

# APPENDICES

**Anxieties and dilemmas relating to  
breaks in the therapeutic relationship  
with children whose relationships in  
early infancy were reported to have  
been emotionally unstable and trau-  
matised**

A SYSTEMATIC STUDY OF CHILD PSYCHO-  
THERAPY WITH A YOUNG CHILD WHO HAD  
SUFFERED EARLY ABUSE AND NEGLECT

BY

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# APPENDIX I: THERAPY SESSIONS AND OTHER RAW DATA

## I.1 Examples of coded sessions

### *Session 1*

(Therapy is Monday and Thursday. Due to spring holidays, first session is Thursday. Foster mother Bente and Samantha arrive quite early, so she has to wait). *Samantha is pretty, frail, and fairy like; moving in an upright, stiff way, her face is almost devoid of expression. At the start of session, she is very polite then immediately sits herself in the only adult-size chair. (I am aware of her big worried eyes and get the impression of an over controlled, very, very anxious little girl. I feel acutely sorry for her; she looks not at all like a child but as a very small, burdened, and over-controlled adult. I notice that without hesitation she took the most comfortable chair in the playroom. I do not comment on this). She looks around and wants to paint (RE1<sup>1</sup>). She paints in a most controlled way, a pattern in bright colours. She says politely in a small, controlled voice that it is good to be here; She has a friend in kindergarten, but somebody is teasing, including her big brother in the foster family, adding without my asking that her “real” mother “had something very heavy on her mind”, which is why her three children cannot live together with her. Bente (foster mother) is “not my real mother, only foster mother”. While talking, Samantha finishes her painting, leaving it aside to dry. The painting is boldly coloured black, red, green, blue, orange patches. (I ask about it). She dismisses my question, saying “pattern”, immediately moving away to sandbox at the other end of playroom (RE2<sup>2</sup>). She shortly mixes sand and water, and then leaves for the doll’s house. She... creates a doll family, mother, father, big girl, big boy, small girl, and a grandmother, all needing to go to the loo, one after another, then take a bath and finally go to sleep in their beds. (I suggest that they all need to get rid of something). Yes, she says, when getting in here, she*

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<sup>1</sup> **Coding 1/RE1:** No sibling figures but a capital **M** referring to her communication of mixed expectations to the therapy/therapist; on the one hand, she is scared stiff, on the other hand locating herself in a good, soft parental chair. An **E** recorded for emotional countertransference, since process notes contained my “feeling sorry for her”. Since no verbal intervention from therapist, one may discuss if this episode qualifies as relationship episode according to principles stated in the report, chapter 3. I decided to include this as a regular episode, because even if not noted, as the very first meeting between us, I surely made some sort of verbal welcome.

<sup>2</sup> **Coding 1/RE2:** A capital **M** for mixed expectations to parental figures, on the one hand she positively hopes therapy to be for the good and likes to paint, on the other hand denigrates foster mother as not a real mother. Furthermore, she seems dimly aware of pain related to the preoccupied, unavailable birth mother, although defending against this awareness through intellectualisation and parroting. A small **m** for mixed feelings towards sibling figures, since she has a friend, foster brother is sometimes nice to her, and she seems to feel a certain solidarity or kinship with her older birth sisters; but then somebody, including the foster brother, is teasing. No subjective experience therapist (henceforth named “countertransference state”) noted, therefore no code given.

*needed to pee and have pooh, but by now, this is gone. She finds a cot for the baby (RE3<sup>3</sup>). She can't find the baby, interrupts play, looks up at a high shelf where I keep other play boxes, wants me to have a look in those and pointedly says that certainly by mistake, I must have mislaid her baby doll in the box of another child. (I am amazed that already she spotted the presence of other children; do not say this but suggest that even if she finds it hard to find the baby in her own box, it is to be found there. I help her find it). Once found, she does not like the baby doll and leaves it in the box (RE4<sup>4</sup>). All dolls are asleep, except grandmother, who again visits the loo, then prepares breakfast for the family. At this point, Samantha leaves the doll's house in a hurry. She explores the content of her box, finds a giraffe family, father, mother, and foal. The foal seeks out the father giraffe. Again, she quite suddenly moves away, this time to dig in the sand box. (I mention that time is up). She ignores me but rise as I move to the door (RE5<sup>5</sup>).*

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## *Session 5*

*(Second after-break session after an unexpected cancellation of 2 sessions; third session after initial major interruption). Samantha quickly enters the playroom, averting her gaze. She takes dolls from her box and starts playing with her back turned at me. (I am aware feeling impatient about the cancellations, notice that she does not look at me and wonder if she cannot bear it or if she wilfully will not. I decide to wait before commenting). She continues randomly picking up dolls, not even looking at them, her back still turned at me. (I suggest that today she can't bear to look at me, maybe she thinks it long ago since she last saw me). She says that this is not the reason why, but today she is tired, her big brother teases, and it is no fun always to stay at home watching films, she gets so bored by that (RE1)<sup>6</sup>. She places dolls around the table in the dolls' house, a little sister, a little brother, some big brothers and sisters. They are all going to eat burgers, prepared by a*

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<sup>3</sup> **Coding1/RE3:** Capital **M** for mixed expectations to parental figures, on the one hand flooded and preoccupied (= all going to the loo), then she seems relieved by the dialogue (not needing to go to loo and finding a cot for baby). Small **m** for mixed emotional quality sibling figures, who uniformly need to get rid of something. No coding of counter transference states since not recorded in process notes.

