

# AN INTRODUCTION TO CHILD AND ADOLESCENT PSYCHOANALYTIC PSYCHOTHERAPY

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## Preface and acknowledgements

**T**hank you to our readers for sharing our concern and care for the healthy development of children and adolescents.

This volume is for therapists who want to learn about treating children and adolescents from a psychoanalytic perspective. It is a comprehensive introduction, a text to provide psychoanalytic therapists with enough information and support to take up the challenge of beginning child and adolescent psychotherapy and to give CBT and sand play therapists access to a psychoanalytic perspective on work with young people. As editor, I created this volume by writing from my notes of discussions and lectures presented two years by the coauthors in their roles as teachers on the child training program which I had organized and chaired on behalf of the International Psychotherapy Institute (IPI) for the Chinese platform Jiandanxinli (translation “My Therapy”). I also included clinical case conferences and consultations we had presented, including North and Central American, European, and Chinese clinical examples to provide global relevance. Contributors signed off on my notes, or gave me corrections and additions, some of them substantial, all of us contributing to a faculty group effort. My idea was to create a collection that could be used as a course accompaniment in future. So, it is a group effort, a compendium of basic principles of practice and

its grounding in ethics and research, child and adolescent development, psychoanalytic theory of childhood, wellness and symptom presentations, technique of assessment and therapy, and consulting in the community to schools, agencies, and family courts.

A big thank-you to the staff at IPI and at Jiandanxinli for their support of the China child teaching project and to the international students who study with us and keep us from getting narrowly focused. It is so much fun to work outside our own cultures to learn from one another and develop a multinational perspective.

Many thanks to the following publishers and authors who gave permission to modify extracts from previous publications.

Figures 3.1, 3.2, 4.1, and 4.2 appear courtesy of David Scharff. The endopsychic situation (Figure 3.1) first appeared in *The Sexual Relationship* (Routledge, 1982) for which the rights have reverted to David Scharff. The expanded endopsychic situation (Figure 3.2) is from *Object Relations Individual Therapy* (1998); the holding environment (Figure 4.1) is from *Refinding the Object and Reclaiming the Self* (1992); the broken holding environment (Figure 4.2) is from *Object Relations Therapy of Physical and Sexual Trauma* (1994). All the rights have reverted from Jason Aronson to David Scharff.

The first and second vignettes in the chapter on ethical principles of child psychotherapy and the third vignette in the chapter on psychic trauma were originally published in *Psychoanalytic Study of the Child* 76(1): 278–291 by C. Sehon, C. H. Huang, and X. Zhou (2023) and are reproduced courtesy of Taylor and Francis, [www.taylorandfrancis.com](http://www.taylorandfrancis.com).

The vignette in Sehon's chapter on the interpersonal unconscious and the transgenerational transmission of trauma is modified from her article (2013) in *Couple and Family Psychoanalysis*, 3(1) and is reprinted with the kind permission of Karnac Books Limited.

I have had so much encouragement at the Chinese publishing house Beijing Multi-Million New Era Media and Culture Company Limited from Yan Lan and Nan Pan who gave me their immediate support. They enthusiastically encouraged my idea for a manuscript and subsequently would arrange its translation. Then the English press Karnac and its publisher Kate Pearce, who is a model of generosity, flexibility, and collaboration, agreed to publication of the English version in parallel with the Chinese,

each independent of and complementary to the other. I have heard it said that every writer writes for somebody: I write for those two publishers, future students and faculty in China and English-speaking countries, and for my generous coauthors. Thanks to all of you.

This volume is a response to a gap. Psychoanalytic psychotherapists are mainly trained to work with adults, and so the psychoanalytic literature largely presents thinking about and treating the issues of adult individuals. Gradually the field expanded to include the theory and technique of psychoanalysis and group theory applied to work with those adults' couple relationships and families. Then came the specialty of child psychotherapy, which is comparatively small even though obviously there are as many children and adolescents as there are individual adults and parents. Adolescent psychotherapy has been relatively ignored as a specialty, teenagers sometimes being referred to adult therapists and other times to child psychotherapists.

That said, there are some excellent sources of in-depth articles and books specific to the child psychotherapist's work. *Psychoanalytic Study of the Child* is the main journal to consult. In addition to classics by the greats, Melanie Klein, Donald Winnicott, and Anna Freud, a few newer books are now available. We use the Scharffs' *The Primer of Object Relations, Second Edition* for the basic psychoanalytic theory that we apply to child work. Gilmore and Meersand's *Normal Child and Adolescent Development: A Psychodynamic Primer* is highly informative. *Inside Lives* by Margot Waddell is an excellent Kleinian perspective on child development. *Child Analysis and Therapy* by Jules Glenn is a book on clinical psychoanalytic treatment that is out of print but well worth finding. Kerry and Jack Novick have titles on parent work and child development and therapy, their most recent being *Adolescent Casebook*, an in-depth look at intensive psychoanalytic treatment. *The Psychodiagnostic Manual, Second Edition*, by Vittorio Lingiardi and Nancy McWilliams, explains how to measure various aspects of cognitive, affective, and social functioning against norms. *Child Psychopathology, Third Edition*, edited by Eric Mash and Russell Barkley deals with the diagnostic categories and their etiology and epidemiology. My mentioning these books is not to diminish other publications. I selected them as representative of the literature not only

to express admiration and gratitude for what they have given to our field but to make the point that each volume drills down into a specific subject—child development, or object relations or theory and technique of assessment and therapy, or psychopathology, or psychodiagnosis. That is not what this volume is. It spans all of the above topic areas. *An Introduction to Child and Adolescent Psychoanalytic Psychotherapy* is a comprehensive introductory textbook relevant to beginning and intermediate therapists and their child training teachers.

I am super-grateful to the coauthors for giving their presentations, for agreeing that I could develop my notes of their presentations to construct the mosaic that is this volume, and also for working with me on the faculty of the IPI Combined Child and Adolescent Psychoanalytic Psychotherapy training program at [www.theipi.org](http://www.theipi.org). Ana Maria Barroso, Anabella Brostella, David Scharff, Caroline Sehon, and especially Janine Wanlass gave the bulk of the lectures and discussions, and Aidalida Altamirano, Carl Bagnini, Vali Maduro, Elizabeth Palacios, Kate Scharff, Lea Setton, and Yolanda Varela graciously covered selected topics. They are awesome colleagues and dear friends. Huge thanks to you all.

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