Introduction to Attachment Theory (and the English School of Psychoanalysis)
Elliott Erwitt 1953
Attachment theory is the joint work of John Bowlby and Mary Ainsworth (1991).

Drawing on concepts from ethology, cybernetics, information processing, developmental psychology, and psychoanalysts, John Bowlby formulated the basic tenets of the theory.

He revolutionized our thinking about a child’s tie to the mother and its disruption through separation, deprivation, and bereavement.
1935 Translation in English of paper about imprinting
Konrad Lorenz
(Vienna 1903-1989)

- Zoologist, animal psychologist, ornithologist, and Nobel Prize winner.
- Regarded as one of the founders of modern ethology.
- Lorenz studied instinctive behavior in animals, especially in greylag geese and jackdaws.
- Working with geese, he rediscovered the principle of imprinting (originally described by Douglas Spalding in the 19th century) in the behavior of nidifugous birds.
Ferenczi met Freud in 1908, thus beginning an intimate and often stormy 25-year relationship as Freud’s disciple, analysand, and colleague that ended with Ferenczi’s death of pernicious anemia in 1933.

Sensitive to issues of power, abuse, and trauma, Ferenczi emphasized the therapeutic importance of a holding environment, tenderness, nurturance, and a corrective emotional experience.
Ferenczi collaborated with Otto Rank to create a "here-and-now" psychotherapy that, through Rank's personal influence, caused the American Carl Rogers to conceptualize person-centered therapy.

Ferenczi believed that the persistent traumatic effect of chronic overstimulation, deprivation, or empathic failure (a term further elaborated by Heinz Kohut) during childhood is what causes neurotic, character, borderline and psychotic disorders (ibid.). According to this concept, trauma develops as a result of the sexual seduction of a child by a parent or authority figure. The confusion of tongues occurs when the child pretends to be the spouse of the parent.
Ferenczi’s legacy rests on his early descriptions of important clinical phenomena, including:

- “identification with the aggressor” (anticipating Anna Freud),
- the “holding environment” (anticipating Donald W. Winnicott),
- the “corrective emotional experience” (anticipating Franz Alexander),
- and fragmented self-states (anticipating Heinz Kohut).
March 1938 Anschluss
June 1938 Freud (1856-1939) his family decide to go into exile “to die in freedom” and moved to London
23 September 1939, Max Schur, Freud friend and doctor administered 3 doses of morphine over a few hours which resulted in Freud death
Melanie Klein
(Vienna 1882-London 1960)

- Born in Vienna, analyzed by Sandor Ferenczi during First World War.
- Became a psychoanalyst and began analyzing children in 1919.
- After another analyze with Karl Abraham in Berlin she was invited by Ernest Jones to come to London in 1926 where she worked until her death.
- As a divorced woman (with a tragic and difficult life) having only a teaching degree, Klein was looked at as an iconoclast within a profession dominated by male physician.
Melanie Klein (1882-1960)

- She was innovative in both her techniques (such as working with children using toys) and in her theories in infant development.
- She saw children’s play as their primary mode of emotional communication.
- Klein insisted on regarding **agression as an important force in its own right** when analyzing children which brought her in conflict with Anna Freud.
Melanie Klein (1882-1960)

- She named the state of the psyche, when the sustaining principle of life is in domination “the depressive position”, and the state corresponding to the disintegrating tendency of life the “paranoid-schizoid” position.

- She is considered as one of the founder of object relation theory.
Melanie Klein (1882-1960)

- Kleinien analysis with adult focuses on interpreting very deep and primitive emotions and fantasies.

- Today Kleinien psychoanalysis is one of the major school of psychoanalysis (Britain, much of Latin America, Europe and in the US the Psychoanalytical center of California is the major training center).
Analyzed by her father from 1918-1922
When Anna Freud arrived in London in 1938, conflicts emerged between her and Melanie Klein regarding developmental theories of children.
Anna studied children deprived of parental care because of the war, emphasized the importance of the ego, the concept of defense mechanism.