<sup>4</sup> **Coding1/RE4:** Capital **H**, small **h** referring to hostile parental figure (the therapist) depriving the self by giving baby doll to older, preferred (also hostile) sibling rivals. She seems to feel therapist to provide inadequate containment (too small a cot for baby). **C** stands for cognitive counter transference because of "amazement". This is the second time in this first session that the therapist-in-the-therapy noted that although aware of something, she did not mention the phenomena in question. It seemed likely to the researcher after therapy that already here, states of distance related countertransference were present, but since process notes not explicitly stated doubt/confusion of mental or geographical distance, I excluded these two instances.

<sup>5</sup> **Coding1/RE5:** Capital **M** for mixed expectations to parental figures; grandma giving nourishment; but she twice takes distance to the therapist, just like in her play a foal taking distance to mother-horse, closeness sought by father-horse. Codes of sibling figures and countertransference states were not relevant.

<sup>6</sup> **Coding 5(RE1): H, h** for hostile parental and sibling figures, since she avoids closeness to me and speaks of teasing brother; **E** for a primarily **emotional** countertransference reaction..

doll that Samantha alternately calls mother or big sister. A grandmother goes to the loo, staying there for long. The little brother is allowed to paint, the little sister not only is forbidden this, she is also scolded, because unable to wait, always making so much trouble. They are all mean to her, speaking harshly. She needs to go to the loo, but even if the big siblings tell her to hurry up, grandmother won't get finished. The parents just don't care, retiring to their king-sized bed. (I suggest the little sister to have such a hard time, the others preoccupied, not caring about her). Little sister wishes to paint like big brother but must wait and keep quiet. She goes on top of the roof in a dangerously, risky position (RE2)<sup>7</sup>. The big sister sees this and tells the father, who climbs the roof to get her down, all the while cursing and cussing. As he reaches for her, the little sister tips and falls all the way to the floor. (While watching this, I feel strangely indifferent, can't keep focus, preoccupied by private thoughts. I feel empty, can't think of anything to say and keep quiet). Samantha takes up a baby girl from her box, she puts it to bed, but the baby cries terribly from hunger (RE3)<sup>8</sup>. The daddy throws baby into a cupboard, saying that nobody cares to listen to this crybaby. (I suggest that this baby is ever so hungry, needs to be taken care of; however since in the cupboard, nobody can hear her). "Yes" says Samantha, but immediately leaves the dolls' house to paint (RE4)<sup>9</sup>. Samantha draws a mummy, a tent, and a little sister and covers all up with a thick layer of paint. (I mention the paint; suggest Samantha to believe a big brother was here to paint, therefore she needs to hurry, using as much paint as possible). "Yes" she says, goes on painting (RE5)<sup>10</sup>. She paints a big brother, sister, and a sun looking down at them. (I am still oddly apathetic, taking no interest in her doings. I wonder why I feel so impatient; this is not very much like the usual I). Samantha drowns the sun in brown paint. (I suggest that she longs so much to find a nice warm sun in here, but now it was all covered-up by brown shit, just like brown shitty feelings). Samantha keeps quiet for a while then says, "Actually it is nice in here", however leaves for the sandbox. She stays over there, silently digging the sand until time is up (RE6)<sup>11</sup>.

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<sup>7</sup> **Coding 5(RE2): H,h** for hostile parental and sibling figures since parental figures are selfishly preoccupied, mean and harsh to little sister while preferred sibling rival (brother figure) gets all the goods; no coding reality-orientation and countertransference.

<sup>8</sup> **Coding 5(RE3): H** for hostile, cursing parental figure pushing little sister off roof and absent mother allowing baby to cry alone; **f** for friendly big sister doing her best to save baby from its own risky behaviour. **C** for a primarily cognitive countertransference reaction, the therapist unable to stay attentive and concentrated, intervening by appearing mutely inattentive.

<sup>9</sup> **Coding 5(RE4): H** for hostile parental figure, cruel to baby-part of self. No siblings, no R, and no note of countertransference states.

<sup>10</sup> **Coding 5(RE5): M** for mixed expectations, some longings for shelter (the tent), however good mummy/therapist spoiled by envy and suspicions that sibling-rivals, coded **h**, got more than she did (drowns all in paint). No R and no countertransference state mentioned.

<sup>11</sup> **Coding 5(RE5): C** because my reaction is primarily **cognitive**, I don't feel very much but are puzzled, inquiring why it is that I am in this flat state and unable to recognize myself. As I try to figure out, what is going on inside me, Samantha seems to reach the bottom line, and I am able to offer her at least a partial understanding.

## Session 6

(Second session of week) *Samantha eagerly hurries in and collects her dolls. Continuing play from the preceding session, she goes to the doll's house, creates a family, mother, father, sister, big brother, and baby, all at the dinner table. Meanwhile she talks eagerly. (I ask some questions about the play, but afterwards do not remember the content). She tells me, the family is at a restaurant and the nurse doll is a waiter, taking down their orders (RE1)<sup>12</sup>. The baby in her high chair suddenly falls off, onto the floor. Mother takes up baby comfortingly tries making her once more sit alone in the chair. As this proves difficult, mother becomes increasingly explosive and verbally abusive. Big brother picks up baby, increasingly rough handling it. In an aside remark to me, Samantha says, "He crushes her". The mother intervenes in a falsely sweet tone of voice, tells baby: "You are better locked up, so big brother can't crush you". She locks the crying baby up inside the freezer. (I suggest baby must be freezing cold in there). Samantha nods and removes the baby to a kitchen cupboard (RE2)<sup>13</sup>. Then she leaves the doll's house to paint. She looks at her paintings, asks if I live here at the clinic or work here, and what time do I arrive in the mornings? (I suggest that she wants to know my whereabouts when we are not together, and if I see other children than her). She looks at the high shelf with play boxes (RE3)<sup>14</sup>. She asks why are there several more boxes standing up there? (I suggest that she would prefer me to have room solely for her). Yes, she says and paints vigorously in strong colours. She paints a "big brother at TV", a "big sister at TV", and a "mother", then covers "big brother" with abundant paint (RE4)<sup>15</sup>. She messes up the painting with paint. (I suggest that even if she would rather not think of a big brother, she can't let be). She says yes and soon becomes even more deliberately messy. (After the session, I had difficulties remembering details and felt quite empty and tired. I noted certain reluctance against taking down notes (RE5)<sup>16</sup>).*

