Title: Miss Freud and Play

Abstract: Miss Freud’s influence on my education reached as far back as my kindergarten days. The Jewish Kindergarten I attended in 1935 in Moravska Ostrava (a town in Moravia in then Czechoslovakia), I was to discover many years later, was based on the teachings of Marie Montessori, at that time the most progressive method of education in Europe and the United States: “all equipment followed strict Montessori guidelines and her spirit prevailed in all activities. However, we teachers did not follow her principles to the letter, probably we were not sufficiently educated in her methods or because we were influenced by Anna Freud's psychoanalytic theories which stressed the importance of emotional education and spontaneity. Thus, when the children used bricks to make them into a train or turned them into a house we did not stop them” writes Lina Segal, Kindergarten teacher.* Many years later when I trained at the then Hampstead child therapy training I learnt that play had meaning, both conscious and unconscious, and how to understand and interpret play with its accompanying affects. At the Cassel Hospital** where I worked for many years I came across many mothers who were unable to play with their children and how children expressed their mothers’ disturbances though play.

*translated from the Czech “The Town within Us” (2004) published by Montamex

**The Cassel hospital offered inpatient psychoanalytic psychotherapy in combination with psychosocial nursing to mothers following a puerperal breakdown and later admitted severely disturbed families.

Bio:
Lydia Tischler graduated from the Hampstead Child Psychotherapy Training (now the Anna Freud Centre) in 1957. She was principal Psychotherapist at the Cassel Hospital from 1962-1985 and from 1985-1987 at Redbridge Child and Family Clinic. In 1984, she joined the Child and adolescent training at the BAP (British association of Psychotherapists (now the British foundation for Psychotherapy(BPF) and was Chair of the child training committee between 1991-94 and 2001-05. Between 1964-1992 she held various professional positions, including Chair of the Training Council of the Association of Child Psychotherapists. She was a founder member and held various positions in the European Federation of Psychoanalytic psychotherapy, and initiated a training programme in child and adolescent psychotherapy in the Czech Republic. She has taught in Estonia, St Petersburg and in Croatia at the Psychoanalytic Institute for Eastern Europe summer school for child and adolescent psycho-analysis. She has published many articles on her work at the Cassel Hospital and Anna Freud, including Anna Freud: A New Look at Development, BJP, 2014.
Sandra Ramsden and Peter Wilson  
**Title: Training with Anna Freud**  
**Abstract:** Two former members of the Hampstead Child Therapy Course and Clinic (now the Anna Freud Centre) present their experience of Anna Freud during the time they were trainees in the late 60s and early 70s. They describe the establishment of the Nursery School in the Clinic with the dual purpose of meeting the needs of children from socio-economically deprived families and offering trainees on the child psychoanalytic training observing young children in a nursery school setting. This is followed by a discussion of the learning of child development which the trainees gained through observations as well as Anna Freud’s understanding of children and the importance of play in their communication of their internal lives.

**Bios:**  
**Sandra Ramsden** trained in child analysis with Anna Freud at the Hampstead Clinic before working in the Anna Freud Centre part-time and in the NHS as a Child Psychotherapist. She has worked in a community Child Guidance setting, a hospital setting (at the old Middlesex Hospital) and at the Marlborough Family Service. She also managed Child Therapy Services in Camden. Sandra was a founding member of the Child Training Committee of the BAP (now IPCAPA), an independent training in Child Psychotherapy, established thirty-five years ago, and has held a variety of organisational posts in her professional career. Now retired, she is a founding Trustee of a small charity, Baobab, set up to help young people who have fled their countries of origin and have sought refuge in the UK, which she continues to support.

**Peter Wilson** qualified at the Hampstead Course and Clinic (now the Anna Freud National Centre for Children and Families) in 1971 and has subsequently held a variety of senior positions, including Principal Child Psychotherapist, Camberwell; Senior Clinical Tutor, Maudsley Hospital; Peper Harow Therapeutic Community; Brandon Centre, YoungMinds (founder and Director) and Place 2Be. He is also a trustee of the Association of Young Peoples Health.