Anna Freud
(Vienna 1895 - London 1982)

- Founding member of the British Psycho-Analytical Society, formed in 1919.
- Her highly accomplished literary skills and sensitivity to meaning made her an wonderful translator of Freud's work and the writings of other psychoanalysts.
- The analysis with Jones was difficult and, reaching an impasse, he recommended her to Freud for further psychoanalysis. (1922)
- Friend, colleague, and collaborator of Melanie Klein
- She was the analyst of John Bowlby and Donald Winnicott and the supervisor of Hanna Segal.
Birth of “Middle group” of the BPS

- During WWII, the followers of Anna Freud were battling those of Melanie Klein for the right to be called Sigmund Freud's true intellectual heirs.

- By the end of the War, a compromise established three more-or-less amicable groups in psychoanalysis:
  - the Freudians,
  - the Kleinians,
  - the "Middle Group“ (later called the "Independent Group"), to which Winnicott belonged, along with Ronald Fairbairn, Michael Balint, Masud Khan, John Bowlby, and Margaret Little.
After finishing his medical studies in 1910 (Hungary, where he met Frenczi) Spitz discovered the work of Sigmund Freud.

In 1932 he left Austria and settled in Paris for the next six years.

In 1939 he emigrated to the United States and worked as a psychiatrist at the Mount Sinai hospital from 1940 until 1943, Spitz served as a visiting professor at several universities before settling in Colorado.
Spitz Rene

- In 1935 that Spitz turned to the area of **child development**.
- He was one of the first researchers who used child observation. Not only disturbed children found his interest, but he also focused on the normal child development.
- He pointed out the **effects of maternal and emotional deprivation**. This became the field of his greatest contributions.
Spitz Rene

- Spitz developed the term ‘**anaclitic depression**’ for partial emotional deprivation (the loss of a loved object).

- When the love object is returned to the child within a period of three to five months, recovery is prompt. If one deprives a child longer than five months, they will show the symptoms of increasingly serious deterioration. He called this total deprivation (**hospitalism**).
Spitz recorded his research on film. The film Psychogenic Disease in Infancy (1952) shows the effects of emotional and maternal deprivation on attachment.

http://www.youtube.com/watch?v=VvdOe10vrs4

The film was the cause of major change, especially in childcare sections of institutes, homes and hospitals, due to the fact that people gained knowledge about the impact of deprivation on child development.
Harlow 1905-1981

- American psychologist best known for his maternal-separation and social isolation experiments on rhesus monkeys, which demonstrated the importance of caregiving and companionship in social and cognitive development.

- He conducted most of his research at the University of Wisconsin-Madison, where humanistic psychologist Abraham Maslow worked for a time with him.
In a well-known series of experiments conducted between 1957 and 1963, Harlow removed baby rhesus monkeys from their mothers, and offered them a choice between two surrogate mothers, one made of terrycloth, the other of wire.
Harlow 1905-1981

- Harlow's experiments were controversial; they included rearing infant macaques in isolation chambers for up to 24 months, from which they emerged severely disturbed.
- Some researchers cited the experiments as a factor in the rise of the animal liberation movement in the United States.
The developmental model of the British school

- John Bowlby (1907-1990), He began his medical studies in 1929 in London and entered into analysis with Joan Rivière. He became an analyst in 1937.
- Interested in Anna Freud work on evacuees and Rene Spitz on orphans (Marie Ainsworth was his student).
- Melanie Klein was his supervisor and his theories (instinct for preservation being as important as that of sexuality and mother-child bond is independent of infantile sexuality) were rejected by psychoanalysts.
In 1951, he published a seminal/controversial paper “Maternal care and mental health” in 1951. Its conclusion: “the infant and young children should experience a warm intimate and continuous relationship with his mother (or substitute) in which both find satisfaction and enjoyment”
Attachment Theory
Michael Balint
(1896, Budapest- 1970, Bristol)

- MD Budapest (1918)
- Start reading Freud in 1905 then attended the lectures of Sándor Ferenczi.
- During the 1930s the political conditions in Hungary made the teaching of psychotherapy practically impossible, and they emigrated to Manchester.
In 1949 Bálint met his future wife Enid Flora Eichholz, who worked in the Tavistock Institute of Human Relations with a group of social workers and psychologists on the idea of investigating marital problems. Michael Balint became the leader of this group and together they develop what is now known as the **Balint group**.

The first group of practicing physicians was established in 1950.