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<sup>12</sup> **Coding 6(RE1):** Capital **F** because of her eager, lively communication with me, the wish to have the needs of the self and her parental figures taken good care of by a nurse-servant-therapist. Since siblings not included in interaction, they were given no code. Since I was unable afterwards to remember my own interventions, code **C** for cognitive countertransference disturbance.

<sup>13</sup> **Coding 6(RE2):** Capital **H** because of neglect and abuse of baby. Hostile, falsely sweet parental figures, between sessions a therapist not able to prevent interruptions and leaving her baby-self in a freezing state of mind; small **h** because of the hostile sibling; no countertransference code. The hostility probably is more complex than it seems as the baby locked up in the freezer may also refer to the ice-cold, callous part of Samantha that she is not yet ready to show, this being an early session.

<sup>14</sup> **Coding 6(RE3):** Capital **F** for her wish to get close, wishing to know about therapist's private life, no sibling code since indeterminate whether they were in her mind or not.

<sup>15</sup> **Coding 6(RE4):** Capital **H** because of inattentive parental figure in mind, feeling herself pushed aside by other children with boxes, equating these to more exciting big siblings appearing on TV, thus seen. She pours paint over brother, jealousy and hostile feelings dominant, therefore small **h**; No countertransference code.

<sup>16</sup> **Coding (6/RE5):** A capital **H** because in her jealousy she attacks therapist by smearing paint on her table – maybe also in phantasy getting into the therapist's private life, and even taking up a position inside her mind; small **h** for the drowning of the preferred big TV-brother. Countertransference code **C**, because of therapist's reluctance and inability to remember session details.

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## Session 9

(Second session of week; first session after an unexpected cancellation). Hurrying in, *S* immediately discovers that someone turned the doll's house around; she appears anxious. (I mention that she was unable to come for her Thursday session because of the general train stop). She empties the house of furniture, furnishing it differently from before. (I suggest that she do not like somebody to have changed the house and prefers herself to arrange how the furniture should be). She goes on playing in a faster tempo (RE1)<sup>17</sup>. She plays hurriedly, obviously in a manic, excited state of mind. The differentiation between grown-ups and children is not very clear, she apparently consider most of the dolls big siblings. A big sister-doll deliberately walks at the edge of the table and falls down; a big brother walks out to rescue her, but she repeatedly walks out there again, falling down. Finally, the big brother won't bother to save her anymore; she falls down, killing herself. She wakes up and climbs up to the doll's house, a father/big brother orders her to stay inside the living room, for this not to happen again. She blames an invisible man allegedly giving her a push. Another big sister arrives, falls down, and blames the invisible man. All children put to sleep, the grandma stays close to the big sister, who is anxious that the invisible man will come and get her. Samantha can't find space for all the dolls to sleep as the house is crowded by dolls and furniture. (I mention the lack of space and the many people everywhere). Next thing to happen, *S* leaves doll's house (RE2)<sup>18</sup>. She cuts to pieces a string, in secrecy cutting fur off her teddy. (I suggest that not being able to come for her Monday session cut something soft between us to pieces). She rejects this in a hostile voice (RE3)<sup>19</sup>. (I say something more, don't remember what). She says no in a hostile voice. This is repeated a number of times (RE4)<sup>20</sup>. (At this point, I feel stupid, apparently no matter what I say it seems wrong. I suggest humorously that no matter what, today she has to say no to me, it can't be helped). She looks surprised, laughs genuinely and confirms (RE5)<sup>21</sup>. (I feel tenderness, when laughing she almost looks beautiful, quite different from her normal pale, transparent, and suspicious look. I suggest that in so many ways, she needs to fight me). She says intensely that she will kick my leg and my head until bloody but immediately appears worried, asks

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<sup>17</sup> **Coding (9/RE1):** Capital **M** because she hurries to come close to me but spotting traces of other children immediately gets anxious; therefore coded small **h** for hostile siblings. No codes counter transference.

<sup>18</sup> **Coding (9/RE2):** a capital **M** and a small **m** because although manic-anxious attitude, the play contains a mixture of helpful, defiant and avoidant self, parental and sibling figures. No counter-transference code.

<sup>19</sup> **Coding (9/RE3):** a capital **H** for her destruction of linking and softness inside her (cuts string and own teddy) and between us (hostile answer to me). The teddy in that moment might be a sibling rival, but since too little evidence for this, no code. No counter transference code either.

<sup>20</sup> **Coding (9/RE4):** Capital **H** for the rejecting, hostile transference attitude. Countertransference code **C** for my disturbed memory.

<sup>21</sup> **Coding (9/RE5):** Capital **M** as she clearly defies me but also acknowledges the fact. Counter-transference code mixed **C** and **E** for feeling stupid and access to humour.

