



***The Newsletter of the Association for Child Psychoanalysis, Inc.***

Spring Issue, 2011

## Message from the President

**Denia Barrett, MSW**

### ***Some Hopes Fulfilled***

The ACP owes its existence in large measure to a disappointed hope of Marianne Kris's that any child analyst who met certain qualifications could be welcomed as a member of the American Psychoanalytic Association. That hope remained unfulfilled in her lifetime and that of many of our founders, but I begin this message with the welcome announcement that it has now been realized. A new pathway to membership, set to begin in 2011, has been established for those analysts who fully trained at a non-APsaA or IPA institute and can demonstrate "substantial equivalency" in the areas of personal analysis, course work, and supervi-

sion. I am among the ACP members for whom a previously closed door has been opened, and I am mindful that this opportunity for collegial affiliation and professional development has been made possible through the efforts of many other child and adolescent psychoanalysts who advocated on our behalf. To all of you who helped make the hope a reality, thank you. I believe that the ACP itself played some role in changing attitudes, for

it was in this home that child analysts from diverse backgrounds could share their clinical experiences and earn respect for the work they were doing and their theoretical and technical contributions regardless of their academic discipline or where they trained.

Welcome as

***The Annual Meeting of the***

***ACP***

***will be held in Cincinnati, Ohio***

***at the Westin Cincinnati Hotel***

***April 29th to May 1st, 2011.***

***See page 4 of this Newsletter  
for further details***

## A C P Newsletter

The Association for Child Psychoanalysis, Inc.

www.childanalysis.org

A non-profit tax-exempt 501(c3) organization founded in 1965

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### Submissions

Submissions are most welcome. They should not be longer than 1000 words and should be e-mailed to the editor ([mcolman@comcast.net](mailto:mcolman@comcast.net)) as an attached Microsoft Word file (\*.doc). The deadline for submissions for the Fall edition is June 30<sup>th</sup>, and for the Spring Edition the deadline is January 31<sup>st</sup>.

### Committees and Chairpersons

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### Table of Contents

President's Message	1, 3
Officers & Committee Chairs	2
Annual Meeting	4
Cleveland Course on Psychotherapy	5, 7
Extension Program	6, 11
PIEE Reports	8 - 11
Autism Spectrum Disorders	12
Liaison Committee	13, 16
Wise Child Conference	14 - 16
Donations & Grants Committee	16
Book Review	17 - 18
New Members	19

*President's Message, Continued from Page 1 . . .*

it is, this change means that one of the original *raison d'être* for our organization no longer applies. We began in many ways as an association for child psychoanalysts, but our mission has also always been to be an association for child psychoanalysis. A significant way in which our members have helped sustain child psychoanalysis has been through the Donations and Grants funds that are earmarked to support analysts providing reduced-fee analyses. Individual donations from ACP members have been augmented in recent years by generous donations from the Todd Ouida Foundation and the Anna Freud Foundation. We are looking forward to recognizing Mr. and Mrs. Herb Ouida at our annual banquet on April 29, 2011 in Cincinnati and we will be highlighting the contributions of the AFF in the future. Thanks to each and every one who has added to the funds we can make available for psychoanalytic treatment of children and adolescents. (See Cynthia Carlson's committee report on page 16.)

In 2015 we will celebrate the ACP's 50th anniversary. I want to encourage all of us to begin thinking about what we hope for the future of our organization. What is the ACP for now? What distinct identity do we want to preserve, even as more of us participate in larger organizations? Do we have unique roles to play in representing the field of child analysis to the wider world? Are there other opportunities for sharing knowledge and "continuing education," in addition to our annual scientific meeting? Can the ACP have a research function? Can we be advocates for children and families, within the constraints of our nonprofit status?

As a beginning step in seeking answers to

these and posing other questions, I have invited those who have served as ACP presidents over the past 25 years to share their experiences, perspectives, and ideas with your current officers. The response has been rapid and enthusiastic, a testament to the enduring dedication the ACP inspires. Another round of thanks goes to each of our former leaders and to those who will shape our future. I will be communicating the ideas of this group with you in future messages. I will also follow the tradition of previous presidents in offering an open discussion for all interested members from 9:30 to 10:30 a.m. on April 29, 2011 at our annual meeting in Cincinnati. Please come and contribute your ideas to the discussion too. I would be glad to hear from you at any other time as well.

I look forward to seeing as many of you as possible at the excellent meeting being planned for Cincinnati. Emily Dickinson wrote, "Hope is the thing with feathers." It is up to us to help it take wing.

*Denia Barrett, MSW*  
deniabarrett@gmail.com

For more information and to download a membership application, visit: [www.apsa.org/NewMembership](http://www.apsa.org/NewMembership) or contact APsA Membership Services department at [membership@apsa.org](mailto:membership@apsa.org)

To learn more about the Todd Ouida Foundation, visit <http://www.mybuddytodd.org/> and to learn more about The Anna Freud Foundation visit [www.annafreudfoundation.com/](http://www.annafreudfoundation.com/)

## ***The 2011 Annual Meeting of the ACP in Cincinnati***

**Join** us at the upcoming 2011 ACP Annual Meeting, which will take place from April 29 – May 1, 2011, at the Westin Cincinnati Hotel in Cincinnati, Ohio. The topic for the meeting is: *Techniques of Dealing with Aggression in Child Analysis*. The program will also feature Dr. Kirsten Dahl, Ph.D, this year's Marianne Kris Lecturer, as well as an optional visit to the National Underground Railroad Freedom Center. This year, there will be a Sunday afternoon extension program on *Aggression In and Out of the Office: Understanding and Responding to Aggression in Psychotherapy*.

The Westin Cincinnati Hotel, overlooking historic Fountain Square, boasts an outstanding location in the heart of Cincinnati's bustling central business district and downtown's vast array of fine restaurants, shops, museums, theaters, and celebrated sports stadiums.

