

NEWS FOR LAY AND PROFESSIONAL SUPPORTERS OF PSYCHOANALYSIS

Number 21

www.dalpsa.org

February 2005

Child and Family Development Section

With this edition of the Newsletter, we begin a new, hopefully regular, section entitled The Child and Family Development Section. In this section we will print articles related to psychoanalytically informed child, adolescent, and family development, psychoanalysis, and psychotherapy.

We are honored to have Dr. Bennett and Ms. Rabb as the authors of the lead off article for this edition. To submit articles for publication in future newsletters, please e-mail Baer Ackerman at thelibraryofalexandria@msn.com.

Baer Ackerman, M.D.

DPI Psychoanalytic Consultation Outreach Program Expands

By Sarah Rabb-Bennett, LCSW

Child and Adult Analyst

and B. James Bennett, M.D.

Child and Adult Analyst

We are coming up to the tenth year anniversary of the Dallas Psychoanalytic Institute (DPI) Child Consultation Outreach Program that began with the Vogel Alcove. In 1995, answering a pressing need, Carla Sprague, LCSW, began developing a social service aimed at providing psychotherapeutic support for the children at the Center suffering the crises of homelessness. Both the children and their families welcomed her interventions and the program blossomed into a well-staffed social service. Mrs. Sprague requested our consultation, and our child-trained analysts and analytic candidates met regularly with her and her growing staff.

In 2002, at the time of her retirement from the Vogel Alcove, Mrs. Sprague was honored

with the Pamela Blumenthal Memorial Prism Award. Janet Hallman, Ph.D., succeeded Carla Sprague as Director of the Social Services Department at the Vogel and welcomed our continued consultations. There are now eleven analysts/candidates who contribute their time. We learn much from the enthusiastic discussions we have with the staff at the Alcove, who are dedicated to their very demanding work.

Our other consultations at Lindsley Park and Lamplighter schools have expanded in scope. In addition to monthly consultations with staff and teachers, we have provided talks to the Spanish-speaking teachers' aides at Lindsley Park on normal development. This has been helpful to them when dealing with the children's difficulties in the classroom.

At the beginning of the Lamplighter school year we were invited to give lectures, followed by discussion, to the faculty of the

lower school and preschool on "Ages and Stages of Normal Child Development." Our talks were well received and enriched our ongoing consultations with the staff and counselors. We look forward to our relationships developing further with both schools.

This year also marks the beginning of a new consultation with the East Dallas Community Preschool, which also has the active involvement of parents and many other contributors from around Dallas. Their valuable program includes prenatal education and support following birth, when requested by families. Regular parent group meetings help the new mothers gain understanding of their young children's needs and emotional growth.

The DPI consulting group values the collaboration with these schools that share our investment in the growth and development of young children and their families.

Focusing On Children: Does This Child Have ADD?

By Baer Max Ackerman, M.D.

Psychoanalyst

In my experience in consulting for both public and parochial schools and preschools, a common question has been and is, "Does this child have ADD?" ADD stands for Attention Deficit Disorder and conjures up images of a biological disorder

immediately requiring psychotropic medication.

Such thinking, however, I believe is incomplete. Most of what is called ADD would be better thought of as "CDD," i.e., Concentration Deficit Disorder. I define concentration as "motivated attention," and think of attention as a more inherently pas-

sive process requiring less energy. For example, I am "concentrating" on what I am writing but can "attend," with minimal effort, to the fact that my desk lamp is on. Concentration is "paying attention"; it costs something to concentrate.

Thinking of concentration as "motivated attention" is a more accurate description. See ADD on Page 2.

Follow the Leader (Written October 19, 2004)

By Gerald Melchiodi, M.D.

Training and Supervising Analyst,
Dallas Psychoanalytic Institute

Do you remember the last time, as a child, you played follow the leader? You probably played this game during your early grade school years. During this time your sense of right and wrong, your conscience, had just been internalized, but was still a little shaky. You tried real hard to control your impulses, so rules were very important to you. If you did what the leader instructed you to do, you felt strong and part of the group. Not following the leader would cause you to be dropped from the game, ostracized from the group and left you feeling vulnerable.

