



Little Margaret's anxiety and ISTDP principles

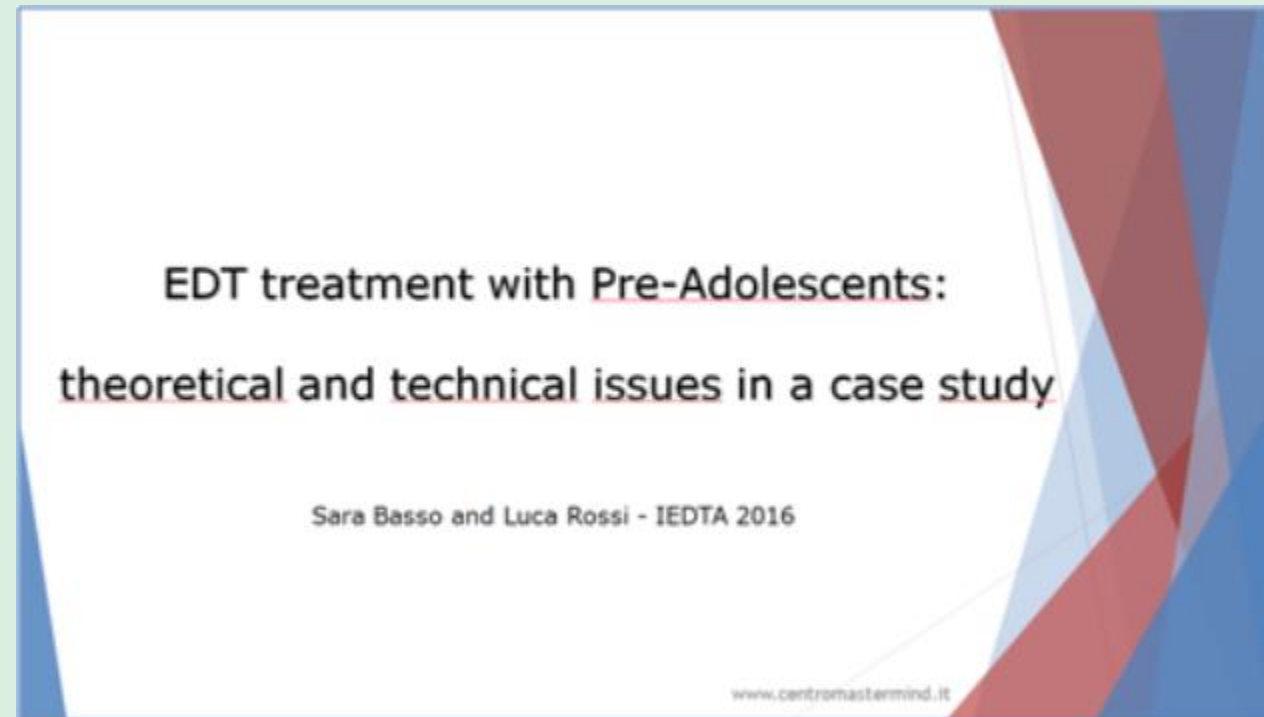
Sara Basso

IEDTA Conference 2019

2016 IEDTA Conference



THE PANEL



THE
PRESENTATION



CHAIR AND
SUPERVISOR

MASTERMIND
CENTER



Our goals

- Test ISTDP principles in childhood and pre-adolescence psychotherapy
- Develop new models and protocols for future ISTDP children and pre-teens psychotherapists
- Integration with Intergenerational Family Therapy (TIF)
- Last frontier: children

LIMITATIONS

small sample
network with colleagues
shared protocol
further research

THEORETICAL AND TECHNICAL ELEMENTS

NEUROSCIENCE

Gray and white matter volumes
Emotional aspects
Prefrontal cortex not completely developed