*what I am going to do if she kicks me. (I suggest she is anxious that I will take revenge). She insists on an answer. (I say I am ready to hear all about her intentions, but no way will I allow her to kick me). She appears satisfied, calms down, paints a yellow sun, seems in good mood but protests at the end of session (RE6<sup>22</sup>)*

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## *Session 10*

*(A no-break session, first of week). Eagerly hurrying in, Samantha settles down to paint, drawing a big boy with bristling hair and a worried face, beside him a smaller shapeless figure, which she drowns in brown paint. (I debate within myself whether to comment on the drowning, but since she doesn't seem bothered, I wait. I say that in coming she hurried in, because she needed to do this painting). She confirms, saying the big one is a big brother, the small one is herself (RE1<sup>23</sup>). (I worry that by saying more, I risk blocking something new on her mind, therefore keeping quiet but notice the big brother to look unhappy, while the little, now disappeared self actually was smiling). Drawing two new figures standing close together, Samantha says they are sweethearts, herself and her boyfriend. (I mention that like me the boyfriend wears glasses). She finishes the painting and leaves it to dry (RE2<sup>24</sup>). She paints herself as a big happily smiling figure but soon covers the figure's mouth with black paint. (I suggest this is confusing; the Samantha on the painting smiles but also is quite black at the mouth). She points to the painting, "something bad came into her mouth". (I suggest the bad black in her mouth to be as if something bad from me got inside her, maybe the more so because it is 5 days since we last saw each other<sup>25</sup>). Samantha confirms, "Yes, she gets fire" (RE3<sup>26</sup>). The furniture in the dolls' house moved since last session, which she now notices, leaving house, and saying: "Was someone in here"? (I suggest a bad, burning fire that somebody moved the furniture around). "Yes", she turns to brick building, ambitiously high, vulnerable towers crashing noisily (RE4<sup>27</sup>). (I suggest the thought of somebody else in here makes some-*

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<sup>22</sup> **Coding (9/RE6):** Capital **M** for her ability to stay genuinely close. No countertransference score.

<sup>23</sup> **Coding 10/RE1:** Small **m** for mixed feelings towards sibling figures, as she eagerly hurried in to do the drawing, but the big brother is worried, and the happy part of self drowns in brown paint. Feelings towards parental figures do not seem in focus, therefore no coding. Countertransference code **D for distance**, because of my doubt about how closely I could address the drowning (flooding) of the happy, eager to come part of the self in brown, maybe shitty feelings of sibling jealousy.

<sup>24</sup> **Coding 10/RE2:** Capital **F**, because of her eager, lively communication and the sweetheart with glasses like me. Small **f** for the boyfriend with glasses, although these may indicate that rather transference-parental qualities than sibling imago. Countertransference code **D for distance**, because of my continuing doubts about how closely to address the split between the happy, eager to come part longing for love (the boyfriend) and the flooded self.

<sup>25</sup> I refer to the regular rhythm of this 2/weekly therapy, 5+1 day between the sessions.

<sup>26</sup> **Coding 10/RE3:** Capital **H** and small **h** referring to the devastating fire of jealousy towards anyone intruding between her and me, re next episode: be it a paternal figure or a sibling, the thought of any rival sets ablaze the brittle belief in being loved, leaving back black debris, fit only for evacuation hence the end of session. The imago of something black in the mouth reappears in session 32, break set I. Here, the black again relates to a break stirring up the bitter feelings of abandonment and burning sibling jealousy. Since no countertransference state was noted, no code.

<sup>27</sup> **Coding 10/RE4:** Capital **H** refers to burning fire of jealousy ruining the inner illusion of trustworthy, good therapist (the crashing towers); small **h** for sibling rivals who leave their traces for her to see. **R** because of some awareness own possessiveness. No countertransference code.



thing inside her crash). She listens: “yes, you did, and you are sent off, far away, because you are a loser”. (I feel confused, about who of us is she talking; hesitates then ask lamely, what more is going to happen to me). She says, “You are a loser; you’ll only get a husband, you’ll be off with him and you just have to go around all alone being stupid”. (I suggest that worst of all, she is going to miss the stupid me). “No”, she states in a firm voice, “not at all, you only have your husband to be together with” (RE5<sup>28</sup>). She turns her back on me, goes to the opposite end of the room, firmly stating that I am not to follow. (I am in doubt but anyhow, I feel it important to move a little closer, from this midway position suggesting that she wants to be the one to decide sending me far, far away). “So you already are”, she says firmly, turning her back on me to dig in the sandbox (RE6)<sup>29</sup>. She soon throws sand all around. (I suggest that the closer we get to session end, the more she thinks of throwing sand at me. I firmly add that she may play at throwing sand at me but not do it for real, the sand must stay in the sandbox). She says yes and calms down (RE7<sup>30</sup>).

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## Session 11

(No-break session, second of week). Hurrying into the playroom, Samantha settles down and goes to work. She paints a yellow female figure. She tells me this is herself, then looking at me changes her mind. Now, this is not herself, but me; saying, “look, what happens to you”, she pours black paint onto the figure until it no longer is visible. She paints a number of paintings picturing me and attacks these in similar ways, meanwhile in a flat voice threatening to soil and stab me. (Astounded by the lack of emotion, so violent a content, but no feelings at all in her tone of voice; I feel uncertain, how to handle this split between content and form. I suggest that since last session, I turned into something bad inside her). She ignores me, continuing the destruction, still devoid of feelings (RE1<sup>31</sup>). (I cannot think of anything sensible to say and keeps quiet). Gradually her messing with the paint gives way to an intense activity, scooping up all paint in one container. (I feel apprehension that she will leave no paint to the next child to come but realize

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<sup>28</sup> **Coding 10/RE5:** This episode was coded Capital **H** referring to the unreliable, far-away parental couple and the worthless loser me forever punished by having no children to be together with just a stupid husband. The small **h** refers to the fact that this catastrophe was brought about by her discovery that I had allowed someone else, supposedly intruding hostile siblings to play with the doll’s house. **D for distance**, because my confusion relates to merger/differentiation, I am momentarily confused about who’s who, although willing to stay at the receiving end, acting as a container for more loosing.

