



*Parent Infant Psychotherapy
Intervention Modalities*

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Parent infant psychotherapy

- ◆ Modalities depend on theoretical framework
- ◆ Modalities depend on training of therapist
- ◆ Variation according to problems addressed
- ◆ Variations according to referral source and family difficulties
- ◆ Variations depend on port of entry
- ◆ Variations according to technique



Parent Infant Psychotherapy

- ◆ Psychodynamic influences
- ◆ Attachment Theory
- ◆ Systems theory
- ◆ Transgenerational transmission
- ◆ Family therapy techniques
- ◆ Use of self



“Geneva school”

- ◆ Described by Bertrand Cramer and F. Palacio-Espasa
- ◆ Guidance Center in Geneva, Switzerland
- ◆ Patient Population: families, intact,
- ◆ two-parent, middle class
- ◆ Problems: psychophysiological symptoms in the baby, maternal depression



Geneva School

- ◆ Technique . Free association, free unfolding of presentation
- ◆ Parents' evocations and associations
- ◆ Reactions and communications by baby
- ◆ Observation of interactions



Geneva School

- ◆ Observe fantasmatic interactions
- ◆ Interpretation of conflict from the past
- ◆ Observation of resolution of symptoms ,
emphasis on intrapsychic



Interactive Guidance

- ◆ Susan McDonough, D S W
- ◆ Ann Arbor, Michigan



Interactive Guidance

- ◆ Population: difficult to reach
- ◆ Population: difficult to treat
- ◆ Multiproblem families
- ◆ Multiple Stressors



Interactive Guidance

- ◆ Establish a relationship with caretakers
- ◆ NO criticism of parents or questioning their practices
- ◆ Emphasis in maintaining a positive relationship with family



Interactive Guidance

- ◆ Use of videotaped material
- ◆ Use a video clip to demonstrate positive interaction
- ◆ Positive parental behavior
- ◆ Positive response by infant
- ◆ Pleasurable moment



Interactive Guidance

- ◆ Gradual building up of parental confidence
- ◆ Gradual building up of engagement with infant
- ◆ Focus on positive interactions and successes
- ◆ Gradual deepening as relationship improves



Bobigny School. Paris

- ◆ Serge Lebovici and Philippe Mazet
- ◆ Bobigny, North of Paris.
- ◆ Stressed population
- ◆ Psychoanalytic influence



Bobigny School

- ◆ Importance of the first session
- ◆ Spontaneous associations and presentation
- ◆ Notion of “sacred moment”
- ◆ Observation of “choreography” between parent and babies



Bobigny School

- ◆ Population. Families are multiproblem
Deprived families
- ◆ Issue of Transgenerational mandates
- ◆ Pathology of destiny
- ◆ Fantasmatic interactions



Bobigny School

- ◆ Use of interpretations
- ◆ Understand meaning and psychodynamics of symptoms
- ◆ Context of family and generations



Bobigny School

- ◆ Labeling of symptoms in new context
- ◆ Symptoms with new meaning
- ◆ Use of self: empathy, toward parents and infant from their point of view
- ◆ Enaction. Taking into account one's reactions and feelings



Floor Time

- ◆ Stanley Greenspan
- ◆ Use of play
- ◆ Play at a certain developmental level
- ◆ Go to level where the child is
- ◆ Parent participation in the play
- ◆ Promote pleasurable interactions



Floor time

- ◆ Play as a vehicle of communication by the infant
- ◆ Play as a means of communication by caretaker
- ◆ Play to promote pleasurable interactions
- ◆ Play as a vehicle for therapy



Floor time

- ◆ Parental participation
- ◆ Play at home
- ◆ Make room for positive interactions

- ◆ Emphasis on pleasurable time

- ◆ Conveying empathy to the child



Floor time

- ◆ Follow the child's themes and build up on them
- ◆ Build interactive circles
- ◆ Small modifications in interactions, step by step
- ◆ Gradual coping with more challenges
- ◆ Suggest alternatives in play



Infant parent psychotherapy

- ◆ Selma Fraiberg
- ◆ Alicia Lieberman

- ◆ San Francisco General Hospital
- ◆ Attachment perspective



Infant Parent Psychotherapy

- ◆ Emphasis on contribution of infant
- ◆ Emphasis on contribution of parent
- ◆ Population: economic deprivation, multiproblem.
- ◆ Difficult to reach
- ◆ Mistrust of outsiders
- ◆ Suspicion of intrusion



Infant Parent Psychotherapy

- ◆ Observation of situation
- ◆ Observation of reactions of parents and baby
- ◆ Home Visitation
- ◆ “Psychotherapy in the kitchen”
- ◆ Subtle interventions and comments on the side about emotional life of baby



Infant Parent Psychotherapy

- ◆ Speaking for the baby
- ◆ Re-interpretation of baby's behavior and actions
- ◆ Comment on emotions and reactions of baby
- ◆ Context of trust relationship with parents



Infant parent psychotherapy

- ◆ Emphasis on attachment relationships
- ◆ Emphasis on Sensitivity in the parent and sensitivity in the therapist
- ◆ Foster development of sensitivity in the parent
- ◆ Needs parent to feel secure and to be empathized with by the therapist



Infant parent psychotherapy

- ◆ Non-critical approach
- ◆ Goal of “corrective attachment experience” in the caregiver
- ◆ gradual incorporation of infant’s contents and intentionality.