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Section II has a new
website!

www.sectionii.wildapricot.org

Developmental Lines

Section II, Childhood & Adolescence

April 2014

President's Corner



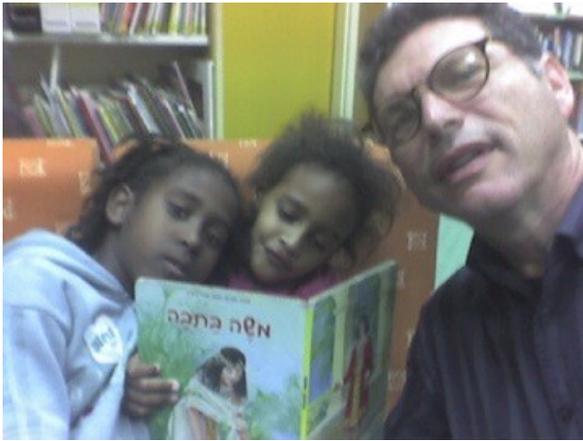
Dear All:

It has been an exciting time since our last newsletter! Section II now has its own website where you can renew your membership and also contribute with news, articles and any other items you feel like sharing with our community. I hope that this effort will help us in the long run to expand and encourage the development of strong section II regional groups and activities. Please don't hesitate to contact the website committee with ideas and items. We are always looking for enthusiastic volunteers! The same goes for the newsletter, we are seeking colleagues interested in developing columns, helping us with lay out, book reviews and other any interesting issues you would like to discuss. The aim of Section II in the next five years is to join other efforts in Division 39 to become more active in communications: promoting networking and liason activities. We also have a wonderful facebook page, please join us there! Our outreach efforts have paid off. Our relationship with JICAP is stronger than ever, with an incoming exciting Winter conference in NYC this year and a wonderful conference in Chicago last Fall. We would like to extend an invitation to those of you interested in developing regional conferences and activities as we need to expand our efforts beyond certain geographical areas.

Finally, for a stronger voice in Division 39, we need to increase membership. Please be our ambassador and sign up young professionals and other colleagues who might have forgotten about us and were once active members. We need numbers and workforce in order to increase our presence. Please look at the add in this installment regarding our activities this year at the Spring Meeting in New York City-- We have all our activities on the Saturday! Please join us in celebrating children and their families and come to any of the events, Share your ideas, meet new colleagues and help us move Section's II's agenda forward!

Warm Regards,

Norka T. Malberg, PsyD



Book Review: **Sheba and Solomon's Return**

By Nathan Moses Szajnberg, M.D.

Reviewed by Susan Goodman, L.C.S.W.

After spending five years in Israel studying the lives of Elite Israeli soldiers, Nathan Szajnberg, M.D., then the Freud Professor at Hebrew University, turned his attention to studying the inner worlds of a group of Ethiopian families. Focusing particularly on understanding the inner representations and attachment patterns of 6-year-old children and their parents, he summarized his findings from a study of 26 immigrant families with significant histories of trauma. His book provides insights into the loyalty conflicts and potential for resiliency in these children and families.

“The most surprising findings from our research were that all the boys did worse on all measures compared to the girls and the girls "looked" like middle class American girls on their measures.”

-Szajnberg

The families came from war torn, genocidal Ethiopia to Israel, across cultures, from third world to First World, and settled in Knafaim, a small, dust-ridden town near Gaza. Most mothers were married by age 13 and they were raised in pre-literate subsistence agricultural villages. The intriguing title for this book reflects the fact that these families descended from the ancient Jews Queen Sheba and King Solomon; they had been cut off from other Jews for almost 2 millennia.

Szajnberg used a variety of methods to understand how the 6-year old children from these families viewed themselves, their parents and the world around them. He had the children draw and tell stories, and he observed them at school, with their teachers, and friends. Afterwards, he visited the children's' homes, to meet and interview their parents. In addition, he used the Child Behavior Checklist (CBCL) to look at their behaviors and symptoms, when compared with children from other cultures around the world.