<sup>29</sup> **Coding 10/RE6:** Capital **H** because she turns away, avoiding the soon to be absent, therefore already absent –looser-therapist. Countertransference code **D** because of my preoccupation with the mental and geographical distance between us.

<sup>30</sup> **Coding 10/RE7:** Capital **H** as she is flooded, unable to relate to a disappearing me; although probably somewhat contained by my stating a limit to enactment. I am still preoccupied with the distance between us, so **D for distance**.

<sup>31</sup> **Coding 11(RE1):** Capital **M** referring to a severe split between on the one hand her sunny mood, sunny grown-up mummy-figure, and sunny self, on the other hand her reaction as the sight of me kindles murderous feelings; emotion drained out of this because overwhelmingly strong pain gives rise to a split, schizoid state of mind. **C+E** for mixed cognitive-emotional countertransference feelings.

*that in fact there is lots of paint in store. I suggest that she wants to use up all my paint, preventing other children to get anything at all). She looks intently into my eyes, asking if she is the first child to come, because if so, I am not stupid, but if she is not, she will cut my throat. She makes a cutthroat movement at her own throat (RE2<sup>32</sup>). (At first, I feel relief; at least she is not emotionally dead now. Then I am puzzled about the meaning of her wish to be the first, asking her what it means<sup>33</sup>). Instantly, turning her back at me leaving for the sand box, she orders me not to follow. (I am doubtful of what to do and say, deciding to stay put). She darts back, grabbing a dirty painting brush, she attacks me, threatens to run out with the brush (RE3<sup>34</sup>). She continues this behaviour, mocking me, wilder and wilder. (Apart from a forceful stop, I still cannot think of anything sensible to say. In the end, I feel it urgent to take hold of her, which I do. I tell her that she may say anything on her mind, about what she wants to do to me; adding firmly that she must say it in here in the playroom, and the paint must stay at the table). She calms down and goes to the sandbox (RE4<sup>35</sup>). Pouring sand in a plate, she chops it up with a fork, shaking the fork at me; intensely saying that she chops me up in bits, eating me all up until nothing is left. She goes on flooding the paint box with water. (I suggest this flooding to be about me being destroyed and not there. I forget to mention session end). She denies, just felt like pouring water and besides “you are stupid, very stupid” (RE5<sup>36</sup>).*

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<sup>32</sup> **Coding 11(RE2):** Capital **H** referring to the soiled, mean, hence dead therapist allowing hostile sibling rivals to come, these coded a small **h**. Countertransference code **C+E**, because I feel at a loss of words and feel robbed by her hungry greediness.

<sup>33</sup> After the session, the therapist-in-the therapy suddenly realized that to be the first to come must refer to a fiery, passionate wish to be someone’s first and most preferred child – something Samantha never experienced anywhere in her daily life, not in the foster family, and certainly neither at the infant institution nor in her biological family.

<sup>34</sup> **Coding 11(RE3):** Capital **H** referring to the depriving, unfair, stupid therapist giving the goodies to the preferred, first-born child, hence hostile sibling rivals, these coded a small **h**. Countertransference coded **D for distance** because I am in doubt about where to locate myself.

<sup>35</sup> **Coding 11(RE4):** Capital **H** referring to defiant desperation at my lack of understanding her need to be the first and only child to come to someone’s mind. **D for distance**, as I give up on verbally getting through to her, seeing no other choice than going geographically close, restraining her by force.

<sup>36</sup> **Coding 11(RE5):** Capital **M**, because although very immature, she shows a wish to introject me part by part, but at the opposite, as the stupid therapist don’t mention the separation to come (end of session) she is mentally flooded. Countertransference code **C** because of my forgetting.

## I.2. Extracts of other sessions referred to in text

### *Session 4 (RE1-RE2)*

(Second session after an unexpected major interruption of 2½ months; the preceding two sessions unexpectedly cancelled by the foster mother; the older foster brother Dennis also there). *Samantha hurries into the playroom, going directly to the doll's house. She picks up a mother doll and some children, which all go about in the doll's house, tidying up. Samantha keeps quiet; silently playing, not even emitting any sounds. (I am in doubt about how to respond, feeling as if in an unknown locality, in doubt about which way to go, how to proceed. Especially struck by her complete silence, I wonder if she needs me to encourage her into a colloquy or if I should rather wait in silence for her to approach me. After a while, I mention the two cancelled sessions, suggesting this making it difficult for her to be with me). At first, Samantha carries on as if nothing happened; after a while, saying that the dolls are the girl's big sisters and a grandmother is there. Then she suddenly leaves the doll's house (RE1). She starts a painting, still completely silent. (I feel no contact between us and have difficulties sustaining my attention, keeps falling into thoughts about private matters. I experience a pang of guilt as I become aware of my self-absorbed, somewhat disinterested state of mind). Samantha uses plenty of paint; she paints at first a quite amorphous figure at the paper then a little girl and boy. She is still silent. (I ask her about the figures). She points to the amorphous figure, says that this is her birth mother, and covers it with paint until it is no longer possible to see what it was (RE2).*