ATTACHMENT THEORY

Internal Working Models
Relational style

PSYCHOANALYSIS

Psychodiagnostic assessment
Projective tools

ISTDP

Malan's triangles
Quick symptom reduction
Short-term
Character change

THE THERAPEUTIC PROCESS

INQUIRY WITH PARENTS

conscious alliance, anamnesis info

RISE IN THE TRANSFERENCE

projection on mediating object

RECAPITULATION

WORKING THROUGH

FOLLOW UP

INQUIRY AND PRESSURE WITH CHILD

inner focus and alliance

ANXIETY AND DEFENSES

reduce anxiety, clarify and challenge defenses

FURTHER PROJECTIONS

explore unconscious contents,
elaborate inner conflicts

TERMINATION



MAIN POINTS

1. PSYCHODIAGNOSTIC
ASSESSMENT

COGNITIVE PROFILE
PERSONALITY TRAITS
RELATIONAL STYLE

2. FRONT OF THE
SYSTEM

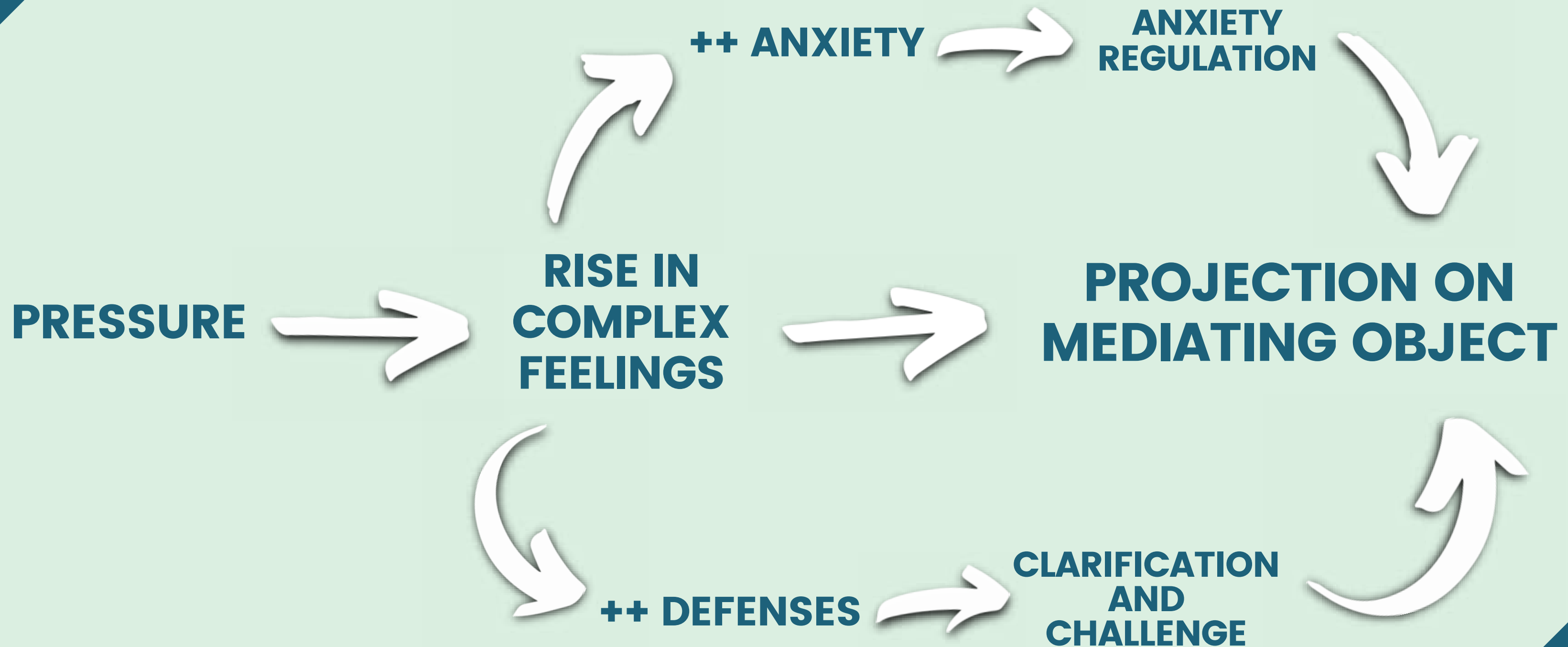
ALLIANCE
SYMPTOM REDUCTION

3. MEDIATING
OBJECTS

ANALYTICAL WORK
RECAPITULATION
WORKING THROUGH

HOW TO PROCEED?