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**Panel: Play in child development, play in child analysis**

**Inge-Martine Pretorius**  
**Title: The importance of play and playfulness**  
**Abstract:** According to Anna Freud, play starts with the body: the baby’s and the mother’s. It gradually moves to transitional objects and to toys. This presentation will consider what we mean by play and when it begins in infancy. Parents play a crucially important role as mediators of their children’s play and some obstacles to play will be discussed. It will describe why play is so important in the child’s development. The presentation will be illustrated by a short (3 minute) video clip of children playing in a therapeutic parent-toddler group at the Anna Freud Centre.
Bio:
Inge-Martine Pretorius, PhD (Microbiology) and DPsych (Psychoanalytic Psychotherapy), qualified as a Child and Adolescent Psychotherapist at the Anna Freud Centre (AFC) in London. She is the Clinical Lead of the Parent-Toddler Service at the AFC where she runs a weekly therapeutic parent-toddler group. She is a Clinical Tutor for Psychoanalytic Developmental Psychology at University College London and the AFC where she organises and teaches the MSc Psychoanalytic Perspectives of Child Development course. She is the curator of the AFC archives. She works part-time in the NHS, running a Child Psychotherapy Service in a Children’s Centre in a deprived area of London. She has published in the field of molecular genetics and psychoanalysis and is co-editor with Marie Zaphiriou Woods, of Parents and toddlers in groups: a psychoanalytic developmental approach. Routledge: London and New York (2011). Together with Norka Malberg, she published, Anna Freud’s Legacy: The Revised Provisional Diagnostic Profile (2016): Historical Backdrop and Contemporary Integration, in a special edition (2017) of the Journal of Infant, Child, and Adolescent Psychotherapy, 16:2, 127-186.

Turid Nyhamar
Title: From Body to Toy and from Play to Work
Abstract: This paper about Anna Freud and the Developmental Lines aims to highlight the invaluable contribution Anna Freud made to the diagnostic assessment of children and adolescents. Alongside the Diagnostic Profile, the Developmental Lines provide an excellent tool for understanding the lines of healthy development, as well as Developmental Disturbances.

My presentation will summarize the lines from Body to Toy and from Play to Work. I shall illustrate aspects of the developmental lines and developmental disturbances through vignettes depicting both health and pathology.

Bio:
Turid Nyhamar trained in child and adolescent psychoanalysis at the Anna Freud Centre. Since qualifying she has worked in the NHS and in private practice, as well as a psychotherapist at a school for children with dyslexia, where she offered additional regular group and individual consultations to the staff. She has taught nurses, nursing students, and social workers, ran a support group for health visitors, and one for Asian support workers, and provided individual and group supervision and consultation to a variety of colleagues within child and adolescent mental health. As a senior clinician, she was actively involved in the training and supervision of trainee child and adolescent psychotherapists, and continues to offer individual psychoanalytic and psychoanalytically informed supervision to colleagues. Since qualifying, she has always, in addition to less intensive treatments, had at least one child and/or adolescent in intensive psychoanalytic treatment. She is the active secretary of the Freudian Study Group. Publications include articles on adolescence and psychoanalysis and guilt and femininity.
Michela Biseo
Title: Play and therapeutic interpretations of play

Abstract: Play and therapeutic interpretations of the play within a therapy treatment will be shown in video filmed session clips between a Parent Infant Psychotherapist and a toddler and her mother. The parent suffered from past trauma resulting in periods of dissociation. The impact of the dissociation and the meaning of said "absences" were the focus of the intervention and game between the therapist and the child, with mother present. The author will present her thoughts on the attempt to use the unfolding material and "fort-da" games (Freud, S 1920) to support the child’s developing ego and sense of self as a child who must come to terms with a compromised primary caregiver in reality. The impact of the therapist’s intervention on the mother will also be considered as the work spans the child’s life from 5 months to nearly 2 years of age.

Parent infant psychotherapy is a modality of work which focuses on the relationship between parent and infant as the identified patient of the treatment and the main area of intervention (Baradon et al 2016 Practice of Parent Infant Psychotherapy, Routledge). The new "real " relationship (Biseo M. 2012 The Anna Freud Tradition, Malberg & Raphael Leff) between therapist and child, is discussed as a therapeutic encounter in which unconscious and symbolic meanings of play, can be held, contained and interpreted in the mode developed by AFC colleagues drawing on the Anna Freudian tradition of developmental therapy (Hurry A. 1998 Psychoanalysis and Developmental therapy, London : Karnac).