To assess children's attachment patterns, he used the Waters-Deane Q-Sort, a measure which has shown cross cultural validity in assessing attachment with several thousand children around the world. This measure involves watching each child for several hours in the presence of his/her primary caretaker. During this assessment, he observed whether and how the child turned to his parent when the child felt frightened or anxious. Szajnberg presents numerous case illustrations of how children would react to strangers, greet their parent, and respond to the parent when leaving.

Continued on page 3

For the parents, Szajnborg's initial choice was to administer the Adult Attachment Interview (AAI). The core of the AAI is measuring the form of the verbal communication as it relates to attachment patterns. Much to his surprise, no parent agreed to complete the interview. Many said the questions were too intrusive. Szajnborg said he had administered the AAI in the past to several different populations, so it was unexpected that these parents didn't wish to continue. With this population, the AAI had its limitations. Perhaps the questions were too confrontational for this highly vulnerable group. Many questions are designed to activate the attachment state of mind, triggering fear activation and opening up areas of narrative experience that these parents may have avoided thinking about.

I wonder what it was like for Dr. Szajnborg to administer the AAI to these parents. He is a trained psychoanalyst, used to giving support when seeing someone in distress. But with the AAI one must be neutral when administering this measure and it can pose a sort of conflict of interest when one sees an interviewee either overly activated or shutting down. In a separate conversation, Dr. Szajnborg told me that a teacher in the children's school was surprised at all the information she had never heard before. He mentioned that analytic listening is a central technique to facilitate comfort, a non-judgmental stance and openness of the person. This is easier with children, but was particularly important with adults, he said.

Szajnborg turned to administering the AAP (Adult Attachment Pictures). With the AAP, the tester asks the parent to tell a story with a beginning, middle and end, for 8 pictures. Each black and white picture portrays a scene of possible separation, loneliness, loss or attack. Of the 26 parents tested, 16 were assessed as having unresolved childhood trauma.

The reader ends up with very nuanced profiles of each child's inner life and an understanding of the child and adults attachment patterns. The in-depth observations and interviews provided rich information about the intergenerational transmission of attachment styles. Intriguingly, the author found that many children who had parents with insecure attachment styles had been buffered from the parents' trauma. He hypothesizes that the children with more secure attachment styles had secure attachments with teachers, neighbors or other relatives. Szajnborg found that boys showed poorer functioning than girls.

Szajnborg also studied how unresolved trauma shapes the child's developing mind. If parents can't buffer children from their own traumatic pasts, i.e. their "ghosts in the nursery", then the child's outlook on themselves and the world may be greatly impacted. The interplay between parental trauma and children's representations is nicely illustrated in vignettes, which include drawings and interviews with parents. I wonder how much the new environment affected some of these parents, who, despite extensive unresolved trauma, managed to buffer their children. These were parents, many of whom, trekked for weeks thru Ethiopia in fear of attack, to find temporary refuge in Sudan. And these were parents who had unresolved trauma such as being raped, kidnapped, and held captive.

Szajnborg came up with numerous other findings, all of which, I will leave to the reader to discover. Many relate to identity across generations, and cultural values. This book would appeal to a wide audience, including those clinicians wanting to learn more about trauma informed play techniques with a focus on drawing. The author offered extensive insights about interpreting children's drawings thru multiple lenses: psychoanalytic, developmental, trauma informed relational theory (ala Alicia Lieberman) and attachment theory.

I ended up sensing how grateful Szajnborg felt, stepping into their world, and honoring their cultural rules of etiquette. One gets the feeling that he felt a sense of belonging. In his conclusion Szajnborg wrote: "To the degree that we learn of inner lives, we learn of human possibilities, of adaptations and the limits of adaptations, even of ourselves."

Section II needs you! Become an active voice!