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### *Session 7(RE1-RE2)*

(First session of the week; later, I learned from foster mother that on her way to session, Samantha had protested vigorously, throwing up, and running a fever). *Samantha appears pale, can't look at me, no matter how I locate myself, she turns her back at me. She finds the baby and other dolls in her box. The nurse doll is a "big sister", putting baby to sleep. A smaller sister-doll awakes the baby but immediately puts it to sleep again. A mother appears, takes up baby, dropping it on to the floor. She leaves both the baby and the little sister at random on the floor. (I suggest so many picks up baby, nobody taking proper care. Maybe since last session, S herself felt abandoned, not taken proper care of by me). S says yes and immediately leaves the doll's house to paint (RE1). She paints a small black figure with a sour face. (I ask about this). This is herself, she is sorry and would rather be at home, because at home is more peaceful). Above she paints a red figure; this is a "nice big brother". (She does not at all sound convincing, I consider whether she feel seduced by me to speak ill of big brother. I don't say anything at this point. She paints a black car, for the big brother to play with and repeats that she*

wants to go home rather than stay here. (I suggest that she wants to go home in order to play with this car; since she may feel a big brother to have all by himself, when she is here). Yes, she says but immediately leaves for the sandbox (RE2).

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### *Session 13(RE4-RE5)*

(First session of week, last session cancelled, which I forgot to mention in previous session). The start of this session somewhat difficult as she calls me stupid and protests that no way will she stay in the playroom: Nevertheless, she immediately goes to work on a painting (RE1-RE3). *Samantha finds the by now tangled roll of string in her box, commanding me to disentangle the mess. (I starts doing this, suggesting that she feels most safe if in command of me). She confirms, then continues mocking me: “And you are so stupid and small, and so picky with your food, you won’t eat it, you fancy it to be poison, don’t you?.. You don’t at all belong here .. you better watch out or else,.. if you don’t do, what I tell you to do, I’ll beat you up and bully you”. (I feel abused but also confused about her state of mind and which role she believes herself to be in. I suggest that she is a mean, grown up person, and I a Samantha-baby, not at all sure, if I am allowed to stay in here). She goes on threatening me, if I don’t do as she wills me to do, she will kill my family. (RE4) She adds in a grown-up, haughty tone of voice “Do you at all listen to what I say”? (I suggest that especially she wants to do away with my family, keeping me all to herself). She says that this is a secret, which she is not going to tell. She unrolls the string, crawling between the furniture, tying each piece together, and meanwhile ejaculating threats e.g. “you are so stupid, I’ll beat you up, you are too small, you won’t last out”. At one point she is about to become entangled in the string herself. (I experience a moment of panic, then say to her that now, it is like she got herself tangled into the string, maybe there also is a Samantha, who would like for us to be tied together so firmly that never ever would we have again to part). She disentangles herself in a jiffy while saying “and then I will stay here for always and ever”. (I feel very much relieved, not at all sure if she or I had been about to feel panic as she got herself entangled into string). She lies down at the couch playing with the string. Time is up (RE5).*

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### *Session 20(RE1-RE6)*

(First session of the week; simultaneously a before- and an after-break session in an especially unstable period). *Samantha takes off her boots before entering, which normally she does not. She can’t look at me, starts painting. (I mention that I cancelled the last session). She calls me stupid, claims that it was good to miss a session, but also admits to mixed feelings (RE1). She pointedly takes distance. (I experience a mixture of tender feelings and apprehension; I don’t say anything*

but expect an explosion to come). Eventually she settles down to paint a girl with black spots in her face and around her grey foggy clouds “like in heaven”. (I suggest Samantha may have felt anxious at the cancellation, like if I died inside her). She starts smearing paint (RE2). She paints orange colour, smearing the paper and the table, simultaneously using a big and a small brush. (I feel anxiously certain that in a moment, she will launch an attack; I suggest that so many black feelings inside her is just about to burst, even more so, because of the vacation to come next week). She chants: “Ugly horse dropping paint, I smear you” (RE3). Then: “And don’t I know, you’ll just have a cosy time with your husband... If you have a husband, do you”? (I suggest this to be the worst, if I am close to my husband, but won’t see her). She uses the big brush to smear the small brush with brown paint: “A horse dropping, your husband dirties you”, then she adds two small eyes in the corner of the paper with the small brush: “This baby is so scared of you”. She immediately erases the small eyes with paint and leaves for the doll’s house (RE4)... A daddy, mommy, boy, and small girl are in the house... The mummy angrily scolds the children but also gives good food and care. The small girl is at the loo, mummy tells her to hurry up, because breakfast is ready and if not ready in a jiffy, she’ll have no food. The little girl calls “ready”, mother wipes her bottom and soaps her hands. Afterwards the girl is allowed painting in the bathroom, because then it doesn’t matter if she splatters. Mummy puts the children to bed; keeping some quilts in reserve in case of bed-wetting. In an aside to me: “I have had a dry nappy two times now”. The children protest but anyhow go to sleep when threatened no dinner tomorrow. Next morning mummy serves them delicious fried eggs and bread and daddy asks them what they will work with when grown up. The boy wants work as a champion car racer, which the daddy thinks interesting. The girl wants work as a police officer or papergirl. The daddy says, “But you already do this”. The girl answers, “Yes and I will keep on doing it all my life”. (At this point, I suddenly remember that soon Samantha is to start school and worry if she will manage this. I suggest that this little girl is afraid to grow and become older). “She would rather stay small forever, but now she must start school”, Samantha says, bringing her dolls to the sandbox (RE5<sup>37</sup>). She plays that the girl is supposed to start school for the first time in her life, and therefore she and mummy make ready and take off on a long, exhausting, and dangerous travel through a desert. (I suggest that thinking about the vacation break next week is like being thirsty in a dried-up desert). The dolls’ now reach the school, only to find it closed off for the weekend. The little girl scolds her mother: “I told you that Saturday schools are closed”. The mummy answers:

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<sup>37</sup>Comment on the codes of 20(RE5): This episode seems to represent an ordinarily caring and unruly family life, parental figures attentive, caring, protective, loving, regulating, educating; and sibling figures taking ordinary childish part in normal family life without fighting each other, this episode therefore is coded capital **F** and small **f**. It may however be argued that the children do not really relate to each other.

