



2B - Personality Development: Toddlerhood

Mondays, 8:30-10:00pm

10 Sessions 4/4, 4/11, 4/18, 4/25, 5/2, 5/9,5/16, 5/23, 6/6, 6/13

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This trimester part of what you will be learning relates to models of the mind in 1B and learning theories about how the mind develops in 2B.

### First Class:

The development of the capacity to verbal experience, feelings and thoughts. In 1B you are learning about Freud's abreaction model as it relates to symptomatology. Later theorists observed that talking about experience also promotes development.

- Furman, E. (1992). On Feeling and Being Felt with. *Psychoanalytic Study of the Child*, 47:67-84.
- Katan, A. (1961). Some Thoughts about the Role of Verbalization in Early Childhood. *Psychoanal. St. Child*, 16:184-188.

### Second Class:

Primitive Defenses Projective Identification

Davies discusses the role of affection regulation and typical toddler behavior, including typical toddler anxieties that call for defenses or cause a breakdown in functioning. The Sandler's discuss projective identification from a developmental standpoint.

- Davies, Douglas 1999. *Child Development, A Practitioner's Guide*. Chapter 6: Toddler Development. The Guilford Press: pp 170 - 205
- *Joseph Sandler and Anne-Marie Sandler (1978) On the Development of Object Relationships and Affects. International Journal of Psycho-analysis, 59:285-296 (optional)*

### Third Class

How do **Id** experiences effect **ego** development? How to the psychosexual stages effect behavior and character? How are urges understood, processed and mastered?

- Abraham, Karl, Contributions to the Theory of the anal character. *IJP* 4:400-418, 1923
- Barrett, T. (1993) Candy Masters Toileting. Toddlers and their Mothers, Furman, E, (ed.) *IJP*, Chapter 6, pp. 111-118

### Fourth Class:

View Video: When the Bough Breaks: Joint Class.

The Video highlights the relationship between a parent's recognition of their child's internal world with and the child's ability to regulate themselves. The reading for this week about play highlights how play is a complex behavior that can communicate the inner world of the child.

- Drucker, J. (1975). Toddler Play: Some Comments on Its Functions in the Developmental Process. *Psychoanal. Contemp. Sci.*, 4:479-527.

### **Fifth Class:**

Symbolization and Fantasy

- Edgcombe, R. (1988). Five Lectures on Symbolization, Thinking and Affect. *Bulletin of the Anna Freud Centre*, 11:15-52
- Fraiberg, S. *The Magic Years*. (TBA)

### **Sixth Class:**

Gender Identity

- Olesker, W. (1990) Sex Differences During the Early Separation-Individuation Process; Implications for Gender Identity Formation. *JAPA*, Vol. 38(2):325-346.
- de Marneffe, Daphne (1997) *Bodies and Words: A Study of Young children's Genital and Gender Knowledge*. @ *Gender and Psychoanalysis*. Vol. 2:3-31.
- Benjamin, Jessica (1995). *Psychoanalytic Inquiry*, 15:125-142 *Sameness and Difference: Toward an "Overinclusive" Model of Gender Development*.

### **Seventh Class:**

How trauma is registered and mastered in the toddler phase?

- Gaensbauer, T.J. (1994). *Therapeutic Work with a Traumatized Toddler*. *Psychoanal. St. Child*, 49:412-433.

### **Eighth Class:**

Aggression and Sadomasochism.

Chavis Paper?

Novicks, K&J. *Development of Sadomasochism*, *Psychoanalytic Study of the Child*: 42, 353-384

### **Ninth Class:**

The secure base, object constancy or the depressive position? We will watch

YOUNG CHILDREN IN BRIEF SEPARATION

a video by James and Joyce Robertson

JOHN, aged 17 months, for 9 days in a residential nursery.

- Bowlby: *The role of attachment in personality development*. Bowlby, J. 1988 *A Secure Base*, Chapter 7. pp 119-136.
- Mahler, M and McDevitt, J. (1980). *The separation-individuation process and identity formation*. *The Course of Life*, Volume 1, eds. Greenspan, S. and Pollock, G.H. NIMH, pp.395-405.
- McDevitt, J. and Mahler, M. (1980). *Object constancy, individuation and internalization*. See above, pp, 407-423.

### **Tenth Class:**

We will discuss the most frequently occurring errors between parent and child, as well as discuss rupture and repair.

Ferenczi, S. (1988). *Confusion of Tongues Between Adults and the Child—The Language of Tenderness and of Passion*. *Contemp. Psychoanal.*, 24:196-206.