We are seeking contributors to the newsletter as well as volunteers to create an editorial board. We also need members interested in helping us with the development of regional groups and facilitating forums and managing the calendar of event section for the new Section II website. Let us create an active community with dialogue, networking and sharing! If you are interested, please contact Norka Malberg at

NMalberg@gmail.com

**Contact us:
Section II, Division of
Psychoanalysis (39) 2615
Amesbury Road Winston-
Salem, NC 27103-6502**

section2div39@gmail.com

Book Review: Play and Playfulness

Edited by Monish C. Akhtar

Reviewed by Catherine Sancimino, Psy.D.

With Play and Playfulness, a book which will be released in April of this year, editor Monisha C. Akhtar brings together X authors to provide a sort of encyclopedia of play. The book is organized into sections, where various forms, functions, and outcomes of play are explored in depth.

In her preface to Play and Playfulness, Akhtar writes: “Play is an inevitable part of human nature, occurring in young children, adolescents and adults and across all cultures.” She explains why psychoanalysis requires play for growth. As each section demonstrates, play is a distinctive exercise practiced throughout life as a means to communicate one’s thoughts, feelings, and needs both to oneself and to other people. While play is frequently thought of as child’s work, each chapter of Play and Playfulness clarifies how play is a natural tool for communication and self-understanding.

Section I focuses on play within the context of development. Play is identified as serving the function of establishing connectedness, promoting a sense of self, and tolerating separateness through developmental and transitional periods. Anni Bergman and Ilene Sackler Lefcourt identify specific types of role-play and games that guide our understanding of how children naturally express their needs through play. The symbolism of play is explored, with examples such as “bus driver” and “elevator operator” play as games of separation and reunion and “cops and robbers” play as games of superego formation. James Herzog presents case studies of psychopathology wherein a father’s lack of capacity to play provides a window to understand the child’s dysfunction, and regaining the ability to play “is like recovering from a fatal illness.” Christine Kieffer writes about play and creativity during adolescence, when new identities and old conflicts are explored and reworked through the adolescent version of play: experimentation with peer groups and role models. Kieffer describes how adolescent forms of play can alleviate anxiety; promote mastery, and re-engage curiosity. Kieffer suggests that therapeutic action with adolescents must consider how small changes during the non-linear development of adolescence can alter self-organization. Play allows an adolescent to work through the paradox of that developmental stage, where the adolescent seeks to individuate from caregivers while retaining parental ties in order to develop an adult identity.

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In Section II M. Hossein Etezady identifies play as a diagnostic aide, serving a transference function and increasing understanding of mental suffering. Play may be considered the “royal road to integration” as it serves as a reenactment of previous experience and may be treated as dream material. Etezady explains how the analyst’s running commentary describing a patient’s play helps to organize behaviors and thoughts into meaningful patterns that promote self-understanding. As such, play evolves with a patient’s development. Salman Akhtar differentiates between normal and pathological playfulness: Normal playfulness expresses an “inner agenda” in a socially acceptable and relaxing manner. Akhtar creates five categories of pathological play correlated with symptoms and personality types. She also explains how the repetitive and defensive play of traumatized children reveals mental suffering but also serves as the change agent in healing after traumatic events. Play establishes insightfulness and helps children to organize their thoughts and feelings when they are otherwise unable to verbalize their struggles. Akhtar uses case examples to explain how creating a narrative and supporting affect regulation through fantasy play can promote change.

Sociocultural aspects of play are explored in the third section of Play and Playfulness. Daniel M. A. Freeman analyzes how folktales, myths, and shared memories passed through successive generations fulfill a culture’s emotional needs. These cultural stories serve as the “royal road” to increase understanding of that culture’s worldview, just as a patient’s dreams allow an analyst to understand that patient’s intrapsychic functioning. Ira Brenner tells the story of how child survivors of the Holocaust incorporated their traumatic experiences into their play. Music, writing, painting, and sculpture were forms of creative play that allowed child survivors to express and understand their experiences. Through case examples of children and an adolescent, Lucy Daniels explores Winnicott’s concept of potential space and the significance of playing with the security of the presence of a significant other. Both symbolization and free play allows for expression of what feels forbidden and are thus necessary for human life. International relations are yet another opportunity to observe how adults and cultures use play to communicate. From a larger socio-cultural perspective, Vamik D. Volkan documents how political negotiations have shifted to include playfulness as an essential aspect of diplomacy and politics.