The aim was to help physicians with the psychological aspects of their patient’s problems and their problems with their patients.
Fairbairn (1889-1965) disagreed with Freudian theory, and argued that the libido is not primarily aimed at pleasure but at making relationships with others.

This early relationship shapes the emotional life of the child in such a strong way that it determines the emotional experiences the child will have later on in life, because the early libidinal objects become the prototypes for all later experience of connection with others. This is the basis of Fairbairn’s object-relations theory.
Donald Woods Winnicott (1896-1971)

English pediatrician, psychiatrist, and psychoanalyst.

Pre-med studies in 1914 interrupted by the war.

In 1917, he began medical studies at St Bartholomew's Hospital Medical College in London.

From 1923 to 1924 he specialized in pediatrics, married, and began his training analysis with James Strachey. Later he had further analysis with Joan Riviere, and became a Kleinian training analyst.
Donald Woods Winnicott (1896-1971)

- His theoretical writings emphasized empathy, imagination, and, "the highly particular transactions that constitute love between two imperfect people."

- A prime example of this is his ideal of the "good-enough mother," whereby the imperfectly attentive mother does a better job than the "perfect" one, who risks stifling her child's development as a separate being.
According to Winnicott, a newborn child exists in a stream of unintegrated, comfortably unconnected moments.

This existence is pleasant and not terrifying for the child.
Donald Woods Winnicott

Major Concepts: Early development

- These early experiences are crucial to a proper development of personhood.
- The person responsible, for providing this framework is the mother, and if this environment is not provided by her, the deficiencies will manifest themselves later in the child’s life.
For the consolidation of a healthy self of an infant it is crucial that the mother is there when needed.

But even more important consequences arise when she recedes when she is not needed.

*Holding environment* is a psychical and physical space within which the infant is protected without knowing he is protected.
When a baby is born, the mother is extremely occupied with the infant. Under optimal circumstances the mother moves away from this state of *maternal preoccupation* and therefore provides an environment in which the infant is free to move and learn through experience. For the infant it means that it begins to realize that there is an *outside world (objective reality)* which is not always there to fulfill his desires. He has never observed feelings of dependency before, as his mother was always there for him. And there are also other people with their desires and agendas which can be in contradiction with his.
Donald Woods Winnicott

Major Concepts: *subjective omnipotence*.

- During this progress, the child experiences a phase Winnicott referred to as *subjective omnipotence*.
- This experience takes place at the time when the mother-child relationship is entirely symbiotic, and the child experiences everything subjectively.
- At this point the baby feels as if it is merged with the mother.
- The baby considers his or herself all-powerful and the center of existence.
This *primary maternal preoccupation* means that the mother adapts her entire existence and subsequent behavior to whatever the baby expresses as a wish or desire. Because the mother’s state allows her to be so responsive, the baby experiences a *moment of illusion*, as Winnicott calls it. The *moment of illusion*, is the infant’s belief that, based on his experience, his wish for the object created exactly that object.
Progressively, the mother begins to recede as she becomes interested in her own personhood.

Winnicott felt that this was an essential stage that leads to the child realizing that he or she is not omnipotent as believed during the subjective omnipotence phase.

It is at this point that the baby learns he or she is dependent on his or her mother and that there are other people coexisting with him or her.
Donald Woods Winnicott
Major Concepts: objective reality

- The child experiences this stage in such a way that Winnicott entitled it *objective reality*.
- During *objective reality* the child becomes aware that the object, mainly his mother, he relates to is separate and not within his or her realm of control.
The middle ground between *objective reality* (alternatively referred to in literature as the “not-me”) and *subjective omnipotence* (alternatively the “me”) is what Winnicott called the *transitional experience*.

This experience is a transitional zone between the self and the real world.
Donald Woods Winnicott
Major Concepts: transitional e & o

• Central in the *transitional experience* is the *transitional object* that inhabits this zone, which to the infant represents the mother or her breast when she is absent.