When do adults play follow the leader and suspend their critical judgement? Usu-

ally when they are threatened and feel vulnerable. Pfc. Lynndie England said, "We don't feel like we were doing things we weren't supposed to, because we were told to do them." Another way we deal with the helplessness of being a victim is to identify with the aggressor. Freud observed that in times of war, citizens of the most developed civilizations will regress to primitive and sadistic behaviors. They will do things that they would never do in times of peace.

When people are frightened a leader will invoke nationalism. The leader will require us to follow him blindly, not ask questions nor criticize his plans or motives. When we follow the leader we feel strong and take part in the destiny of the nation. If we don't, we feel threatened and helpless and risk being ostracized from the main group, and become an enemy of the state.

"Beware of the leader who bangs the drums of war in order to whip the citizenry into a patriotic fervor, for patriotism is indeed a double-edged sword. It both emboldens the blood, just as it narrows the mind . . . And when the drums of war have reached a fever pitch the blood boils with hate and the mind has closed, the leader will have no need in seizing the rights of the citizenry. Rather, the citizenry, infused with fear and blinded with patriotism, will offer up all their rights unto the leader, and gladly so. How do I know? For this is what I have done, and I am Caesar."

From "Julius Caesar"
by William Shakespeare

18th Regional Child Analytic Symposium in Dallas September 2004

By Irving Humphrey, M.D.

Training and Supervising Analyst
Chair of the Education Committee
Chair of the Selection Committee

The Eighteenth Regional Child Analytic Symposium was held September 11, 2004, at Southwestern Medical Center.

Lee Ascherman, M.D., presented "The Boy Who Called Himself Out: Can Passivity Be Analyzed?" the analysis of an adolescent boy who called himself "out" in a baseball game to avoid a confrontation. Dr. Ascherman demonstrated

how the boy used passivity to avoid anxiety and his aggressive and sexual conflicts. As his defensive passivity was analyzed, the boy developed friends. His peer relations, academic performance, and self esteem improved markedly, he was able to stand up to his overbearing father, he became appropriately competitive, and he became able to actively show his interest in girls.

Dr. Ascherman is from Birmingham, Alabama. He is a training and supervising analyst, and is Chief of Child and Adolescent Psychiatry Services, Director

of Child and Adolescent Psychiatry, and Director of Child and Adolescent Psychiatry Residency Training at the University of Alabama in Birmingham.

The Regional Child Analytic Symposium is a yearly event sponsored by the New Orleans, Houston-Galveston, and Dallas Psychoanalytic Societies and Institutes, with the recent addition of the Cincinnati Institute. The meeting rotates from city to city. The format is open discussion of clinical material in detail, and extends from morning through early afternoon with a break for lunch.

From ADD on Page 1.

dedicated attention" helps us be alert to the pivotal role psychic conflict can play when a child faces academic and social demands at school. A teacher tells a student to do something (the reality principle) but the student wants to daydream (the pleasure principle). Only after considering the influence on a student of such inner conflict, along with other factors such as family functioning and the quality of teaching, can a more accurate picture of potential biological in-

fluences on a child's concentration be deduced. In short, attention should be paid to both the mental dynamics (psychology) and the mental apparatus (the brain) to be fair to the child in question.

Before closing, I also want to mention that it is also important and poignant to note that an ADD-like picture may result in children who experience "deficits" in the amount and quality of "attention" parents pay to them. The purely biological mean-

ing that ADD has in so many circles can provide a ready excuse for parents to not look at their own roles in their child's development, thus crucially limiting both the scope of inquiry about a child's life and therapeutic approaches.

In summary, a more useful understanding of ADD includes an appreciation not only of the brain but also of the mind and "sitz im leben," or life situation, at home and elsewhere, of each child.

Dallas Psychoanalytic Institute

DPI News: Guest Presenters – New Courses – New DCMS President

By Diane Fagelman Birk, M.D.