**Hotel Reservations:** Please make your hotel reservations now at the

Westin Cincinnati Hotel  
21 East Fifth Street  
Cincinnati, OH 45202

Website: [www.Westin.com/Cincinnati](http://www.Westin.com/Cincinnati)  
Phone: (513) 621-7700

You may also visit the Association for Child Psychoanalysis's group page to make a reservation at [www.starwoodmeeting.com/Book/acp2011](http://www.starwoodmeeting.com/Book/acp2011). In order to receive the group rate, reservations must be made by April 6, 2011. The ACP has negotiated a discounted room rate of \$139.00 per night for a room (single or double occupancy). Applicable taxes are approximately 17%.

### **Transportation Information:**

The Cincinnati - Northern Kentucky International Airport is located approximately 18 miles from the Westin Cincinnati Hotel. Ground transportation to the hotel is available via shuttle or taxi. Visit the airport shuttle website at [www.executivetransportation.org](http://www.executivetransportation.org) or call (859) 261-8841. Rates are approximately \$20.00 one-way, walk-up service is welcome and reservations are guaranteed. Taxi service is approximately 18 miles, \$30.00 one-way from the airport to the hotel. If you are traveling by train, the Amtrak station is 2 miles from the hotel. Taxi fare from the train station is approximately \$10.00 to the hotel.

On Saturday afternoon April 30th there will be an organized tour to the National Underground Railroad Freedom Center. The Freedom Center reveals stories about freedom's heroes, from the era of the Underground Railroad to contemporary times, challenging and inspiring everyone to take courageous steps for freedom today. ACP members will have the opportunity to take the approximately two hour tour as a group.

There are many fine restaurants in Cincinnati and local members are putting together a list for the dining pleasure of registrants of the meeting. Those seeking dinner partners may sign up to join a group of colleagues.

Registration materials have been mailed. This annual meeting promises to be one of the very best, and we hope that you will attend.

*Tricia Hall, CAE, CMP*

## ***The Cleveland Course on the Technique of Child & Adolescent Psychoanalytic Psychotherapy***

**F**or the first time, in 2009-2010, the Subcommittee on Child Analysis, which is an arm of the Education Committee of the Cleveland Psychoanalytic Center and of which I am the Chair, offered to the professional community a course titled, *Technique of Child and Adolescent Psychoanalytic Psychotherapy*, TCAPP, in shorthand. It ran for 20 weeks, September, 2009 through May, 2010. It was offered on Tuesday evenings, 7:30 p.m.--9:00 p.m. at the Cleveland Psychoanalytic Center offices. 30 CME/CEU credits for attended sessions were included in the purposely modest tuition of \$950. Participants were expected to arrange and pay for private, individual, clinical consultations/supervisions with a practicing child/adolescent psychoanalyst of their choice. A minimum of 16 consultations were required during the course of TCAPP. Fees for the consultation/supervision were individually negotiated between participants and the consultant/supervisor.

By having such a course we are reaching out to our community. We are meeting professionals where they are, in whatever trainings they have had. We began a dialogue about children and teens and their struggles to grow up. The goal of this course is to increase the psychotherapist's professional competence by applying psychoanalytic ideas to psychotherapy with children and adolescents. In our flyer we stated: Our focus is that behavior has meaning. Its understanding is the basis of all therapeutic interventions. We state that participants would learn: How to recognize and utilize the child's unconscious fantasies; How to

recognize transference and how best to communicate this to the child; How to recognize countertransference -- the strong feelings evoked in the therapist; How to use the techniques of containment and interpretation. In our flyer our website was cited, [www.childtherapy.webs.com](http://www.childtherapy.webs.com).

All twenty sessions of the course were co-taught by the same two experienced analysts, myself, Ms. Joanne Naegele, and my colleague and fellow member of the Subcommittee on Child Analysis, Rimvydas Augis, Ph.D. We both have adult psychoanalytic trainings, Dr. Augis through the Finnish Psychoanalytic Society, myself through the Cleveland Psychoanalytic Center, as well as adolescent and child psychoanalytic trainings. We are known to be grounded well within the Anna Freudian tradition and, in addition, to have an interest in object relations, from Kernberg to Melanie Klein to the modern Kleinians of Betty Joseph, Elizabeth Spillius, John Steiner, Michael Feldman to Meltzer to Bion and beyond. The object relations perspective and clinical psychotherapy readings had an appeal to the clinicians we taught. The broad point of view was appealing. We both had energy and enthusiasm to give to this new venture.

The response was terrific. We started with ten participants and ended with nine. Some participants were just starting their careers. Others had careers well established. One participant felt he had "retired too early" and was looking for a way to get back into clinical work. The request by participants was that we hold the group to no more than ten participants. They wished to have discussion and a chance to dialogue and to learn from each other. All had an interest in the psycho-

*Continued on Page 7 . . .*

## **AGGRESSION: PSYCHOTHERAPEUTIC USES OF PSYCHOANALYTIC UNDERSTANDINGS**

***Introduction to this year's Extension Program on Sunday, May 1st***

**This** year's ACP annual meeting will focus on psychoanalysis with children who behave aggressively or whose internal lives are characterized by an overload of aggressive thoughts, feelings, and fantasies. The Extension Program on Sunday morning of the meetings will focus on the application of psychoanalytic ideas to psychotherapy with children who struggle with their internal aggression and who act out in aggressive ways.

Psychoanalysis allows for an unfolding of the unconscious fantasies and transferences that hold the key to the child's troubling internal lives and behaviors. When a child is able to enter into an analytic process, there is an opportunity to revise the basic structures that contribute to the behavioral and emotional difficulties. Work within the transference is often the central vehicle for the change process.

But most children who enter clinical settings are seen in psychotherapy that occurs weekly or less frequently and is short-term. Many families do not have the motivation or resources for more intensive long-term treatment. Therapists feel increased pressure to bring about behavioral outcomes quickly, particularly with children who are behaving aggressively in school settings. How can psychoanalytic ideas be useful in these situations?