ISTDP GRADED FORMAT FOR CHILDREN



MEDIATING OBJECT



Transference tool: game, drawing, fairy tale, etc...

Linked to the problem

Promote projection (instead of deactivate it)

Symbolic and communicative power

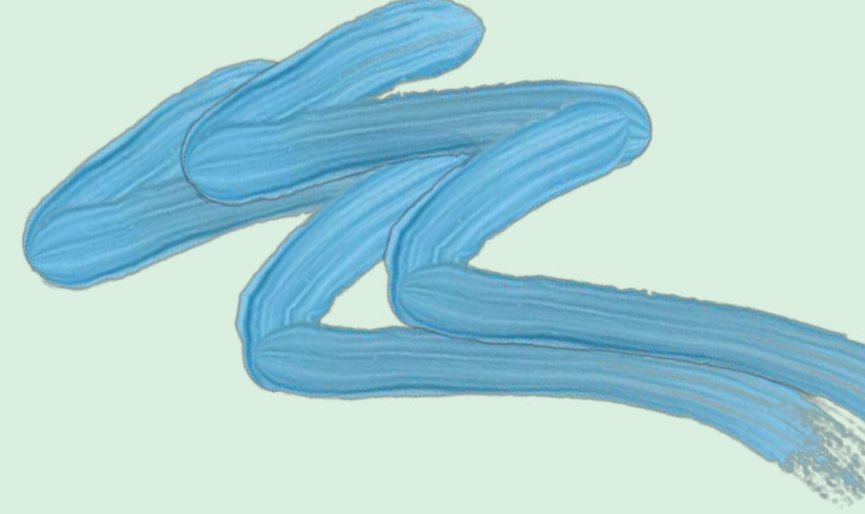
Reduce anxiety and defenses

Encourage recapitulation

Support working through and cognitive organization

CLINICAL GUIDELINES

	INTROVERTED CHILD	EXTROVERTED CHILD
APPEARANCE	Very closed; not communicative; calm; passive	Activated; expressive; impulsive
CAREGIVER	UNSTABLE: angry; depressed; passive or fearful; anxious; iper-protective; incoherent	UNAVAILABLE: low emotional contact; iper-rational; critical and perfectionist
NEEDS	Pressure on emotions; contact; expression of feelings	Understanding; mentalization; emotional regulation; containment
THERAPEUTIC SETTING	More activating (e.g. foam floor mats)	More calming (e.g. desk)



LITTLE MARGARET

10 YEARS OLD

scholastic difficulties
attention and concentration difficulties
bad school performances



Diagnostic sessions

COGNITIVE PROFILE

PERSONALITY TRAITS

NEEDS
INNER CONFLICTS
RESOURCES

- WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC-IV)