• This object can alternatively be referred to as the first “not-me” possession; a teddy bear, a blanket, etc.
Donald Woods Winnicott
Major Concepts: transitional object

- The child does not experience this object as created by him or herself nor as entirely detached but instead the *transitional object* is a fantasy.
- It is a way for the child to maintain a connection to the mother while she progressively distances herself.
- According to Winnicott, this experience is marked by anxiety and it is important for the child to have an object as a defense to this anxiety.
Ceci n’est pas une pipe.
Donald Winnicott

“there is not such thing as a baby”

- Winnicott asserted that “there is no such thing as a baby - only a nursing couple”.
- He clearly stated that the inherited potential of an infant cannot become an infant, unless linked to maternal care.
Donald Woods Winnicott
“the good enough mother”

- The *good-enough mother* is a mother whose conscious and unconscious physical and emotional attunement to her baby adapts to her baby appropriately at differing stages of infancy, thus allowing an optimal environment for the healthy establishment of a separate being, eventually capable of mature *object relations*.

- Winnicott sees the key role of the *good-enough mother* as adaptation to the baby, thus giving it a sense of control, *subjective omnipotence* and the comfort of being connected with the mother.
Donald Woods Winnicott
“the good enough mother”

- Furthermore, the mother can be viewed as a container for the infant's bad *objects*, as the child projects these into the mother.
- A critical ability for her is in accepting and surviving this onslaught with equanimity.
- This *holding environment* allows the infant to *transition* at its own rate to a more autonomous position.
Donald Woods Winnicott
Major Concepts: True self

- “Only the true self can be creative and only the true self can feel real”
- For Winnicott, the True self is the instinctive core of the personality, the infant's capacity to recognize and enact its spontaneous needs for self-expression.
- A True self that has a sense of integrity, of connected wholeness.
- This spontaneous self and this experience of aliveness is the heart of authenticity.
Donald Woods Winnicott
Major Concepts: *False self*

- The compliant *False Self* reacts to environmental demands and the infant seems to accept them. Through this *False Self* the infant builds up a false set of relationships, and by means of introjections even attains a show of being real, so that the child may grow up to be just like mother, nurse, aunt, brother, or whoever at the time dominates the scene.
Donald Woods Winnicott

Major Concepts: *False self*

- The primary function of the *False self* is defensive, to protect the *True self* from threat, wounding, or even destruction.
- This is an unconscious process: the *False self* comes to be mistaken for the true self to others, and even to the self.
- Even with the appearance of success, and of social gains, there will also be unreality feelings, the sense of not really being alive, that happiness doesn't, or can't really exist.
Mary Ainsworth (1913 – 1999)

- American developmental psychologist known for her work in early emotional attachment with "The Strange Situation" as well as her work in the development of Attachment Theory
- Ph.D in Psychology in 1939 (University of Toronto). She stayed to teach for a few years before joining the Canadian Women's Army Corp in 1942 in World War II
Mary Ainsworth (1913 – 1999)

- In 1954, she left Tavistock Clinic to do research in Africa, where she carried out her longitudinal field study of mother-infant interaction.
- She and her colleagues developed the Strange Situation Procedure, which is a widely used, well researched and validated, method of assessing an infant's pattern and style of attachment to a caregiver. College.
A strange Situation

- In this procedure the child is observed playing for 20 minutes while caregivers and strangers enter and leave the room, recreating the flow of the familiar and unfamiliar presence in most children's lives.
A strange Situation

- The situation varies in stressfulness and the child's responses are observed. The child experiences the following situations:
  - Parent and infant are introduced to the experimental room.
  - Parent and infant are alone. Parent does not participate while infant explores.
  - Stranger enters, converses with parent, then approaches infant. Parent leaves inconspicuously.
A strange Situation

- First separation episode: Stranger's behavior is geared to that of infant.
- First reunion episode: Parent greets and comforts infant, then leaves again.
- Second separation episode: Infant is alone.
- Continuation of second separation episode: Stranger enters and gears behavior to that of infant.
- Second reunion episode: Parent enters, greets infant, and picks up infant; stranger leaves inconspicuously.
A strange Situation

- Two aspects of the child's behavior are observed:
  - The amount of exploration (e.g. playing with new toys) the child engages in throughout.
  - The child's reactions to the departure and return of its caregiver.