Bio:
Michela Biseo is an Anna Freud Centre trained Child & Adolescent Psychotherapist, having studied and trained at the clinic 1997-2002. She has worked in the NHS in CAMHS and specialist teams for Looked After children. She has been working as a consultant Parent Infant Psychotherapist in PIP (the AFNCCF Parent Infant Project) since 2007 and has previously also lead a Parent Toddler group at the AFNCCF. She is an honorary Child Psychotherapist in the North Camden CAMHS team (Tavistock & Portman NHS Trust). She is the Senior Clinician for Under Fives the Anna Freud National Centre for Children and Families, and leads the PIP team. Michela is a training Supervisor for the AFNCCF Specialist training in Psychoanalytic Parent infant psychotherapy.
Michela currently teaches on infant observation for TSIEY (the International School for Infancy and Early Years (Yale/AFNCCF/Tavistock collaboration) , CYP-IAPT Under fives, and on the Sino-British Training programme for child psychotherapy in China.

Marianne Parsons
Title: Play in Anna Freudian child analysis

Abstract: Anna Freud wrote a great deal about play from a developmental point of view, but she wrote less explicitly about play in child analysis. Initially, she downplayed the value of play in the treatment setting and thought that words should be the main emphasis, which led to a controversy between her ideas and Melanie Klein’s “play technique”. Anna Freud
soon refined and elaborated her position by explaining in detail why she didn’t agree with Melanie Klein that the play of a child in analysis is a substitute for free association (the element of classical psychoanalysis), and how the emphasis on symbolic interpretation of a child’s play neglects to take account of a developmental perspective as well as the vital importance of the ego.

Anna Freud’s perspective on play has been misunderstood and distorted in some circles to the effect that it has even been said that Anna Freudian child psychotherapists or analysts do not use play. This is a gross misconception - play in Anna Freudian (as well as Winnicottian) child analysis, especially with young children, is absolutely central. Some of the many different meanings of play in the treatment setting will be considered in the presentation, with illustrations from case material of Charles aged 6, Ben aged 7, and Sally aged 7.

Bio:
Marianne Parsons is a child and adolescent psychotherapist, a child analyst and an adult psychoanalyst. From 1983-87, she trained in child analysis at what was then called the Hampstead Clinic, later the Anna Freud Centre. On qualifying, she became a staff member and then from 1993-97 Head of the Training in the Psychoanalytic Study and Treatment of Children and Adolescents and Chair of the Training Committee, whilst also training as an adult psychoanalyst at the British Society of Psycho-Analysis. For many years, she worked as a Child Psychotherapist in the NHS at the Portman Clinic, and had a private practice with child, adolescent and adult patients. Formerly an editor of the Journal of Child Psychotherapy, she has contributed several papers to books and journals and teaches widely both in the UK and abroad. She is a Supervisor and Training Analyst for the Independent Psychoanalytic Child and Adolescent Psychotherapy Association training and Supervisor for the British Psycho-Analytical Society child analytic training.

Panel: Play, conflict, and trauma

Jennifer Davids
Title: Trauma, play and the early relationship to mother and father

Abstract: Anna Freud (1966) drew attention to the need to be mindful of our own assumptions as to what may constitute trauma versus what may be experienced by the young child as traumatic. I will present examples of this from clinical accounts of treatment. Often young children play out their traumatic experiences in repeated play scenarios at home, with friends, and in the course of their psychotherapy and/or psychoanalysis. Through repetition in the presence of an understanding Other, the sense of helplessness and confusion is represented and mastered. What is unbearable is given shape. Early experiences, often in fragments, with the mother and father are brought in order to express such primitive feelings including terror. I will outline how such play allows the analyst and the child to find meaning, rather than suffer through repetition. I will discuss a range of traumatic experiences from immigrant children, to fostered children to children who have
experienced war situations and/or situations of political tension and violence. Anna Freud, working with children during the Second World War, observed children’s reactions to wartime London. She emphasised the need to understand the protective shield that the parent can provide for the child in anxiety situations. For example, she wrote that children who were accompanied by mothers who contained their own anxieties, while taking shelter in the London underground, were more able to respond to their own children’s states of mind and body, and thereby protect them from being overwhelmed by trauma.