When children behave aggressively, we might ask questions about their ability to mentalize and their capacity for empathy. We would hope to learn about unconscious anxieties that may be intolerable to the child and are thus being expressed in the form of aggression. We might wonder

about a repetition, identification with the aggressor, or a defense against unconscious affects. We will also be curious about the unconscious fantasies and the defenses at play. The intactness and harshness of the child's superego would be an important aspect of our developmental assessment.

It is challenging to get an in-depth understanding of these factors quickly. When there is pressure for quick results, it can be difficult to keep an analytic ear open and to create a space for exploration of the intrapsychic and unconscious factors that underlie the child's difficulties and behaviors. For example, how can one tell in a brief assessment whether the child is responding to intense envy and greed or to triadically based rivalries? How much is aggressive behavior driven by a desire to hurt or how much is it an overflow of several different intense emotions in the face of a compromised ego state? How much is the child's current ego functioning regressive, and how much does it represent his true level of developmental functioning? How do these factors lead us to think about a plan of intervention, and how do we communicate our thinking to parents and teachers in a way that can facilitate the development of a treatment alliance and the child's adaptation in the settings where he has to function?

Play can provide a window into the younger child's internal world. In a more short-term situation, the therapist might be more directive or at least suggestive in exploring play themes for purposes of assessment or intervention. With latency-aged children or adolescents this can be even more challenging, and it may be necessary to work through leading edge resistances prior to eliciting material that may provide a lens into the child's internal world. When the therapist is facing a

*Continued on Page 11 . . .*

**Cleveland Psychoanalytic Psychotherapy, Concluded from Page 5 . . .**

analytic point of view in dealing with children in psychotherapy. The fields of the participants include psychiatry, psychology, social work, school psychology, alcohol and addictions. We used a text out of the Tavistock Clinic Series, a paperback by Margot Waddell, published in 2002. The text is titled: *Inside Lives: Psychoanalysis and the Growth of the Personality*. This book the participants bought. The author happened to be at the Bion Conference, *Turbulence in the Container/Contained* held in Boston in July, 2009. Waddell was very interested that we were using her textbook and wondered how it would be received. I wondered about this as well and promised to let her know. In addition to the text, for each class we cite references to short, pithy psychotherapy case references, many from the *Journal of Child Psychotherapy*, which is headquartered in London. Participants accessed these readings for their personal education via the internet and the content was discussed in our sessions.

CONCLUSION: Giving practitioners a chance to think from a psychoanalytic point of view and to dialogue with colleagues about the problems presented by children and teens is a unique opportunity. It can be the beginning of a wish to have a chance to treat children in a way that can enable them to grow and to know their internal life. It is a chance to become familiar with the working concepts of transference and countertransference. At the very least it will guarantee that more children and teens will be seen in our community, since many of the participants are thinking about how to extend their practices to children. The

course focused on challenging topics of interest to the modern day psychotherapist, including *the effect of real life trauma in childhood, acting out, mutilation and suicide, work with handicapped or chronically ill children, containment and parents' role, adoption and foster care, termination*. The opportunity for the participants was to discover there are two psychoanalytic training programs in Cleveland, one through the "Institute", i.e., the Cleveland Psychoanalytic Center, and another through the Hanna Perkins Center. There would be a place to "go farther" once their appetites were whetted if there was a wish and interest to pursue child and adolescent psychoanalysis as a career.

Regardless of whether this happens or not, we were touched by points of view of the "other." In so doing we were enriched. When and if this course is repeated, twenty sessions will be offered but four of them might be devoted to "clinical presentations" from the participants. This was a suggestion from the group. They would like to have more than "vignettes" from each other in class. They would like to get a feel of how their colleagues work and think clinically. We also had the thought that if there is sufficient interest for "the next time around," participants might be limited to those who are currently working in some kind of a clinical practice, be it in child, adolescent or adult therapy. In this way all that was discussed would be immediately applicable to the clinical work of the participant.

*Joanne Naegele, MA, LPCC-S*

## ***A Report to the ACP on the 12th PIEE School for Child and Adolescent Psychoanalysis***

**S**pearheaded by long-time ACP members Lilo Plaschkes and Peter Blos, Jr., our Committee on Child Analysis in Eastern Europe has, for more than a decade, worked together with the International Psychoanalytical Association (IPA) and the European Psychoanalytic Federation (EPF) to provide both faculty and funding for a series of “summer schools” which have brought a psychoanalytic perspective to mental health professionals in Eastern Europe.

Over the years these week-long “schools” have evolved into substantial events that are now part of formal training programs in both adult and child/adolescent psychoanalysis. The Han Groen-Prakken Psychoanalytic Institute for Eastern Europe (PIEE) ([www.hgp-piee.org](http://www.hgp-piee.org)) is an IPA-approved training institute. It has graduated 46 adult psychoanalysts and currently has some 87 adult candidates in training; within the past year the institute has admitted its first child/adolescent candidates (who now number 13).

The PIEE is a unique organization within the psychoanalytic world. Its mandate is to put itself out of business. If it is successful the PIEE will, over time, create small groups of qualified analysts across Eastern Europe. The expectation is that these groups will organize themselves into IPA-sponsored Study Groups and eventually will create their own IPA-approved training institutes.

The PIEE is directed by Paolo Fonda; Paolo was born and grew up in Trieste, where he still lives and practices. Trieste has had a large Slovenian community for hundreds of years; the city and region was part of the Habsburg and Austro-Hungarian empires, the kingdom of Italy, the Third Reich, and Yugoslavia. After WW II the United Nations set up the Free Territory of Tri-

este; this was eventually divided amongst Italy, Slovenia, and Croatia, but the present borders were not formally approved until 1975. Paolo has lived through many of these shifts and is uniquely qualified – by language, culture and personal history – to play a role in bringing psychoanalysis to Eastern Europe.