- LÜSCHER TEST

- PAPER AND PENCIL TESTS

- DÜSS FAIRY TALES TEST

MAIN POINT 1

MAIN POINT 2

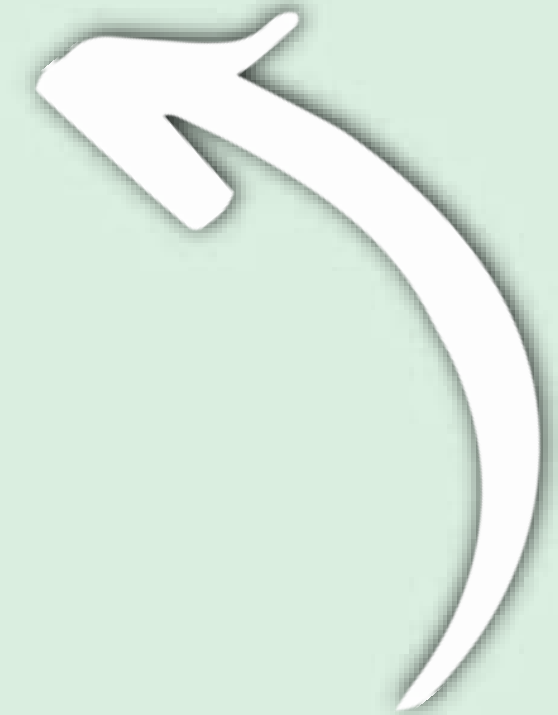
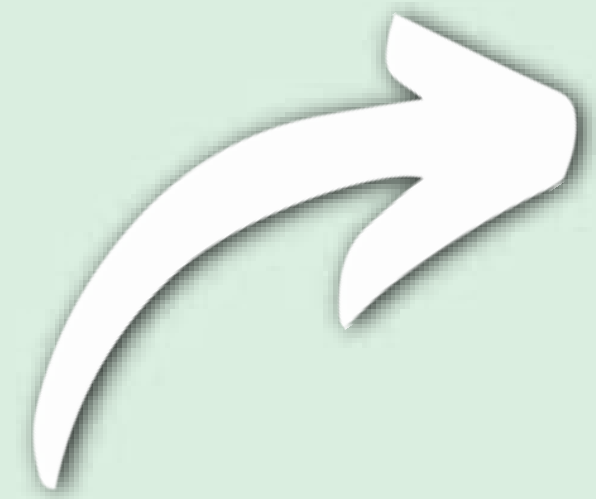
Front of the system **ANXIETY**