President of the Dallas Psychoanalytic Institute
Training and Supervising Analyst

This has been a busy and productive fall as we have implemented new programs, graduated candidates and refined programs already in place. The faculty is working hard on these endeavors with creativity and enthusiasm.

The Grand Rounds for the Department of Psychiatry at University of Texas Southwestern Medical Center in October 2004 was presented by Linda Mayes, M.D., a psychoanalyst and researcher from the Yale Child Study Center. Dr. Mayes' Grand Rounds presentation was a great success, as was her presentation later that evening for the Dallas Foundation for Psychoanalysis.

The thesis of how the capacity to love as adults is predicated on the earliest and subsequent experience with caretaking others was supported by fascinating research. The residents, students and faculty found it exciting, and lively discussions ensued both at Grand Rounds and later in the evening at Dr. Mayes' presentation at SMU.

Two new educational series were launched in September. Marie Kelly, M.D., President of the Tarrant County Society for Psychiatric Physicians in Ft. Worth, requested that our faculty present a series of nine lectures: one a month for nine months. A few of the topics are "Being in Imagination"; "Psychoanalytic Applications to Chemical Dependency Treatment"; and "Psychoanalytic Couples Therapy." Participating lecturers are Duane Purcell, M.D., Judith Kane, M.D., Jeffrey Anderson, M.D., Gary Malone, M.D., Ken Altshuler, M.D., Gayle Marshall, LCSW, Marc Litle, M.D., and Joan Berger, Ph.D.

The other new educational program

is a two-year Advanced Psychotherapy Program for graduate mental health practitioners. This has been well attended and is a venue for achieving a greater depth of understanding and application of psychoanalytic principals. This has been a joint enterprise with the Dallas Society for Psychoanalytic Psychology and the Dallas Society for Psychoanalytic Social Work. The members of each organization who developed the course worked diligently to develop a first-rate educational experience for the attendees. From reports, it appears they have succeeded.

John Kamphaus, M.D., and Larry Thornton, M.D., continue refining the teaching that we participate in with the residents in the Department of Psychiatry. Joan Berger, Ph.D., and Myron Lazar, Ph.D., along with Monty Evans, Ph.D., Training Director for Psychology, are developing lectures that will be integrated in the teaching of psychology graduate students. This is an intellectually stimulating time to be at an academic center where we are exploring the interfaces between the psychological and neurophysiological phenomena.

In our ongoing endeavor to expand our knowledge and develop a research arm of the Institute, we hope to have one or more of our candidates, and perhaps some members of the faculty, attend the New Haven Psychoanalytic Research Training Program in March 2005. This is a joint effort by the Anna Freud Centre in England, The Yale Child Study Center and the Western New England Psychoanalytic Institute and Society. It is an intense program with almost as many faculty as attendees. The faculty helps those who attend to immerse themselves in the culture of research. They are guided by these experienced researchers in the further development of their research projects.

Another area that always creates ex-

citement is the graduation of Candidates. This fall we were fortunate to have two graduates: Sarah Rabb, LCSW, who is both a child and adult analyst; and John Kamphaus, M.D., who is an adult analyst. We look forward to continuing to work with both of them.

Our Psychoanalytic Library has moved from the Department of Psychiatry to a larger space within the Division of Psychology. Donna Tarver, LCSW, has volunteered to catalogue all the books and journals so they will be more accessible and user-friendly. We thank Monty Evans, Ph.D., for his generous offer.

This spring we look forward to the visit by John Meyer, M.D., President of the American Psychoanalytic Association. He will discuss strategic planning for the place of psychoanalysis and psychodynamic psychotherapy in today's healthcare environment.

Last but not least, Leslie Secrest, M.D., will assume the presidency of the Dallas County Medical Society in January. Les, one of our respected faculty members, is also Chief of Psychiatry at Presbyterian Hospital in Dallas. His position gives added weight to the importance of the integration of the psychological and physical.

***Apply now
Psychoanalysis
Training Begins
September 2005***

The Dallas Psychoanalytic Institute is currently accepting applications for training in psychoanalysis for classes to begin in September 2005.