The PIEE currently sponsors three week-long “schools” at various locations in Eastern Europe each year; this academic year they are in Odessa (Ukraine), Bled (Slovenia), and Tallinn (Estonia). In addition, PIEE candidates are encouraged to attend EPF and IPA conferences whenever possible. The PIEE recently has added two annual weekend seminars specifically designed to strengthen the training of the 13 child analytic candidates. All of these meetings, plus various ongoing consultations via Skype, provide the educational component of the IPA’s tripartite model of training.

Not surprisingly, it is the personal analysis component of training that is the most difficult hurdle for those who seek full analytic training. While attending this year’s school in Bled I had the opportunity to interview a young woman who was applying to do full analytic training. She described how, for the past two years, she has been traveling several hours to another country in order to see her analyst; there she has a “double session” in the evening, another double session early the next morning, and then faces several hours of travel back to her family. Her kind of dedication impressed me and it seems to be common amongst PIEE students.

PIEE faculty members also make significant sacrifices in order to foster the training program. Although the institute (via the IPA) reimburses teachers for their travel and covers their meals and accommodations while at the school, they are not

*Continued on Page 9 . . .*

paid for their time and must give up a week or more of practice in order to participate.

Here, in outline form, are some of the highlights of this year's School for Child and Adolescent Psychoanalysis:

### *Theme*

Treatment of developmental interferences during latency

### *11 faculty members from 8 countries*

Marta Badoni (Italy), Paul Brinich (USA), Terttu Eskelinen de Folch (Spain), Antonia Grimalt (Spain), Renate Kelleter (Germany), Leena Klockars (Finland), Aira Laine (Finland), Lilo Plaschkes (Israel), Mieke van der Schoot (Netherlands), Lydia Tischler (UK), and Jaap Ubbels (Netherlands)

### *54 students from 13 countries*

Bulgaria, Croatia, Estonia, Finland, Hungary, Italy, Kazakhstan, Latvia, Lithuania, Russia (Krasnoyarsk, Moscow, Rostov, and Saint Petersburg), Serbia, Slovenia, and Ukraine

### *Papers*

Latency, a developmental phase in becoming a subject (Ubbels)

Psychoanalysis with a latency age boy: Pre-pubertal fantasy activity and theatres of the body (Kelleter)

Aggression in early childhood: Joint treatment of children and parents (Brinich)

Affect regulation in normal development and in child psychotherapy (van der Schoot)

### *Workshops and Panel*

Workshop: Technique for child/adolescent analytic candidates (Badoni & Eskelinen de Folch)

Workshop: Baby observation for child/adolescent candidates (Klockars)

Workshop: Psychoanalytic consultation with parents and children (Ubbels)

Panel: Child and adolescent analysis in the IPA: Past, present, future and developments in Eastern Europe (Eskelinen de Folch, Badoni, Klockars, Plaschkes)

### *Other Activities*

Small group discussions (1 or 2 faculty with 8-11 students) followed each of the papers:

Film, "Lord of the flies" (1990), followed by group discussion;

Film, "Lord of the flies" (1963), followed by group discussion;

Video of Hungarian kindergarten, followed by group discussion;

Evaluation meeting (students and faculty);

Video: The IPA – The next one hundred years;

Group trip to Ljubljana and Radovljica (Tuesday afternoon and evening).

The venue for this week-long meeting was the Hotel Ribno ([www.hotel-ribno.si](http://www.hotel-ribno.si)), a medium-sized resort about two km southeast of Bled, nestled in the Julian Alps that divide Slovenia from Austria. The hotel was comfortable without being ostentatious in any way. I suspect it might be a bit expensive in the high seasons (summer and winter), but we were there in the off season and had much of the facility to ourselves. Students shared rooms while faculty had individual rooms. Meals generally were served buffet style; this led to a lot of informal interaction and a nice mix at the dining room tables.

Most of the students appeared to be in their 30s and are practicing as mental health clinicians in their home countries. Some identify themselves as therapists; others as social workers, psychologists or psychiatrists. Those who are matriculated as PIEE candidates (in adult or child/adolescent psychoanalysis) generally do their psychoanalytic work in private practice settings; as far as I could determine, none of their countries provide public funding for intensive treatment.

The official language of the school is "bad Eng-

*Continued on Page 10 . . .*

*PIEE Report, Continued from Page 9 . . .*

lish.” Students are provided with printed English versions of the papers that will be presented during the week. During the discussions that follow it was common for them to help each other out as they tried to express themselves in what is, for many of them, a third or fourth language.

As you might expect, the level of sophistication amongst the students varies quite a lot. The enthusiasm, however, is invariably high – they come long distances to participate and, although the fee for the week-long program is subsidized by the EPF, the IPA, and the ACP (for the child/adolescent school), it still represents a substantial burden for the students.

An especially challenging and productive aspect of the program has students preparing some of their own cases for presentation in small-group sessions that run for 1½ hours. One quickly learns to appreciate the challenges of doing psychoanalytic work in countries where it was prohibited for many decades.

The students must also deal with another challenge that may be unique to the PIEE. This has

to do with the fact that the range of psychoanalytic perspectives represented within the faculty is quite wide: It is common to hear classical ego psychology, Kleinian object relations, and Lacanian language “spoken” within a single meeting. Not surprisingly, the participants often used clinical examples which, in their rich descriptions, helped to bridge the theoretical and linguistic gaps. Aira Laine and Leena Klockars worked closely with Lilo Plaschkes, Paolo Fonda, and Bernard Rojnik (the local organizer) to produce a very successful week that blended child and adolescent psychoanalysis with some very stimulating and rewarding cross-cultural experiences.

Please feel free to contact me (brinich@unc.edu) if you would like to know more about the PIEE School for Child and Adolescent Psychoanalysis. The real experts, however, remain Lilo Plaschkes and Peter Blos; ACP members owe them many thanks for their years of devotion to this now-flourishing project.