PRIMITIVE DEFENSES
projection
splitting

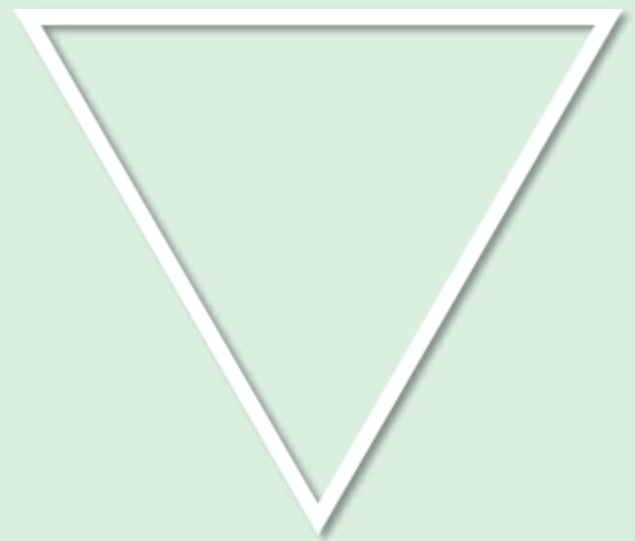


FEELINGS

ANXIETY
c-p disruption

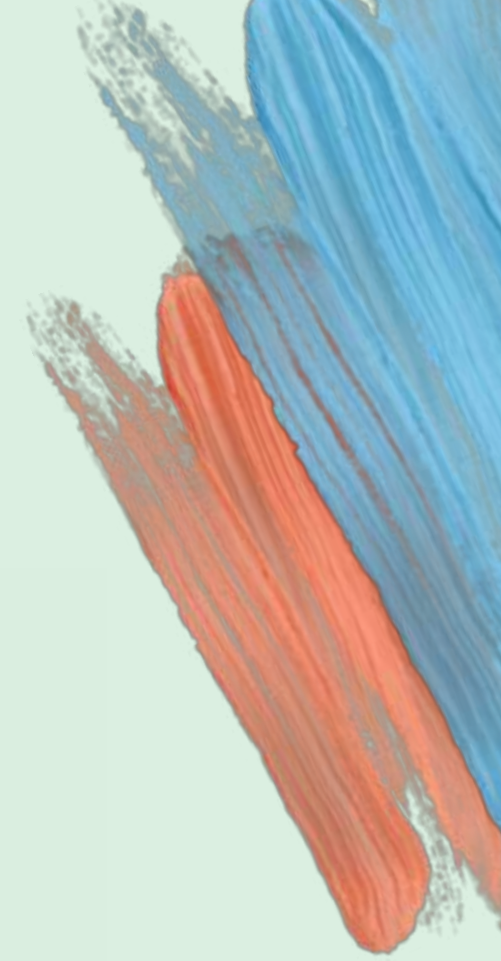


TRANSFERENCE



CURRENT

PAST



MAIN POINT 3



MEDIATING OBJECT

Graphic-narrative play



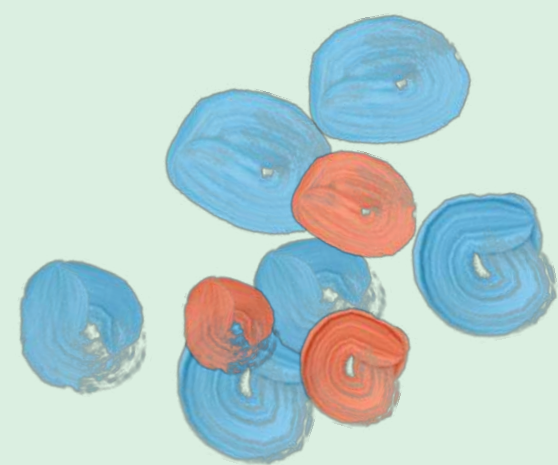
Personal fantasy-based experience depicted on paper
MAKE and MANIPULATE representations
Meaning-making through figurative communication

VERBAL

story creation, expressive vocalization

NON VERBAL

graphic representation, body communication,
visual-spatial-motor memory, expressive gesture



MARGARET'S PSYCHOTHERAPY

12 SESSIONS, 1 H, EVERY WEEK

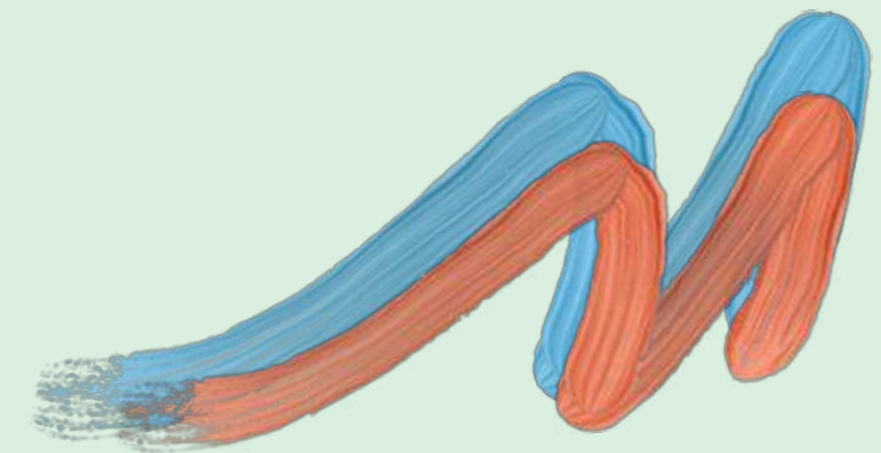
Anxiety reduction, isolation of affect
Build capacity to tolerate (attentive Ego)

Expression of distressing emotional contents

Self-awareness and cognitive containment

Elaboration and integration

- 2 sessions with parents
- Cognitive re-test
- 12-month follow up





Video highlights

Italian song – recommended by Margaret during a particular stage of the therapy



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Thank you!

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