In the fourth and final section of Play and Playfulness, Mali Mann, Jill Savege Scharff, and Melvin Bornstein describe application and intervention techniques. Mann describes how human regulatory systems are compromised by early traumatic experiences of stress, violence, and disrupted attachments. In treatment, the analyst can use metaphor, symbolic play, story telling, and narrative work to support a child’s sense of agency, self-responsibility, and an increasingly competent sense of self, through which the child will ultimately gain self-control and the capacity for self-regulation. Play also functions within family therapy, as Scharff demonstrates through clinical vignettes. The family therapist can tune into the type of play brought into treatment by the family, then use this as the arena through which the family members discover solutions to their struggles. Playfulness in an adult analysis engenders freedom to communicate as a whole person. Bornstein’s clinical vignettes describing adults in analysis explore how the analyst provides hope for change as playfulness itself provides hope.

Monisha C. Akhtar’s hope that Play and Playfulness will prove to be a clinically relevant contribution to psychotherapy and psychoanalysis seems a very realistic aim, as this veritable Play encyclopedia provides rich clinical material, research and theoretical underpinnings of the meaning and significance of play. This text is not only relevant but also crucial to understanding the profound implications and power of play. I highly recommend adding Play and Playfulness to an analytic library.

AGE LINES

The Doll

The old doll lies still
Engulfed by the full sized bed.
She looks ridiculous, the covers drawn
neatly
Right up to her chin, her crooked smile
Her face, like a postage stamp
Stuck mistakenly on the middle of the
envelope
Useless and small.

Her overgrown children sit around
Her crooked smile crooks a bit more
The eyes, two tiny twinkles in the faded face
Hint at love
Or at the least bemusement.

It's like a little tea party.
Oh won't you take a sip?
And a bite of toast?
Let's take turns.

No one wants to say goodbye.

Richard Kravitz

BLUEBERRYING

Steep mountain.
Steep climb.
Your tired little legs
Bigger and stronger
As we reach the top.
You push.
The gate opens
Into a world of blueberries.

We cross over
Into warm sunlight
Alone in the field
The orchard is ours.
We have come here before,
Every year at this time.
Blueberry bushes smile
Wherever we turn.

We taste while we pick, until we see
Tucked in a blueberry bush, no higher
Than your head, two baby birds
Nestled in their nest, sitting, mouths open wide.
Yellow beaks, bigger than their heads
Like your feet, size 8 and ½, big for your body.
Those feet that have taken you here
To the top of this mountain.

S. E. Goodman

On Saturday, September 21st 2013, Section II of Division 39 of the APA sponsored a conference honoring the life and work of Bertram Cohler, Ph.D.

The Essential Other: Generativity, Resilience and Narrative was well attended and filled with excited and engaged presenters and participants. Robert M. Galatzer-Levy, Ph.D. opened the day with a revealing look into his collaboration with Dr. Cohler, writing The Essential Other, a book about the importance of others in developing a sense of self and place. Dr. Galatzer-Levy's moving plenary was followed by a panel discussion on schools, emotional resilience, and LGBT issues.

Christine C. Kieffer, Ph.D. opened the Schools panel with clinical and theoretical material on group dynamics in school settings. Daniel Frank, Ph.D. and Michel LaCocque, M.A. offered their knowledge and experience in school settings in helping students, teachers, and parents navigate the complex and sometimes brutal world of school politics and peer relationships. This presentation was followed by a colloquium on resilience, with a clinical video by Molly Romer Witten, Ph.D. featuring a mother and her vulnerable daughter. Another panel presented a clinical discussion of vulnerable youth. Barbara Bowman, M.A. of the Erikson Institute. Andrew Suth, Ph.D., Bruce Koff, L.C.S.W., David deBoer, Ph.D., and Amanda Klonsku, M.A. presented accounts of their work with LGBT youth. I think we all left the conference with a responsibility to continue Dr. Cohler's work.