*Paul Brinich, Ph.D.*

## ***REPORT TO THE ACP EXECUTIVE COMMITTEE***

### **For The Committee for the Development of Child Analysis in Eastern Europe**

**I**want to thank Paul Brinich for his comprehensive account and report from his participation as a teacher in the 12th PIEE School for Child and Adolescent Psychoanalysis in Bled, October 2nd to 9th, 2010. We all welcomed Paul this year, even though we missed Peter Blos, Jr. who resigned. We all had worked with Peter for many years. He is acting as our Advisor and we sent to him the program and the group photograph of all participants, so he is with us in spirit.

I would also like to express our profound

thanks to the ACP for again donating the \$3000 financial support. It is much valued and has enabled making a place for child analytic thinking in Eastern Europe. Since last year the fund has culminated in establishing in the PIEE the first group of 13 child and adolescent candidates.

Since Paul Brinich, in his addendum, has provided for you a detailed account of the 2010 School, I thought I would focus my report on some information about the work and progress of the 13 child analytic (C/A) candidates.

The School has a dual function, that is pro-

*Continued on Page 11 . . .*



## ***A Trip to China for a Conference on Autism Spectrum Disorders***

**I**n early June of last year, I had the great pleasure of representing the ACP at the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP) conference, which took place in Beijing, China. I also had the good fortune to be joined there by my colleagues Alexandra Harrison, M.D., from the Boston Psychoanalytic Association, and James Leckman, M.D., from the Western New England Psychoanalytic Society and Institute, both of whom are also engaged in research into various aspects of Autism Spectrum Disorder. The three of us were invited to present two 90-minute panels over two consecutive days on the subject of psychoanalytic and neurobiological perspectives on the treatment of Autism Spectrum Disorder. We were very grateful that the IACAPAP's Program Committee allotted us sufficient time to examine this topic in detail, not only because it allowed us to explore appropriately the depth and complexity of this material with our audience, but particularly because to do so served as another example of the burgeoning importance of the topic to the therapeutic community.

Dr. Harrison and I presented our clinical work with very young children, all of whom are or were located at various points on the autism spectrum. In our presentations, we emphasized the techniques of psychoanalytic dyadic and individual treatment methodologies, as well as their roles and importance in the context of a broad course of treatment. Dr. Leckman represented the

neurobiological perspective on these approaches, presenting research material from his work at Yale University on oxytocin systems and exploring with us possible mechanisms of change taking place within these children.

We were thankful to have received excellent feedback from many members of our audience, although our experience at the conference itself left us somewhat unclear regarding the significance of our topic to the therapeutic community in China at large. However, I did meet a child psychiatrist from Shanghai, and was invited to visit her ASD clinic upon my arrival in Shanghai later in the week. Unfortunately, the day we had planned to meet was the date of the Duanwu Festival, a Chinese public holiday, and the clinic was closed. Instead, we talked over lunch in a former Maoist cultural center -- now housing a French bakery and a Starbucks. Undeterred, I introduced her to croissants, and we shared our experiences of working with children on the spectrum. We were amazed to discover that our approaches to technique and our understanding of psychodynamic formulations were remarkably similar, and I learned she has had significant success in treating her clients with these methods, even though she and her colleagues are allotted only 90 sessions.

Ultimately, our experience was a fruitful one, giving us more motivation and especially hope that awareness of the importance of psychoanalysis in childhood treatment of ASD will continue to increase.

*Susan Sherkow, M.D.*

## *The Liaison Committee of the ACP*

**The** Liaison Committee of the Association for Child Psychoanalysis's Executive Committee was organized about 10 years ago in order to coordinate and enrich child psychoanalytic outreach and our exchange of ideas with members and organizations of related mental health disciplines.

Original ACP members had already been making similar efforts for many years, and several related disciplines were therefore already represented. ACP sponsored child psychoanalytic programs had been proposed and accepted at annual programs of the American Psychoanalytic Association (by Marty Silverman, Ruth Karush, Kerry Novick, Erna and Robert Furman and others), The International Psychoanalytic Association (by Peter Blos, Jr. and Elizabeth Tutters), and at quadrennial meetings of The International Association for Child and Adolescent Psychiatry and Allied Professions (by Stevie Smith).

Our committee initially met regularly during annual ACP scientific meetings in order to define further the purposes, strategies, and conduct of good liaison work. Erna Furman once said to us that all liaison work depended on three things: "Relationships, relationships and relationships," and that indeed has proven to be the case in the work by each committee member. We agreed that the most welcomed and effective sort of liaison work would entail an exchange of knowledge and research findings with our colleagues in other mental health fields. We discussed keeping the visibility of child psychoanalysis high, stimulating recognition of what child analysis can offer to troubled children, interesting both adult analysts and non-analysts in referring patients to us for analysis, and particularly encouraging psychi-

atrists, psychologists and social workers to enter training in child psychoanalysis.

ACP Liaison Committee members have been very active over the years -- gaining appointments on committees and boards of their related disciplines, and making friends for child psychoanalysis with many non-ACP colleagues. ACP sponsored child psychoanalytic panels and workshops have been proposed and regularly accepted by program committees at several additional national and international mental health organizations. These include Division 39 Section 2 (Child psychoanalysis) of the American Psychological Association (Denise Fort and Brenda Lepisto), the World Association for Infant Mental Health (Elizabeth Tutters), The American Association of Child and Adolescent Psychiatry (Barbara Deutsch, Nat Donson, Sergio Delgado, Carol Austad, Rachel Ritvo, Helene Keable) and more currently contact has been made with the American Association for Psychoanalysis in Clinical Social Work (Karen Baker). The response to these outreach meetings, especially by younger and newer members of each of these related disciplines, has been encouraging and enthusiastic.

The ACP is a small organization with limited membership; liaison relationships are difficult to create and sustain; our continuing efforts within the seven organizations where our members are active has been time and energy costly for all of us. There is always more to do! We have considered extending our outreach into several other related disciplines (Pediatrics, National Association for the Education of Young Children, etc.), but although there have been interested ACP members, these efforts has been difficult to initiate.