- On the basis of their behaviors, the children can be categorized into three groups. Each of these groups reflects a different kind of attachment relationship with the caregiver.
Attachment Theory

Childhood Attachment

Secure
- Distress when mother leaves
- Greets mother when she returns

Avoidant
- Does not seek mother when she returns
- Focuses on environment

Ambivalent/Resistant
- Very upset at departure
- Explores very little

Adult Attachment

Secure
- Comfortable in relationships
- Able to seek support from partner

Dismissing
- Greater sense of autonomy
- Tend to cut themselves off emotionally from partner

Preoccupied
- Fears rejection from partner
- Strong desire to maintain closeness
Secure attachment

- A child who is securely attached to its mother will explore freely while the mother is present, will engage with strangers, will be visibly upset when the mother departs, and happy to see the mother return.
- Will not engage with stranger if mother is not in the room.
Secure attachment

- Securely attached children are best able to explore when they have the knowledge of a secure base to return to in times of need.
- When assistance is given, this bolsters the sense of security and also, assuming the mother's assistance is helpful, educates the child in how to cope with the same problem in the future.
- Therefore, secure attachment can be seen as the most adaptive attachment style.
Secure attachment

- According to some psychological researchers, a child becomes securely attached when the mother is available and able to meet the needs of the child in a responsive and appropriate manner.
- Others have pointed out that there are also other determinants of the child's attachment, and that behavior of the parent may in turn be influenced by the child's behavior.
A child with an anxious-resistant attachment style is anxious of exploration and of strangers, even when the mother is present.

When the mother departs, the child is extremely distressed.

The child will be ambivalent when she returns - seeking to remain close to the mother but resentful, and also resistant when the mother initiates attention. When reunited with the mother, the baby may also hit or push his mother when she approaches and fail to cling to her when she picks him up.
According to some psychological researchers, this style develops from a mothering style which is engaged but on the mother's own terms.

That is, sometimes the child's needs are ignored until some other activity is completed and that attention is sometimes given to the child more through the needs of the parent than from the child's initiation.
Anxious-avoidant insecure attachment

- A child with an anxious-avoidant attachment style will avoid or ignore the mother - showing little emotion when the mother departs or returns.
- The child may run away from his mother when she approaches and fail to cling to her when she picks him up.
- The child will not explore very much regardless of who is there. Strangers will not be treated much differently from the mother. There is not much emotional range displayed regardless of who is in the room or if it is empty.
Anxious-avoidant insecure attachment

- This style of attachment develops from a mothering style which is more disengaged.
- The child's needs are frequently not met and the child comes to believe that communication of needs has no influence on the mother.
Margaret Schönberger Mahler
(1897 Hungary-1985 NY USA)

- Hungarian physician, she later get interested in psychiatry.
- Her main interest was in normal childhood development, but she spent much of her time with psychiatric children and how they arrive at the "self.
- " Mahler developed the **Separation-Individuation theory of child development.**
Mahler initiated a more constructive exploration of severe disturbances in childhood and emphasized the importance of the environment on the child.

She was especially interested in mother-infant duality and carefully documented the impact of early separations of children from their mothers.
Mahler’s theory: child development phases

- **Normal Autistic Phase** –
  - First few weeks of life. The infant is detached and self absorbed.
  - Spends most of his/her time sleeping.
  - Mahler later abandoned this phase, based on new findings from her infant research. She believed it to be non-existent.
  - The phase still appears in many books on her theories.
Mahler’s theory: child development phases

- **Normal Symbiotic Phase** –
  - Lasts until about 5 months of age. The child is now aware of his/her mother but there is not a sense of individuality.
  - The infant and the mother are one, and there is a barrier between them and the rest of the world.
Mahler’s theory: child development phases

- **Separation-Individuation Phase** –
  - The arrival of this phase marks the end of the Normal Symbiotic Phase.
  - Separation refers to the development of limits, the differentiation between the infant and the mother, whereas individuation refers to the development of the infant's ego, sense of identity, and cognitive abilities.
  - Mahler explains how a child with the age of a few months breaks out of an “autistic shell” into the world with human connections.
Separation-individuation sub phases

• The process, labeled separation-individuation, is divided into sub phases, each with its own onset, outcomes and risks.

