. In C. Zeanah, Ed., op. cit.

Rifkin-Graboi, A., Borelli, J.L. & Bosquet, M. (2009). Neurobiology of Stress in Infancy. In C. Zeanah, Ed., op. cit.

Vaughn, B.E., Bost, K.K., Van IJzendoorn, M. H. (2008). Attachment and temperament: Additive and interactive influences on behavior, affect, and cognition. In Cassidy & Shaver, op. cit., pp. 192-216.

Module IV: Affective and Cognitive Development in Parents

Any understanding of the development of infants and toddlers is incomplete without consideration of parallel developmental and psychological processes in their parents. This module will consider some of the affective and representational parameters of parent development in pregnancy, as well as the impact of distorted parental representations and parental psychopathology on the child.

Session 12:

Slade, A., Cohen, L.J., Sadler, L.S., & Miller, M. (2009). The Psychology and Psychopathology of Pregnancy: Reorganization and Transformation. In C. Zeanah, Ed., op. cit.

Slade, A. & Cohen, L. (1996). Parenting and the remembrance of things past. Infant Mental Health Journal, 17, 217-239.

Brazelton, T.B. & Cramer, B. (1994). The Earliest Relationship: Parents, Infants, and the Drama of Early Attachment. Menlo Park, CA: Addison-Wesley, Part 4. Part 5 optional.

Optional:

Slade, A., Belsky, J., Aber, J.L., & Phelps, J. (1999). Maternal representations of their relationship with their toddlers: Links to adult attachment and observed mothering. Developmental Psychology, 35, 611-619.

FILM: JANET DEAN'S DELIVERY ROOM TAPES

Module V: Infant-Parent Intervention: Translating Theory into Practice

Session 13: Diagnostic Issues with Infants and Toddlers

DC 0-3R, op. cit. Read as much as you can, certainly up to the cases.

The case of D: To be distributed.

Summary of the Practice Parameters for the Psychiatric Assessment of Infants and Toddlers (0-36 months) (1998). Journal of the Academy of Child and Adolescent Psychiatry, 37, 127-132.

Zeanah, C.H. & Smyke, A. (2009). Attachment Disorders. In C. H. Zeanah, Ed., op. cit.

Session 14: Infant-parent Intervention

Fraiberg, S., Ed. Assessment and Therapy of Disturbances in Infancy. New York: Aronson, 1994, c. 7 & 8.

Lieberman, A.F. & Van Horn, P. (2009). Child-parent psychotherapy: A developmental approach to mental health treatment in infancy and early childhood. In C. H. Zeanah, Ed., op. cit.

Powell, B., Cooper, G., Hoffman, K. & Marvin, R. (2009). The circle of security. In C. H. Zeanah, Ed., op. cit.

Slade, A., Sadler, L., de Dios-Kenn, C., Webb, D., Ezechick, J., & Mayes, L. (2005). Minding the Baby: A Reflective Parenting Program. Psychoanalytic Study of the Child, 60. 74-100.

Optional:

Cohen, P., & Beebe, B. (2002). Video feedback with a depressed mother and her infant: A collaborative individual psychoanalytic treatment and mother-infant treatment. Journal of Infant, Child and Adolescent Psychotherapy, 2.

Slade, A. (1999). Representation, symbolization, and affect regulation in the concomitant treatment of a mother and child: Attachment theory and child psychotherapy. Psychoanalytic Inquiry.

Written Assignments:

There are two writing assignments for this course. The first assignment is to observe a child under three and write up the observation and a developmental commentary. The second is to interview the parent of this child and then write a final paper linking the observation and the interview. Your course grade will be based on the grades on these two papers, as well as your participation during class discussions.

The first paper is due Wednesday, November 4, 2009, and the second, final paper is due Friday, January 22, 2010 (please make sure it arrives by that date). Mail your second paper to me at my home address: 8 Hodge Road, Roxbury, CT 06783. Please remember to sign the signature waiver if you FedEX or Express Mail it, so that they will leave it without a signature.