More recently, we have felt it to be essential that each member of our Liaison Committee anticipate the future and insure continuity for their efforts already underway. Each member of our

*Continued on Page 16 . . .*

## ***The Wise Child in Children's Literature and Psychoanalysis***

**The** *Wise Child: Children's Literature and Psychoanalysis* was the name of an all-day conference held on October 2, 2010 at the University of Pennsylvania in Philadelphia. It was sponsored by the departments of Psychiatry and English at Penn and by the Psychoanalytic Center of Philadelphia as part of the collaboration between Penn and PCOP called Freud, Franklin and Beyond, staging interdisciplinary encounters between psychoanalysis, psychiatry and the humanities and social sciences. This particular conference was my brainchild, however, and I would like to talk about the process of envisioning and organizing a successful conference, because *The Wise Child* was a success by any measure.

Here were the elements of its success as I see it. First, I invited a living writer of exceptionally good children's literature, Lois Lowry, to be our featured guest. Lois has won the Newbery Award twice for her novels, *Numbering the Stars* and *The Giver*. In the past 35 years, she has produced a large body of work in a range of genres and of consistently high quality. Additionally, she is engaged with her public in a variety of ways and media, giving generously of her time and considerable energy in a truly formidable schedule of speaking engagements. The morning session of our conference was devoted to an in depth interview with Lois drawing on the literary and psychoanalytic themes in her work and exploring the ways in which her own life provided her not only with subject matter, but with unique perspectives on her big themes of memory, imagination, creativity, trauma and the making of the artist. Second, I

issued a blind call for papers, and gathered a small selection committee to read and choose them. I wanted to encourage young scholars and analysts to submit their work and to resist the pressure to feature speakers selected "by invitation" instead of by virtue of the merit and interest of their work. Calls for papers were distributed nationally and internationally to departments of literature as well as to psychoanalytic organizations with the result that we had a diverse panel of presenters from the United States and France and papers of very high quality. There were two senior psychoanalysts, one professor of literature, and two candidates in psychoanalysis, one who also had a Ph.D. in literature. The discussants were also drawn from the ranks of psychoanalysis and literary studies and included a training and supervising analyst, an Associate Professor of Childhood Studies and English, as well as a younger analyst and a PhD candidate. The discussants did not present lengthy papers of their own, but were asked to briefly put forward questions that would expand on the papers and facilitate discussion among panel members and with the audience as well. Finally, Lois agreed to sit on both the morning and the afternoon panels and provided invaluable grounding to discussions that might easily have become unmoored from her work and her life without her presence; at the same time, she was drawn into discussions that pulled her in directions away from the usual 'psychobiographical' kind of material that authors are subjected to and can become quite good at producing for interviews. Although she disclaims any experience with psychoanalysis, Lois is, like any writer of literature, a psychologically-minded and internally and externally attuned person. Her work can inform psychoanalysis and not be

*Continued on Page 15 . . .*

*Wise Child Conference, Continued from Page 14 . . .*

simply the 'patient' or the recipient of an 'applied psychoanalysis.'

Here were the ingredients of success, then: a good structure; a diverse, interesting and intelligent group of papers and presenters; and an author who could participate in the here and now of the conversation. The magic seemed to emerge from this synergy. There was a distinct feeling of liveliness and loveliness at this conference which was remarked upon by both participants and audience members for weeks afterward. Lois writes a blog that she posts on her website and by the following Monday she had posted a wonderful account of the conference and of the ways the interview and the discussions had opened her mind to previously invisible or unattended-to themes in her work. The work of psychoanalysis and the work of literature merged in just this way, so that one felt at all times a mutual influence in operation, an enlivening spirit.

I have mentioned the diverse and intelligent panel, but I haven't named them or talked about their work, so I will do so now. The morning's panel had three presenters: Armelle Hours, M.D., a candidate in psychoanalysis from the Institut de Lyon of the Societe Psychoanalytique de Paris; Aerin Hyun, M.D., Ph.D., a candidate in psychoanalysis at the Columbia Psychoanalytic Institute in New York; William Singletary, M.D., an adult, child and adolescent analyst and on the faculty of the Psychoanalytic Center of Philadelphia. Dr. Hours' paper, *Far from Pure Gold, Between Play and Reality: Clinical Work with Child Victims of Abuse*, presented her work at an institutional foster home in France, focusing on the use of fairy tales in structuring both dramatic and creative, tactile play among this population of abused children who are also suffering from enforced separation from their parents. She spoke to the fragility of their ability to play and the ways in which their play can be facilitated or obstructed by the handling of this fantasy material in the play groups. She made the connection to Lowry's book *Gos-*

*samer*, as instructive in this respect, that there can be no 'forcing' or heavy-handedness in the therapy with a traumatized child without a risk of re-traumatization.

Dr. Hyun presented a paper titled, *Childhood Mourning: An Impossible Desire?: In Lois Lowry's A Summer to Die*, in which she explored both the clinical and theoretical literature on the capacity to mourn in childhood as well as questioning the relationship between the mourning of the author for her own sister and her representation of this mourning in the character of the child in her novel.

Dr. Singletary's paper, *Dealing with the Pains of Life: Choices Offered in The Giver and Harry Potter*, offered rich clinical material in the analysis of an autistic-range child, using the novels to illustrate and expand clinical and developmental notions of the move from omnipotence and schizoid-paranoid phases into positions that entail relinquishment of control, acknowledgment of real losses, mourning, depression but also greater connectedness and capacity for care. The discussants for the morning panel were Barbara Shapiro, M.D., training and supervising analyst at PCOP and Lynne Vallone, Ph.D., Associate Professor of Childhood Studies and English at Rutgers University, Camden, NJ.