• The following sub phases proceed in this order but overlap considerably.
  • Hatching
  • Practicing
  • Rapprochement
  • Object Constancy
Object Constancy

- The phase when the child understands that the mother has a separate identity and is truly a separate individual.
- This leads to the formation of Internalization, which is the internal representation that the child has formed of the mother.
- This Internalization is what provides the child with an image that helps supply them with an unconscious level of guiding support and comfort from their mothers.
- Deficiencies in positive Internalization could possibly lead to a sense of insecurity and low self-esteem issues in adulthood.
• Object constancy is usually defined as the capacity to see and relate to the other as a person in his or her own right.
• This capacity is part of the quality of the Personal Essence, of being personal and able to make direct personal contact.
Margaret Mead (1901-1978 USA) American cultural anthropologist, who both was a popularizer of the insights of anthropology into modern American and Western culture, and also a respected, if controversial, academic anthropologist.

Daniel N. Stern (August 16, 1934 in New York City) is a prominent psychoanalytic theorist, specializing in infant development. He is the author of a number of books on the subject, notably *The Interpersonal World of the Infant* (1985).

Françoise Dolto (1908–1988) – A psychologist with a certain type of charisma, due to her sense of humor and talent, that revolutionized the domain of child-psychotherapy and mother-baby dyad.
Thank You
Recap

Object/Object relation

- Objects are initially comprehended in the infant mind by their functions and are termed "part objects".
- The breast that feeds the hungry infant is the "good breast." The hungry infant that finds no breast is in relation to the "bad breast."
- Through repeated experience, internal objects are formed by the patterns emerging in one's subjective experience of the care taking environment.
- These internalized images may or may not be accurate representations of the actual, external others.

- With a "good enough" "facilitating environment" part object functions eventually transform into a comprehension of whole objects, which corresponds with the ability to tolerate ambiguity and to see that both the "good" and the "bad" breast are a part of the same "mommy."
William Fairbairn The splitting of the ego

- Fairbairn envisioned the child with largely unavailable parents as differentiating between the responsive aspects of the parents (the good object) and the unresponsive aspects (the unsatisfying object).
- The child internalizes the unresponsive aspects of the parents and fantasizes those features as being a part of him, because they are not available in reality.
- This defense mechanism is known as "splitting of the ego", where the good and the bad parts of the parents are kept apart, and where there is no possibility to feel ambivalence.
- For example, when a mother is depressed and denies this, the child is unable to connect completely to his mother. Therefore, the child identifies itself with this denied part of the parent, and becomes depressed itself.

- Fairbairn's works include: *Psychoanalytical Studies of the Personality* (1952) and *From Instinct to Self: Selected Papers of W. R. D. Fairbairn* (1994)
William Fairbairn (1889 – 1964)

- On the basis of his writings he became an associate member of the British Psychoanalytical Society in 1931, becoming a full member in 1939. Fairbairn, though somewhat isolated in that he spent his entire career in Edinburgh had a profound influence on British object relations and the relational schools.

- One of the most important contributions of Fairbairn to the psychoanalytic paradigm is proposing an alternative viewpoint regarding the libido. Whereas Freud assumed that the libido is pleasure seeking, Fairbairn thought of the libido as object seeking. That is, he thought that the libido is not primarily aimed at pleasure, but at making relationships with others.
Fairbairn and Object/Object relation

- Fairbairn (1889-1965) disagreed with Freudian theory, and argued that the libido is not primarily aimed at pleasure but at making relationships with others.
- The first connections a child makes are with his parents. Through diverse forms of contact between the child and his parents a bond between them is formed, and the child becomes strongly attached to his parents.
- This early relationship shapes the emotional life of the child in such a strong way that it determines the emotional experiences the child will have later on in life, because the early libidinal objects become the prototypes for all later experience of connection with others. This is the basis of Fairbairn’s object-relations theory.
Fairbairn states that the objects a child has on a very early stage of life become the child’s prototypes for all later experiences regarding connections with others.

The internal object relation describes a relation which exists in the person's mind.