Child Observation and Commentary:

Your child observation should be 30 minutes long (not less). Before you begin observing, give yourself 30 minutes to observe the child without taking notes, so that you can get a sense of his or her rhythm and pacing. You can observe children in any naturalistic setting, doing anything they normally do, except sleeping!! Since most of what children do at this age involves playmates or caregivers, your observations will most likely include interactions with other children or parents. Focus your observation on recording all gesture, affective or emotional expression, motor behavior and language you see in the child ~ in short, write down everything you can about the baby's affect, behavior and language. If the child is playing with someone else, focus your observation on the child as much as possible on the child. Interact with the mother or other caregiver as little as is humanly possible. Encourage them to treat you like a piece of the furniture. Do not inquire as to developmental history, personal history, etc. This is an observational exercise. It is very important to be as detailed as possible in your observation. Segment the observation at 60 second intervals using a slash to indicate the beginning of a new minute of observation (e.g., baby crawls over to mother and tugs gently at her hand, looks into her eyes and coos softly, pulls as if wants to get up, vocalizes/3. vocalizes loudly again and grimaces, tugs at M's hand and strains to pull to a standing position. Frustrated and excited at the same time/4.). You can use a stopwatch or watch with a second hand to keep track of timing.

When you write the observation up, remember that I have to make sense of it! So, please let me know the context of the observation, who's present, what's going on. Observations that are sparsely detailed and cryptic are very hard to read.

Please then write a commentary on the child observation. In it, I'd like you to begin by describing your experience of watching the child. What did you feel watching him/her? What do you think it would be like to be the parent of this child? Were there any interactions you had that surprised you? I'd like you to discuss the observation from a developmental perspective; that is, what stage or stages is the child in? What is the quality of his or her attainment of these stages? What is the quality and nature of the child's

interactions with others? How does the observation "fit" with theories about infants of this age? Based on what you've been reading, what is your reaction to the observation? Use the readings we've covered, as well as additional readings, if you're so inclined. Do use the major theories we've dealt with, though. The point here is to think through the many things you've observed over the course of a 30 minute period, and to discuss these from the standpoint of the developmental theories we'll be examining. Hand in both a typewritten copy of the observation, and your developmental commentary.

Due Date: Observation and Commentary due on Wednesday, November 4, 2009.

Parent Interview

You are also responsible for conducting a parent interview with one of the parents of the child you have observed. The task here is somewhat less structured than the child observation. What I'd like you to do is sit with the parent and talk to them for at least an hour (I will distribute the Parent Development Interview (Slade, Aber, Berger, Bresgi, & Kaplan, 2003) for you to use as a guide). You do not have to follow this protocols rigidly. Discuss the parent's emotional experience of parenting, as well as their view of the child and of the relationship with the child, their relationship with their own parents, their thoughts about how this affects their relationship with their child, etc. Try to get a sense of how they see their child's developmental progress and difficulties. Write a two page summary of the interview (which you should tape record) ~ you do not have to hand in a transcript of the whole interview ~ just a summary.

You are then to write a paper that has two (connected and integrated) parts. This final paper should be about 15-20 pages long, and be devoted to linking the parental interview to the developmental observation. How do you see the links between the mother's representation of the baby, of herself as a parent, and the baby's behavior? What are the links between what the parent says about parenting, about his/ her own history, etc. with what you've observed in the child, and in their interaction. This is an opportunity to delve into many of the processes we'll be discussing over the semester, because I'd really like you to talk about the mother-child relationship in light of the theories we've read. The paper should be an attempt to put in context what you have observed in the mother and child.

Due Date: This paper needs to be mailed to me at home and arrive by January 22, 2010.

Note: Late assignments will be graded accordingly, **AND I WILL NOT ACCEPT PAPERS HANDED IN AFTER JANUARY 22nd**. All assignments must be typed.