The afternoon panel had two presenters: Jerome Blackman, M.D., Professor of Clinical Psychiatry, Eastern Virginia Medical School, Norfolk, VA and training and supervising analyst at the NY Freudian Society in Washington, D.C.; Amy Sonheim, Ph.D., Professor of English at Ouachita Baptist University, Arkadelphia, AR. Dr. Blackman's paper, *On Neil Gaiman's Coraline: A Wise Child*, explored aspects of female development, particularly in their fantasied and real relationship to the mother, as exemplified in the character of Coraline in the course of the novel. Dr. Sonheim's paper, *Sendak's Wild Things get 'Refanged'*, focused on the way in which Sendak's famous book got interpreted in a more Freudian way as

*Continued on Page 16 . . .*

## Donations and Grants Committee Report

The Donations and Grants Committee consists of Cynthia Carlson, Chair, along with Jill Miller, Charles Mangham, Karen Weise and Sydney Anderson.

The Committee was pleased to award seven grants this year to fund low-fee child psychoanalysis. Awardees came from analysts at the following institutes: Cincinnati Psychoanalytic Institute; Hanna Perkins Center; New York Freudian; New York Psychoanalytic Institute; San Diego Psychoanalytic Society and Institute [2]; Seattle Psychoanalytic Society and Institute; and Western New England Institute for Psychoanalysis.

The Committee would like to thank all the members who have donated to the fund for low fee child/adolescent psychoanalysis over the years. A special thanks goes to the Anna Freud Foundation for their support. They donated \$2,500 in 2010 and this year they generously gave \$7,500 to be distributed over the next three years. Finally we would like to express our gratitude to Andrea and Herbert Ouida for their \$10,000 donation this year and their enduring support for child psychoanalysis for the past seven years. Andrea and Herbert will be receiving an ACP award this year in Cincinnati at the Friday dinner. Please introduce yourself and make them feel at home.

*Cynthia Carlson*

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### *Liaison Committee, Concluded from Page 13 . . .*

group has been encouraged, therefore, to find additional ACP child analysts who will apprentice themselves to our group members and thereby continue their excellent work within their related disciplines. Our most recent transition was within Elizabeth Tuter's work setting up panels at annual meetings of the International Psychoanalytic Association; Mali Mann has agreed to continue that liaison with the assistance of two new ACP members from The Netherlands, Dirk and Nelly Vlietstra. Nelly also has expressed an interest in continuing the work of Lilo Plaschkes and Peter Blos in their remarkable child analysis project in Eastern Europe.

We very much need newer and younger ACP members to bring in new ideas and continue the relationships which have been established by the hard working members of our Liaison Group and are encouraging each of you who might be interested to contact either myself or one of the other members of our Liaison Committee. For me, and our liaison team, this has been very enriching and wonderful work, which will continue to extend our child analytic reach into so many of the organizations and disciplines which are far greater in number than our own.

*Nathaniel Donson, M.D.  
Chair, ACP Liaison Committee*

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### *Wise Child Conference, Concluded from Page 15 . . .*

it was re-imagined and interpreted for the film version. The discussants were Suzanne Barnett, Ph.D. candidate, University of Pennsylvania and Christie Huddleston, M.D., Faculty of the Psychoanalytic Center of Philadelphia.

Children's literature is a rich field of exploration for psychoanalysis, not only because it claims childhood as its subject matter, but also because it

is written by adults and so complicates the claims of literature and psychoanalysis in ways that are provocative and rich in implication for critical work from both disciplines.

*Elaine P. Zickler, Ph.D., LCSW  
Faculty, Psychoanalytic Center of Philadelphia*

Book Review by Judith Deutsch, MSW

**L. S. Berger, “Averting Global Extinction:  
Our Irrational Society as Therapy Patient”  
A Role for Child Analysis ?**

Several years ago I brought up with the ACP Executive the question of public statements on current affairs, especially in situations involving children. This opened up a beginning discussion at several annual meetings. I wrote an article on psychoanalytic activism for *Child Analysis*, the journal from the Hanna Perkins Center and in Toronto I taught an extension course on psychoanalytic activism. In the area of activism of applied psychoanalysis, most of the contributions have come from child analysts. Due to my interest in this area, Denia Barrett asked me to review Louis S. Berger’s book *Averting Global Extinction: Our Irrational Society as Therapy Patient* (2009; Jason Aronson), to look at the relevance of child analysis.

I’ll begin by saying that this is a perplexing book. The author is a psychoanalyst with considerable knowledge of engineering, social theory, philosophy, linguistics. He is urgently concerned about the current, well-known threats to human existence and takes up Freud’s proposition, at the end of *Civilization and Its Discontents*, that it might be possible to psychoanalyze civilization in order to prevent extinction. Berger’s proposal is to use the technical method of defense analysis as elaborated by Paul Gray and Monroe Pray. In most of the book, Berger writes of the conceptual problems connected with this proposition, such as how to understand the relationship of individual to society: Can society be personified? Is society only a fictional abstraction or a collection of individuals? Strangely, he minimizes what the Sociocultural Defense Analyst (SDA) needs to know about history and about individual psychology. Like many others, he draws vast descriptive

pictures of social pathology that I think are highly inaccurate and which often end up blaming the victims, deflecting blame from those who are really responsible. For example, he uses the “we” to generalize about consumerism in all societies when over one billion people go to bed hungry, and 225 of the world’s richest people have the combined wealth equal to 2.5 billion people.

His attempt falters partly because he ends up making very little use of psychoanalytic knowledge and instead offers a very mechanistic understanding and technique. Berger calls the social unit of observation and intervention a “cell,” on which the SDA makes defense interpretations at the point of shifts in the material. He does not even reference Anna Freud though he is adamant that defense analysis is the only mode of intervention. His work would benefit from child analytic findings about the various functions of language and about the very complicated ways in which intrapsychic and external worlds can interact and function.

I am increasingly involved in a number of critical socio-political issues and continue to think that child analysis can play a more helpful role. One way would be to offer critical knowledge about development. There is a growing critical literature in many areas as a wealth of information is available about the world such as through UN programs, NGOs, and independent researchers. Many of the new publishers have categories for economics, health, gender studies, environment, etc. – but none for psychology. In the past, people learned about psychoanalysis and child development from Erikson or Fraiberg or Spock, but now psychology is informed by North American psychiatry (DSM), behaviourism, or self-help.