Why Join Section II?

1. Free electronic version of JICAP (Journal of Infant, Child and Adolescent Mental Health) and option to receive the paper copy for only \$40. (The usual price of this package is \$105.)

2. Access to our website www.sectionii.wildapricot.org in which you will be able to find our new electronic newsletter: "Developmental Lines" with sections on book reviews, announcements for conferences and job opportunities. Our website also has a section for topical discussions on technique of child psychotherapy and innovative integrative perspectives, a section for early career professionals, as well as an open invitation to contribute with articles and editorials to all our membership.

3. Access to a new list-serve which can provide opportunities for finding referrals across country as well as discussing professional issues and learning about regional conferences and ways to join your regional committee.



Section II Childhood & Adolescence

2615 Amesbury Road
Winston-Salem, NC 27103

www.sectionii.wildapricot.org

Section II Childhood & Adolescence



Membership Brochure And Application

Section II— Childhood & Adolescence

Who are we?

The main priorities of section II are to foster a sense of community between like-minded professionals by creating opportunities for networking, and to promote the dissemination and awareness of psychoanalytic models of development and treatment with children and adolescents. In general, we seek to promote further integration of such ideas into the larger clinical dialogue and discourse of division 39.

As a result, we seek to explore connections between theory, research and practice through regional and national conferences, study and online discussion groups, and our online website and newsletter. Our interests range from a focus on promoting classical and contemporary child psychoanalytic ideas to exploring new child psychotherapy modalities with children and adolescents. In addition, we encourage our membership to join us in exploring and sharing integration of psychodynamic ideas within ancillary treatments such as parent and school consultation, family and group therapy and other models of primary prevention and intervention programs in the community (such as

therapeutic nurseries and schools and home based early intervention and parenting programs).

Who should join us?

Membership is open to licensed mental health professionals, professionals in allied fields, and graduate students who are members of division 39. Section II seeks to promote opportunities for dialogue, collaboration and networking among psychodynamically informed mental health professionals working with infants, children, adolescents, and their families. We seek members who work as clinicians and/or who research, teach or write from diverse psychodynamically informed theoretical and intervention lenses. We seek to create a multicultural and multidisciplinary atmosphere which promotes the development of a professional community focused on promoting the presence of the "Voice of the Child" within the larger psychoanalytic dialogue.

There are many ways in which members can take an active role within the Section. Please check the box at the bottom of the application page in the next column.



Dues: Full Member \$40
Associate/Early Career \$20
Student Free

Membership Application

Name _____

Address _____

City/State/Zip _____

Degree _____

Email _____

Phone: () _____

Groups you see: Infants Parents

Preschoolers Couples Families

School age Adolescents

Check up to 5 areas of specialization:

Trauma Eating Disorders

Learning/Developmental Disabilities

Parent/Infant Psychotherapy

Physical/Sexual Abuse Psych Testing

Gender/Sexuality Family/Group

GLBT children & Parents

Other: _____

Send this page with your payment

My check, made out to Section II, Div 39
for \$ _____ is enclosed.

Please charge my credit card for \$ _____

CC # _____

Exp. Date _____

Signature _____

You may join online at
www.sectionii.wildapricot.org

Or mail your payment to:

Section 2, 2615 Amesbury Road,
Winston-Salem, NC 27103

Please contact me regarding ways I
might participate! _____

UPCOMING EVENTS

April 26 -

Psychoanalytic Center of Philadelphia

45th Annual Margaret Mahler Symposium on Child Development - *On Human Goodness: Developmental, Clinical, and Cultural Perspectives*

Elio Frattaroli, MD, Beth Seelig, MD, Shahrzad Siassi, PhD

Salman Akhtar, MD (Moderator)

8:00 am - 4:00 pm

April 26 -

Minnesota Psychoanalytic Society and Institute

Rex McGeehee Conference on Child Work: The Effect of Marijuana Use on Personality Development

8:30 am - 12:00 pm

April 26 -

Institute for Psychoanalytic Education (New York University)

Living the Virtual Life: Treating a Technology-Addicted Patient

Marina Mirkin MD

11:45 am - 1:15 pm

April 25-26 -

Adlerian Society Institute for Individual Psychology

Annual Conference: What is it to be Human?