For information and application forms, call Tricia Oman at (214) 648-7486 or e-mail Patricia.Oman@UTSouthwestern.edu

Book Reviews

'The Long Dark Road' by Ricardo Ainslie, Ph.D.

By Denise Humphrey, Ph.D.

Ricardo Ainslie, Ph.D., is a clinical psychologist, author, and professor at the University of Texas at Austin. For the past 15 years, his work has addressed a variety of racial and ethnic conflicts. One of his most compelling ventures is a study of one of the most heinous hate crimes of the past century, i.e., the mutilating dragging death of James Byrd, Jr., in Jasper, Texas. Dr. Ainslie's most recently published book, "The Long Dark Road," examines the psychological profile of one of Byrd's three killers, Bill King, a process which took Dr. Ainslie into the "darkest recesses of a decayed mind."

There have been numerous documentaries on the brutal chaining and dismembering of James Byrd, Jr., but none has delved as deep into the "sometimes savage, sometimes fright-

eningly ordinary world of a small-town killer." Ainslie explores both the frightening as well as the ordinary aspects of Bill King's world, and recognizes that all persons have "a shadow side." He states, "Given the right alchemy, perhaps anyone might become capable of monstrous cruelty. The transgressions involved may not be as momentarily horrifying as the dragging death of an innocent man, but I believe that

human beings, by nature and perhaps by wiring, struggle with our dark sides."

In this book, Dr. Ainslie explores King's development, including how his finding out, at age 13, that he had been adopted, followed by the death of his adoptive mother, may have contributed to the "downward spiral" of his adolescence. Dr. Ainslie reviews Mr. King's time in juvenile detention and prison, where he met the other two inmates who eventually participated with him in killing Mr. Byrd.

You are invited to hear Dr. Ricardo Ainslie
author of
'The Long Dark Road'
A psychological profile of the murderer, Bill King

Saturday, April 30, at 7:30 p.m.
SMU Meadows Museum
5900 Bishop Boulevard on the SMU campus

Sponsored by
Dallas Society for Psychoanalytic Psychology
Dallas Psychoanalytic Society
Dallas Foundation for Psychoanalysis

'The Tale of Despereaux' by Kate DiCamillo

By Glenn D. Weimer, Ph.D.
and John Weimer, M.B.A., M.A.

Like contestants in a tug-of-war match, most of us struggle to find firm footing against the pull of others' expectations. Not so with the hero of Kate DiCamillo's "The Tale of Despereaux."

Despereaux Tilling is an undersized mouse with oversized ears who is "born with his eyes open." Named by his French-speaking mother for the "despair" that his physiological peculiarities bring to his parents, it is clear that Ms. DiCamillo's Despereaux is no ordinary mouse. He is poor at scurrying, delights at music, and prefers to read books rather than nibble them. All of this is of grave concern to Despereaux's family and friends, who believe that mice should behave like mice and fear

those who do not. "If there is one thing I have learned in this world," says Lester, Despereaux's uncle, "it is that mice must act like mice or else there is bound to be trouble." And trouble is what Despereaux finds.

Despereaux lives in a castle inhabited by a king, a lovely princess and their court, as well as by rats in the dungeon below. The mice of the castle navigate between these two worlds – one of light and the other of darkness – eating royal crumbs while avoiding being damned to the dungeon for behavior unbecoming of mice.

But, of course, Despereaux neither resembles nor acts like a proper mouse. And in so doing, he is scorned by his fellow mice and mocked by the castle's other inhabitants; except one. And it is

with this one that he falls in love. With love comes trouble. Despereaux's love leads to actions that provoke his family and friends to betray and persecute him. His utter disregard for mouse-like behavior eventually leads the Mouse Council to put Despereaux on trial. "The trial is about you being a mouse," [shouts] the Most Very Honored Head Mouse from high atop the bricks, "and not acting like one!!!"

But the story's hero is neither faint of heart nor abandons that which he loves, and in so doing is damned to the dungeon. Yet Despereaux not only survives but leads an extraordinary life full of wonderful adventures and satisfying realizations that eventually bewilder his fellow mice as a result of the very be-

See DESPEREAUX on Page 5.