*Continued on Page 18 . . .*

There are a number of very significant misconceptions and beliefs that need to be disconfirmed. One of the areas needing clarification is around the development and functioning of a well-working conscience. I recently spoke about this at a graduate seminar in a large psychology department and the students said that there was not any material on conscience in the entire curriculum – in fact, several students asked about the distinction between conscious and conscience. As I listen to discussions, hear the news, read current events, I find that reporting often ends with a statement about “human nature” – that it is human nature to behave in a particular way so that it is not necessary to probe further. There is often an interference about identifying the powerful people who are indeed responsible. There are very few legal or psychological challenges to the construct “corporate personhood,” a legal concept that allows corporations to act with complete impunity and social irresponsibility. Child analysis can certainly challenge this entirely simplistic view of personhood, for even very young children can think about and handle responsibility for wrongdoing.

Another important contribution from child analysis is knowledge about object constancy, narcissism, and the intermittent deobjectification of other human beings. Following an Eriksonian life-cycle scheme of developmental tasks, mature object constancy means that by adulthood, object constancy involves cathecting all other humans, not just those in one’s own family, ethnic group, nation state. To my mind, this is the most concerning pathology at this time and its manifestations are all too frequent. I recently heard Anthony Giddens, one of the UK’s most prominent sociologists, say that British people were not concerned about climate change because changes had not yet affected people. Inhabitants of the small island states, the Arctic, or the 35,000 people who died in the 2003 European heat wave were not cathected as people. A major CBC commentator said that hand-to-hand combat was surely

more brutal than NATO bombing because seeing one’s victim is sadistic – so if one does not see one’s victim and feel the aggressiveness, it is not as pathological. Treating other people as invisible is deeply pathological. Historian Mike Davis writes of warehoused people in his book *Planet of Slums*. Jeff Halper and other historians write of the “disposable” people in occupied territories and in the prison systems. The noted Latin American writer Eduardo Galeano writes of “nobodies” and the Nazis designated many as “superfluous eaters.” By contrast, young people in a group called Rights Action are working on human rights and environmental abuses by the extraction industries – on all their email messages is a reference to Horton Hears a Who – “a person’s a person no matter how small.”

Child analysts can provide deeper understanding by going beyond the descriptive to a fuller metapsychological exploration. The constant cathexis of others is connected with other psychological functions such as the capacity for reality testing in both the external and internal worlds and the ability to have a well-working conscience.

It is not possible to predict whether this knowledge will be helpful, how it will be used, but it is worth speaking up. I recently gave a talk on the psychological barriers to addressing climate change. Also on the panel was one of the lead Canadian scientists on the Intergovernmental Panel on Climate Change. I spoke about the developmental tasks of young school-age children – their capacity to bear difficult affects, to talk instead of hit, to wait, the beginnings of a working conscience, to know of a range of limits and of the difference between fantasy and reality. The IPCC scientist took many notes, saying that it was most helpful, and he said that he would now teach his university students the real extent of the climate crisis.

I think this is just the tip of the iceberg as there is much that child analysis could contribute.

*Judith Deutsch, MSW*

# ***Welcome New Members !***

The following individuals have been sponsored for membership and have accepted their invitations to join the ACP. We are happy to welcome these new members and look forward to others in the process of joining us soon.

## **Candidate Members**

Patti Amsel, LCSW-C  
Deisy Christina Boscan, Ph.D.  
Julio Calderon, M.D.  
Phoebe Cirio, MSW  
Mary Fitzgerald, LICSW  
Ellen Helman, MSW  
Joy Kasset, Ph.D.  
Sarah Lusk, Ph.D.  
Anellina Marrelli  
Marina Mirkin, M.D.  
Holly Johnston, Ph.D.  
Kathryn Watt, M.D.  
Marsha Silverstein, M.D.

## **Sponsors**

Charles Parks, Ph.D. and Paula Atkeson, Ph.D.  
Alan Sugarman, Ph.D. and Bryan Bruns, M.D.  
Howard Benensohn, M.D. and Charles Parks, Ph.D.  
James Mikolajczak, M.D. and Moisy Shopper, M.D.  
Charles Parks, Ph.D. and Paula Atkeson, Ph.D.  
Howard Benensohn, M.D. and Lee Ascherman, M.D.  
Charles Parks, Ph.D. and Paula Atkeson, Ph.D.  
Ava Bry Penman and Maida Greenberg, Ed.D.  
Rex McGeehee, Ph.D. and Calvin Colarusso, M.D.  
Ruth Karush, M.D. and Laurie Levinson, Ph.D.  
Adele Kaufman, LCSW and Clifton Wilkerson, M.D.  
Paula Atkeson, Ph.D. and Charles Parks, Ph.D.  
Janis Baeuerlen, M.D. and Christina Lapidès, LCSW

## **Regular Members**

Bonnie Asnes, LCSW  
Sandra Carlson, LCSW  
Shahla Chehrazi, M.D.  
Felecia Powell-Williams, Ed.D., LPC  
Janet Schwind, Ph.D., LCSW  
Dirk Vlietstra, M.D.  
  
Nelly Vlietstra, M.D.

## **Sponsors**

Katherine Rees, Ph.D. and Edgar Lipton, M.D.  
Roy Aruffo, M.D. and James Bennett, M.D.  
Janis Baeuerlen, M.D. and Christina Lapidès, LCSW  
James Bennett, M.D. and Arthur Farley, M.D.  
James Bennett, M.D. and Penny Hooks, M.D.  
Elizabeth Tutters, MSW, RSW and Stephanie Smith, M.A.,  
LICSW  
Elizabeth Tutters, MSW, RSW and Stephanie Smith, M.A.,  
LICSW

Please note: These members were invited to join the ACP after the conclusion of the previous six-week comment periods in 2010.

**A C P Newsletter**

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*Visit Cincinnati in 2011 for the next ACP Annual Meeting:*