Bio:
Jennifer Davids is a child, adolescent and adult psychoanalyst, a Fellow of the British Psychoanalytical Society and of the IPA. She trained at the Anna Freud Centre in the mid 80s and was a member of the clinical, supervising and teaching staff for over 20 years. She is a supervising analyst for the child and adolescent analysis training at the Institute of Psychoanalysis, and was Honorary Secretary of the Child and adolescent analysis committee at the BPAS. Jennifer has worked in the NHS as a consultant child and adolescent psychotherapist, and headed a CAMHS team for looked –after children. She has taught both nationally and internationally, and published widely, including a book on The Nursery Age Child (Karnacs, 2010). Her current interests are in trauma, primitive states of mind, and in creativity. She plays the Irish bouzouki and enjoys writing and drawing.

Sheila Melzak
Title: Refugees, play, and Anna Freud

Abstract: Anna Freud came to the UK as a refugee and through her work at the Hampstead Clinic supervised and supported the work of Alice Goldberg with some unaccompanied child survivors of the Belsen Concentration camp. Anna Freud encouraged the writing of detailed observations about those children and in particular their relationships with themselves, adults and peers and their play. As a student at the Hampstead Clinic I was inspired by Anna Freud’s work in the war nurseries and her work with child refugees alongside her ideas about working indirectly with children in displacement and through play. Our work with young unaccompanied asylum seekers and refugees in the present has been inspired by this work and by ideas Anna Freud developed with Al Solnit and Joseph Goldstein about determining the ‘Best Interests’ of Children and Adolescents, especially those separated from their families. This paper explores playful work with unaccompanied young people who have experienced child and adolescent specific human rights abuses in their home countries and who after long and difficult journeys into exile find themselves living in the UK with many challenges to finding security and protection. We regularly work with individuals and groups in displacement sharing and telling and traditional stories and using these explorations through dramatization and music to explore difficult themes that initially cannot be thought or spoken about let alone be explored. The paper aims to describe both this psychotherapeutic work and the ways in which it is rooted in the ideas of Anna Freud.
Bio:
Sheila Melzak is a consultant child and adolescent psychotherapist and founding director of the Baobab Centre for Young Survivors in Exile, set up in 2008 as a non-residential therapeutic community for troubled young asylum seekers and refugees. Sheila worked for many years with children and adolescents separated from their families in the UK, both for local authorities and with CAMHS services. She has worked with young asylum seekers and refugees since 1989 when she ran the Child and Adolescent Team at the Medical Foundation (now Freedom from Torture). She trained as a Child and Adolescent Psychotherapist at the Anna Freud Centre between 1979 and 1983.

Kriton Papadopoulos
Title: Play in children’s development after Anna Freud’s Wartime Nurseries

Abstract: Anna Freud connects the transitional object with loss. According to Anna Freud:

‘We are greatly helped in our dilemma by the concept of the "transitional object" as it was introduced by D. W. Winnicott (1953). Winnicott traced the line which connects the mother’s breast as a source of pleasure with the thumb which is sucked and the blanket, pillow, or soft, cuddly toy which is played with. He showed convincingly that all these early objects are cathected doubly, narcissistically and with object love, and that this enables the child to transfer his attachments gradually from the cathected figure of the mother to the external world in general.’

I would like to discuss the workshop outcomes (Corner house, slime or inflatable couch), but also my experience working with children and families most of them coming from war and conflict areas. I would like to focus on the role of play in communities where, social and economic instability leads to conflicts or there is a depressed environment for children’s development. What is the role of play when children lose their families or when families perhaps are emotionally and physically exhausted, unable to look after them? How do children cope with stressful or traumatic situations and what is the role of play as a healing, therapeutic and creative process? Is it possible to offer a safe place to children to reveal their unconscious mind, a place inspired by Anna’s Freud Nursery today? What is the role of soft material, textures and the feelings of sensory experience in creative play?

Bio:
(Theokritos) Kriton Papadopoulos is a Fine Art lecturer, educator, artist and curator whose doctoral work explored the relationship between art and trauma with a key focus on the historical avant-garde. For the past 14 years he has developed complex partnership networks to include funders, arts establishments, research projects, universities, volunteers and service providers. He has curated significant high profile art projects and exhibitions in key art institutions such as Tate Modern and Royal Academy as part of his role as lead artist and curator at Kids Company. Kriton leads the MA preparation course at Chelsea College of Art and Design (short courses), and teaches Art and Design theory at Havering College of further and higher education.
Panel: Psychoanalytic and Artistic responses to Anna Freud, play, and observation