In the normal situation, healthy parenting results in a child with an outward orientation towards real people, who can give real contact and exchange. When the needs of the child are not met by the parents, e.g. dependency needs and the need for affirmative interactions, a pathological turning away from external reality takes place. Instead of actual exchange with others, fantasied, private presences are established, the so-called internal objects. To these internal objects the child relates in fantasied connections, the internal object relations.
Fairbairn (1889-1965)

- Fairbairn's principal contributions can be found in his book *Psychoanalytic Studies of the Personality* (1952), and his article "An Object Relation Theory of the Personality" (1954).
- Fairbairn moved from a biological model to a psychological one, in which the early unitary ego is genetically geared towards object relationships. Energy is inseparable from structure in this model, and "drive" is seen as the struggle for integration, individuation and recognition within a human environment.
Fairbairn (1889-1965)

- He described a theory of development based on a maturational sequence of relationships throughout life, from infantile dependence to "mature dependence." To this he added a theory of endopsychic structure and its development, in which the ego, as it becomes attached to different (ideal, exciting, rejecting) aspects of mother, internalizes them and splits (this is the "schizoid condition," inevitable and basic). The ego divides into a "central" ego, partly conscious and available for real relationships; a "libidinal" ego; and an "antilibidinal" ("internal saboteur") ego, both unconscious. The central ego also internalizes what Fairbairn called the "ideal object," and in order to earn its approbation develops the "moral defense" of guilt; it is the central ego, operating in the "real world" and also in touch with inner structures, that can mediate between them and lead to the opening up of the inner world to reality.
Fairbairn (1889-1965)

- Fairbairn also developed a theory of psychopathology based on real environmental failure, in which the infant internalizes and identifies with the bad aspects of its parent(s), and represses the relationships, together with memory, fantasy, and attached affect. The type and severity of psychopathology depends on the degree of splitting and repression required, the defenses against it, and the amount of remaining central ego available for external relationships. Here there are implications for psychoanalytic technique, particularly in the understanding of repetition compulsion.

- One of the most important founders of object-relations theory, Fairbairn left work that has been increasingly influential, both in the United Kingdom and internationally. Those particularly influenced include members of the British Independent Group, attachment theorists, self-psychologists, and intersubjective theorists.
Deutsch-Rosenbach, Helene (1884-1982)

- Helene was the daughter of Jewish parents, but she grew up a Polish nationalist. Although formal schooling was impossible in Poland for a woman, private tutoring enabled her to enroll at the University of Vienna in 1907. From the outset she was interested in a psychiatric career. She spent a year in Munich in 1910-11, studying with Emil Kraepelin.

- She received her medical degree from the University of Vienna in 1913.
- She functioned as one of Wagner-Jauregg's assistants, a post to which as a woman she could not formally be appointed. In the fall of 1918 Deutsch left Wagner-Jauregg's clinic in order to undertake a personal analysis with Freud, which lasted about a year.

- The 1920s proved to be Deutsch's most creative period; she emerged as one of the most successful teachers in the history of psychoanalysis.
"Dear John..., You asked me what I consider essential personal qualities in a future psychoanalyst. The answer is comparatively simple. If you want to be a real psychoanalyst you have to have a great love of the truth, scientific truth as well as personal truth, and you have to place this appreciation of truth higher than any discomfort at meeting unpleasant facts, whether they belong to the world outside or to your own inner person.

Further, I think that a psychoanalyst should have... interests... beyond the limits of the medical field... in facts that belong to sociology, religion, literature, [and] history,... [otherwise] his outlook on... his patient will remain too narrow. This point contains... the necessary preparations beyond the requirements made on candidates of psychoanalysis in the institutes. You ought to be a great reader and become acquainted with the literature of many countries and cultures. In the great literary figures you will find people who know at least as much of human nature as the psychiatrists and psychologists try to do.

Does that answer your question?“ Anna Freud
Wilfred Bion (1897-1979)

- Analyzed by Melanie Klein
- Associated with the Tavistock Institute
- Experience in groups (1961)
- Alpha elements, beta elements, (undigested fact, impressions and sensations) alpha function (1963)
- President of British psychoanalytical society from 1962-1965
- Spent his later years in Los Angeles before returning to the UK shortly before his death
Wilfred Bion (1897-1979)

- Alpha elements,
- Beta elements (undigested fact, impressions and sensations)
- Alpha function (1963)
- For Bion thoughts exist prior to the development of apparatus for thinking; the apparatus for thinking, the capacity to have thoughts “has to be called into existence to cope with thoughts” (1967).
- Thoughts exist prior their realization.
- Thinking, the capacity to think thoughts which already exist, develop through another mind providing alpha-function