When Should We Refer for Psychotherapy?

By **Baer Max Ackerman, M.D.**
Psychoanalyst

“When should we refer for psychotherapy?” This seemingly simple question is really very complex, with the answer depending on our own 1) individual experiences, 2) particular philosophies of treatment, 3) expectations of success or failure with different clinicians, and 4) the specific needs and financial/logistical realities of each child and family.

Psychotherapy is based on the fact that people and human relationships have meaning. The earliest known proof of “human meaning,” that I am aware of, comes from the discovery of the remains of a Neanderthal man who was lovingly buried. The 50-year-old man, elderly for those times, had a head injury and a small arm which tells us that even though he couldn’t have “pulled his weight” in a hunter-gatherer society, he was cared for and lived a long life.

All psychotherapies (there are many kinds) are about the exploration of the meanings of “symptoms” that a child/teen is showing. I find the term

“symptoms” to be handier than “behavioral disorder” since focusing too exclusively on behavior can lead to a superficial consideration of child/adolescent difficulties which avoids sufficient attention to more complex, but often more therapeutically useful psychological forces that might be generating a “behavioral fever.” A “fever” is not a diagnosis but a sign of a problem and a call for further differential diagnostic inquiry. A clinical example at this point might help.

A bright, physically healthy, eight-year-old boy was treated unsuccessfully with stimulants for ADHD. Psychologically informed psychiatric consultation showed the boy to have a persistent wish to be able to think about two things equally effectively at the same time, and a Peter Pan like desire to move about at will and be spared the need to “pay attention” to external reality. The child’s immaturity was reinforced by an enveloping mother who wanted him to remain a baby, and an absent father, which limited his constructive influence in the boy’s development. The boy had been “dreamy” all

his life, which was suggestive of some biological tendency toward his “being in his own world” style.

Individual therapy was utilized for the boy and each parent, and augmented by family therapy. The marriage was strengthened and the boy better understood his reluctance to mature. The boy’s father also watched less television and paid more attention to his son. The boy’s ADHD decreased in tandem with his increasing enjoyment of growing up, obviating the need for additional medication trials, which were offered, but declined by the pleased parents. In this case, the ADHD derived largely from a deficit of healthy attention being paid to the child by his too absent father and too overstimulating mother.

Only individual and family psychotherapy permitted the meaningful dialogues which resulted in the understanding and significant resolution of the complexities subsumed under the deceptively simple diagnostic acronym of ADHD, a phenomenon which is also true for a variety of other worrisome symptoms in youth.

From *DESPEREAUX* on Page 4.

behavior that led them to ridicule him.

“Reader, do you think that it is a terrible thing to hope when there really is no reason to hope at all? Or is it something you might just as well do, since, in the end, it really makes no difference to anyone but you?”

Ms. DiCamillo does for children what Leo Tolstoy does for adults. The book, awarded the Newbery Medal for children’s literature, is as profound as it

is compact. And although written for children, it is no less compelling for adults.

“Get your head out of the clouds and hunt for crumbs,” advises Despereaux’s father while his brother teaches “... the art of scurrying.” Despereaux’s mother epitomizes the banalities of which Tolstoy would poke fun. “In honor of her youngest mouse being sent to the dungeon, she had put on a tremendous amount of makeup.”

The book is divided into four sec-

tions, of which each of the first three focuses on an individual from each of the castle’s three realms – the humans, the mice and the rats. And like Despereaux, Chiaroscuro and Miggery Sow both exemplify the struggle between the light of the castle and the dark of the dungeon, between joy and suffering, and hope and despair.

And as the reader might guess, the spirit of the undersized mouse with the oversized ears prevails in the book’s final section.

Dallas Foundation For Psychoanalysis Fall Event



Attending the event are DFP Board Chair Marc Litle, M.D.; Presenter Linda Mayes, M.D.; DFP Board Member Urszula Kelley, M.D.; and DFP Board Member Julie Zvara.