Eva Crasnow
Title: Transitional Objects: Taking play seriously

Abstract: Donald Winnicott is well known as contributing hugely influential concepts to psychoanalytic and family fields, such as transitional objects and the ‘good enough mother’. Indeed, Anna Freud cites Winnicott’s Transitional Object in her developmental line from the body to the toy, from play to work. In my 20-minute paper I would like to introduce and examine the Winnicottian perspective on play, namely: What is play? This would introduce the idea of play and creativity as a lifelong and varied experience (including conferences!). When does play start? A whistle stop tour of very early development and the paradox of dis/illusion as an entry to discovering the world. What stops play? What needs to be in place to allow play to happen and why is it important? Here we will explore the ‘good enough’ environment mother and what happens when impingements to this environment disrupt development, and the implications of this. What is a transitional object and can it go in the washing machine? We will end with an exploration of the characteristics of transitional objects, including the need for the infant to create it (so no, it can’t go in the washing machine).

Bio:
Eva Crasnow is a Child and Adolescent Psychoanalytic Psychotherapist who trained at IPCAPA, BPF. Her doctoral study was on supervised contact with Looked After Children. She has worked predominantly in NHS child and adolescent community mental health settings as part of multi-disciplinary teams. In addition to various teaching roles, she currently works at the Gender Identify Development Service in the Tavistock and Portman NHS Foundation Trust and the Anna Freud National Centre for Children and Families as a parent-toddler group leader, seminar leader and child psychotherapist.

Paulina Yurman
Title: Critical artefacts: ambivalent objects and an uncanny pet

Abstract: Paulina Yurman joins us to present her critical artefacts, currently on display. Her PhD research in design explores the roles of smartphones in family life, focusing particularly on mothers and their young children. Yurman’s designs, informed by psychoanalysis, encourage discussion and expose issues that extend ideas around transitional objects, exploring the tensions brought by smartphones as they flexibly transform from tool for adult into plaything for child.

Bio:
Paulina Yurman is a designer and PhD researcher at Goldsmiths College, University of London. Her work explores the complex roles of smartphones for mothers and their young children, with...
a critical and experimental design approach that is informed by psychoanalytic and feminist perspectives.

Ricarda Vidal and Maria-José Blanco  
Title: Translation Games

Abstract: With this workshop we would like to explore how playing with words can help understand our relationship to different languages. We will be using Boggle, a word game using words from any language the participants know. Participants will be asked to collaboratively construct a story using the words they found during the game. They can either translate non-English words which will then be translated onto a story which can either use the words in translation or keep the words in the original language, thus making a multilingual story. The translation of single words between languages, which are not likely to be shared by all participants, will require the players to explore the multiplicity of meanings and bring the importance of interpretation and creativity within the translation process to the fore. Through the game, we will observe the way the participants feel about using / interpreting different languages and the way they communicate with others through the writing of the story.

Bios:  
Ricarda Vidal is a lecturer, translator and curator. She teaches in the Department of Culture, Media & Creative Industries at King’s College London. She is the founder of Translation Games, a collaborative research and exhibitions project into translation across languages and the fine arts (www.translationgames.net). Ricarda has published numerous articles and book chapters and is the author of Death and Desire in Car Crash Culture: A Century of Romantic Futurisms (2013) and co-editor (with Maria-José Blanco) of The Power of Death: Contemporary Reflections on Death in Western Society(2014/2017), (with Ingo Cornils) of Alternative Worlds: Blue-Sky Thinking since 1900 (2014) and (with Madeleine Campbell) of Translating between Sensory and Linguistic Borders: Journeys between Media (forthcoming 2018). Together with the artist Sam Treadaway she also runs the bookwork project Revolve:R (www.revolver.com), an exploration of visual communication in collaboration with 24 international artists.  
Web: www.ricardavidal.com Twitter: @Ricarda_V_  

Maria-José Blanco teaches 20th-century Spanish literature, Spanish language and translation at King’s College London. Her research interests lie in contemporary Spanish writers, with a special focus on women writers and life-writing. She is a member of the Centre for the Study of Contemporary Women’s Writing’s steering committee and of the Motherhood in Post-1968 European Literature Network. Her publications include a special issue of the Journal of Romance Studies, ‘Airing the Private: Women’s Diaries in the Luso-Hispanic World,(2009)’; Life-Writing in Carmen Martín Gaite’s Cuadernos de todo and her Novels of the 1990s (2013); The Power of Death: Perceptions of Death in the Western World (2014); and Feminine Singular: Women Growing Up Through Life-Writing in the Luso-Hispanic World (2016).