*“Well, we just have to come back Monday”. The dolls travel back home and once more eats breakfast (RE6)<sup>38</sup>.*

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### *Session 21(RE1-RE5)*

*(Last session before a planned break next week): Samantha starts quite triumphantly, boasting that I don't know what will happen, in a fortnight she shall meet with her big birth sisters Buzz and Lea. She paints a black and blue face, saying this is you and an eye. (I suggest this to be the me that today am able to see her but next week is gone). She confirms and paints the upper part of a face with black hair and blue eyes (RE1). She says triumphantly “I won't finish this one”. (I suggest this is about the disappearing-me inside her). She asks if I have children of my own, because if so..., making a cutthroat movement across her own throat (RE2). (I suggest unbearable the thought of me together with other children, while she is not here; this making her feel murderously sad and angry inside). I don't care, she says, adding that next week only her big foster brother will have therapy (RE3). She goes to the doll's house, says that the parental dolls are “you and your husband”, laying down the couple to sleep in the double bed. A little sister arrives and a big brother. The big brother wants a robber to come and sets the alarm. The little sister snitches on him to the mother. (I debate inside myself whether to comment on the pending disaster, however don't). Samantha mutters that she is hungry and leaves the doll's house and me to go to the sandbox at the other end of the playroom. At the sandbox, she fills up three basins, one for big sister Buzz, one for big sister Lea, and one for herself. Says the sisters are “waterdogs<sup>39</sup>, at least big sister Buzz”. Samantha now stands inside the sandbox, like a puppy she licks up water from one basin and spitting it out in another basin. This way she mixes the water in the three basins. She looks very young and blissful while doing this. Then says: “Do you know my (birth)mother is called Mary”? (I mention the break to come and suggest that meeting with her big sisters, while I am away, makes the being away of her birth mother and me getting all mixed up inside her). She ignores this, happily licking up water (RE4). (In my mind, I see an image of a tiny baby, and I experience a surge of worry and tender feelings. I do not mention this, but tells her that soon time will be up). She hurries to the paint, producing another “horse droppings painting”. She looks in her folder, amazed at how many paintings are in it. At leaving, she closes the door behind her, which very seldom is the case (RE5).*

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<sup>38</sup> Comment on codes of episode 20 (RE6): Capital **M** because at the end of session a much more mixed quality appears. The self travelling through the barren desert of a break to come; the possibilities for development closed off (the school), however all the way, the little girl's mother takes proper care of her and even knows that if the going gets rough (school closed), one just has to try once more (going back Monday).

<sup>39</sup> “water dog”: The Danish expression “water dog” (vandhund) seems to have the same meaning as the English, referring to a person who feels at home in the water, takes like a duck to water.

### *Session 25(RE1)*

(Second last session before the first Christmas break). *Samantha immediately settles down to paint applying a thick layer of bright colours. She seems now and then to succumb to a temptation to make a mess. (I suggest that since last session, she finds it difficult to contain strong feelings, especially so because of the break to come). She sneeringly commands me not to move as she is making a drawing of me. She draws a black human shape, with a crown and much hair; partly merged with a smaller figure. She is unhappy with the result, trying to wipe off paint, finally crumbling up the paper. (Suddenly I start freezing, feeling unwell and unable to think of anything else). Meanwhile Samantha starts a new painting, after a while telling me that it is about freezing, ice-cold snow (RE1).*

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### *Session 26 (RE1-RE5)*

(Last session before the Christmas break):

*Samantha paints a black ring surrounded by spikes, she avoids my gaze and keeps turned away from me. She smears the paint and feigns attacking me with the paintbrush. She throws her painting in the bin. (I mention that since this is the last session come Christmas, she transforms me into a spiky, useless monster). No, no, she says, pointing to the spikes, this is me, I am going to stab you dead (RE1). She strikes out at me. (I am in doubt, feeling compassion that this break is so painful to her; but then, I won't have her hit me.... I firmly says now you tell me, in what ways do you plan to kill me)? She laughs artificially (RE2). She tries vehemently to kick me. (To prevent this, I have to take hold of her). She is not really aggressive; preventing her attacks is quite easy. (I feel tender towards her. I suggest that the reason for her kicking is that she longs so much for me to hold her in my arms). Phew, how stupid you are, she says, leaving for the sandbox (RE3). Once there, she pours water in three basins<sup>40</sup>, drinking a little from one of them. She seems detached, digging the sand without energy and purpose. (I suggest sadness that for some weeks we won't see each other). She silently continues digging (RE4). Then she paints a black heart, throwing this in the bin, where her first painting also is. (I suggest that the break makes me into something all black inside her heart). She seems intensely preoccupied with sensory impressions, feeling and looking at the sand. Time is up. (RE5).*

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### *Session 85(RE3-RE4)*

(The first of 2 before-break sessions, first session of the week, second-last before the second Christmas break. At arrival, the foster mother gave me a letter cancelling 6 sessions after Christmas. I kept quiet but decided to bring this to the atten-