Enjoying dinner following the event are Presenter Linda Mayes, M.D., and DFP Board Member Jim Bennet, M.D.

On October 13, 2004, Linda Mayes, M.D., presented “An Evening Of Romantic Love.” Dr. Mayes is the Arnold Gessell Professor of Psychiatry, Pediatrics and Psychology at the Yale Child Study Center. Approximately 90 participants attended the event at SMU’s Meadows Museum. Sponsors included Harris Methodist HEB Springwood, the Dallas Psychoanalytic Institute, and the Dallas Psychoanalytic Society.



Standing in the background at the registration table are (left to right) DFP Board Member Urszula Kelley, M.D.; Presenter Linda Mayes, M.D.; DFP Executive Director Elizabeth Buchanan; and DFP Board Member Julie Zvara.



Founders’ Day Lecture

Frank Cody, M.D., a psychoanalyst and member of the Dallas Psychoanalytic Society, gave the DPS’s Founders’ Day lecture in the fall of 2004.

Dallas Society for Psychoanalytic Psychology
Dallas Foundation for Psychoanalysis
Dallas Society for Psychoanalytic Social Work
Dallas Psychoanalytic Society

present

'Monster'

Directed by Patty Jenkins

Starring: Charlize Theron, Christina Riccik, Bruce Dern

Special Guest: Sue Russell, Author of *Lethal Intent*

Saturday, March 5, at 6:15 p.m.
Texas Scottish Rite Hospital for Children
2222 Welborn, Dallas, TX 75219
Main Auditorium

- 6:15 p.m. Introductory Remarks: John Herman, Ph.D., Clinical Psychologist
7:00 p.m. Screening of *'Monster'*
9:00 p.m. Panel/Audience Discussion – Understanding Aileen Wuomos
Forensic/Psychoanalytic/Community Mental Health Perspectives

John Herman, Ph.D. – Moderator
Jaye Crowder, M.D., Forensic Psychiatrist
Gerald A. Melchiode, M.D., Psychoanalyst
Sue Russell, Author

Sue Russell wrote the book, *'Monster,'* based on the life of serial killer Aileen Wuomos. The film explores Wuomos' life beginning with her first murder, committed in "self-defense." Wuomos is soon mired in an escalating series of crimes that will earn her a death sentence and nationwide notoriety.

Charlize Theron won the 2004 Academy Award for best actress for her portrayal of Wuomos.

Funding provided in part by Harris Methodist Springwood
A psychiatric hospital on the campus of Harris Methodist HEB Hospital

The Dallas Foundation for Psychoanalysis

The Dallas Foundation for Psychoanalysis (DFP) is a nonprofit organization that relies on public support to promote the mental health and growth of children, adults, groups and the larger Metroplex community.

To contribute to the work of the Foundation, contact DFP Chair Marc Litle, M.D., at (214) 361-8384 or send e-mail to him at mlitle@comcast.net. Contact Executive Director Elizabeth Buchanan at (214) 566-5083. Mail contribution to: Dallas Foundation for Psychoanalysis, 660 Preston Forest Center, PMB #300, Dallas, Texas 75230

NEWS FOR LAY AND PROFESSIONAL SUPPORTERS
OF
PSYCHOANALYSIS

Co-Editors

Baer Ackerman, M.D.

Marc Litle, M.D.

Dallas Psychoanalytic Institute

c/o University of Texas

Southwestern Medical School

5323 Harry Hines Boulevard

Dallas, Texas 75390-9070

(214) 648-7486

www.dalpsa.org

Typesetting and Layout by The Wordwright • Lillian Sills • P.O. Box 600386, Dallas, Texas 75360-0386 • Phone/Fax (214) 373-3048 • Phone/Recorder (214) 373-3049 • e-mail: lrsills@aol.com

Return Service Requested

Dallas Psychoanalytic Institute
c/o University of Texas
Southwestern Medical School
5323 Harry Hines Boulevard
Dallas, Texas 75390-9070

PRSR STD
US POSTAGE
PAID
PERMIT #2650
DALLAS, TX