Professor Colwyn Trevarthan, Alison Still

Birmingham, UK

April 27 -

Baltimore Washington Center for Psychoanalysis

Psychotherapy with Children: Birth to Age Eighteen in a Public Clinic

James Tanner, LCPC

9:30 a.m.-12:30 p.m.

Laurel, MD

May 2-4 -

Association of Child Psychoanalysis

The Contemporary Child Analyst at Work

Fairfax Hotel at Embassy Row

Washington, DC

May 4 -

San Francisco Center for Psychoanalysis

Child Colloquium: Moonrise Kingdom (Film and Discussion)

Reyna Cowan, PsyD, LCSW

5:30 pm - 8:00 pm

May 4 -

Contemporary Freudian Society

Anna Freud Lecture - Listening for the Echoes of Children and Parents in Adult Treatment

Kerry Kelly Novick, Jack Novick, PhD

Washington, D.C.

1:30 pm - 3:30 pm

May 7 -

Rhode Island Association for Psychoanalytic Psychologies

Tomboys and Girlyboys: Some Refelctions on Gendered Self-States

Risa Weinrit, PsyD

7:30 pm - 9:00 pm

May 10 -

Northern California Society for Psychoanalytic Psychology

A Day with Anne Alvarez

Anne Alvarez, PhD

9:00 am - 4:30 pm

East Bay, CA

May 10 -

Connecticut Society for Psychoanalytic Psychology

Resolving Trauma by Enhancing Reflective Functioning: An Attachment Perspective

Miriam Steele, PhD

10:30 am - 12:30 pm

May 10 -

New Center for Psychoanalysis

Unavailable Mothering, Its Consequences, and Survivor's Guilt

Sule Ozler, PhD, PsyD

Los Angeles, CA

9:00 am - 12:00 pm

May 11 -

San Francisco Center for Psychoanalysis

Child Colloquium Series - *Who's Afraid of the BIG, Bad Wolf?": Establishment of the Containing Function in the Treatment of a 4 year old boy*

Anne Martini, LCSW and Anne Alvarez, PhD

10:00 am - 12:30 pm

May 17 -

Boston Psychoanalytic Society and Institute

2014 BPSI Childcare Conference - The Case for Make-Believe: Saving Play in a Commercialized World

Susan Linn, Ed.D.

9:00 am - 1:00 pm

May 21 -

New York Psychoanalytic Society and Institute

Taming the Crew: Understanding and Coping with Childhood Aggression in the Context of Home and Family

Wendy Olesker, PhD

8:00 pm

June 7 -

New Center for Psychoanalysis

Play with Me: Sexuality and Creativity

Deborah E. Lynn, MD and Elena Balashova-Shamis, PsyD

Los Angeles, CA

9:00 am - 12:00 pm

June 21 -

Anna Freud Centre

Twenty Years of Developmental Lines: From the MSc to Now

Peter Fonagy, Mary Target, Ozden Bayraktar, Carolina Camino Rivera

London, UK

09:30 - 16:30

August 4-7 -

American Psychological Association Annual Convention

Division 39 Reception (Friday August 5th, 6:00 - 7:50 pm, in Grand Hyatt Washington Hotel)

Walter E. Washington Convention Center

Washington, D.C.

<http://www.apa.org/about/division/officers/dialogue/2012/03/div-39-suite.pdf>

October 20-25 -

American Academy of Child and Adolescent Psychiatry

61st Annual Meeting

Manchester Grand Hyatt and Marriott Marquis and Marina

San Diego, CA