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<sup>40</sup> The three basins usually represented herself and her two sisters, all three of them sharing the same fate, taken into care. She mentioned this in the very first session and later in therapy repeatedly returned to this.

tion of the community's social worker responsible for case management, which I subsequently did). *The start of the session is difficult, Samantha protesting against entering the playroom; when in, she can't look at me and hides her drawings from my view. (I am too angry about the cancellations to be able to comment on this; in addition, I have a sore throat and therefore am inclined to say as little as possible. I become preoccupied in thoughts about how best to handle this). While I am thus inattentive, Samantha suddenly shouts at the top of her voice: "Shut up, shut up!"(RE1-RE2)...Later, she comes closer, showing me her drawing of an angel. She is still making improvements to the angel and some further time pass. (At last I break the silence and mention that she was afraid to enter my room, and then she would not have me look at her drawing – so what is going on)? She again shouts "shut up", however this time without much conviction. Some moments later, she starts talking to me, saying that she had a bad dream in which I was chasing her as a huge, terrible monster (RE3). She tells much more about this monster and her anxieties about the Christmas to come. (Although I had plenty of time after the session, unfortunately I was unable to recall the details of what she told me, however I had a distinct feeling that after all, this session was very productive)(RE4).*

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### *Session 86(RE1-RE4)*

(Last session before the second Christmas break; I was somewhat indisposed but did not want to cancel, this being the last session before Christmas. Because of a sore throat, I was inclined to say as little as possible).

*The start of session is difficult, Samantha loudly protests against entering the playroom, but after a short while hurriedly goes to the sandbox. She turns her back on me, piercingly shouts: "Shut up, shut up!" (I am puzzled about this, as apart from hello, I have not yet spoken. I decide to wait and see before saying anything). She starts to draw. To keep her back turned at me, she has to keep up a quite uncomfortable position at the table. In a great hurry, she makes seven drawings, all picturing the same woman moving away, going upstairs, going downstairs, in riding clothes, on a horse etc. The last drawings made in manic haste, disintegrating as the motive falls apart, making it difficult to discern the details. (A couple of times I try in vain to say something). Every time I open my mouth, she shouts, "shut up" with great force (RE1). (In the end, I decide to keep quiet. While looking at her desperate preoccupation with this going-away woman, I suddenly feel quite overwhelmed by sadness. I am not sure how much of this is about her and the fact that this is the last session before Christmas. I still keep quiet and become quite absorbed in an effort to sort this out in my own mind. Suddenly, I hear Samantha yelling at me). She shouts: "And don't you dare say I am going to miss you – because I am not. On the contrary, I will hate you most and forget you" (RE2). (I say that I know she wish this so, however the closer we have come to the Christmas break, the worse the Liselotte-monster in her mind*



grew<sup>41</sup>). *Samantha is quiet for some minutes then asks, “Who invented the nightmare?”(RE3). (I say that probably she will find it hard to believe, but in fact, she herself is the one to invent her nightmares). She sighs heavily a couple of times: “I know that well” ...At the end, she leaves determinately, closing the door on her way out, which seldom is the case (RE4).*

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### *Session 87(RE1-RE4)*

(The first of 2 after-break sessions; first session after the second Christmas break of 3 weeks; first session of the week). *Samantha appears anxiously confused and can't bear my looking at her. She hides behind the foster mother, entering the playroom in a strange sideways manner, avoiding my eyes, starts a drawing with her back turned at me. (I suggest that she cannot bear to look at me, maybe in the break, I became all black and terrible in her thoughts). She starts shouting in a droning way (RE1). She barely stops to draw her breath, among many different threats and insults declaring me a dead woman. (I listen and occasionally suggest that much more is the matter with me. I feel a mixture of compassion, tenderness and a kind of strange certainty that it is absolutely necessary that I am able to stand this and don't allow myself to be thrown off balance by her stream of insults). This goes on for some considerable time (RE2). (I sometimes say a little to let her know I am listening). She starts to mix certain more loving phrases among the threats... (Unfortunately, after the session, I was unable to remember her wording of this) (RE3)... As the end of the session approaches, she says that her birth father phoned during Christmas. She calls him her “real” father and misses her “real” family. In the very last minutes before session end, she wants me in the role of her birth father to call her on the phone and suggests that I talk in a deep male voice. (RE4).*

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### *Session 88(RE1-RE5)*

(Second session after the second Christmas break)

*Samantha arrives early and has to wait. She won't enter the playroom, staying at the doorstep, neither in nor out, pushing the door back and forth while shouting in a high-pitched voice that that no way will I be able to make her enter. (I comment but in the end have to take her to the waiting room, saying that she is welcome in when ready). Some moments later, she bursts into the playroom (RE1). She starts drawing, hiding the drawing from my view. (I feel this to be play-acting more than genuine animosity and paranoia, saying that now I myself will know just how terrible it feels to be made to wait, left out, just like I made her wait for me all Christmas and in the waiting room). She starts humming a tune and demonstratively scatters all her drawings at the floor (RE2). She settles down to play in the*

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<sup>41</sup> In the preceding session, Samantha confided in terrific nightmares, chased by a monster.

doll's house. A baby doll crawls onto the balcony and is about to fall down; a big sister trying to save baby is herself about to fall down. Big sister desperately calls for mother to help; mother doesn't hear, because she is to bed with her husband, both sleeping. A big brother tells the mother that if she does not look properly after the baby, they will all be in trouble. (I suggest that in the Christmas break Samantha felt left out and thought me enjoying life together with my husband, not at all caring about who was going to look after baby-Samantha). Samantha listens and next thing, the baby doll is high up on the roof, while the parental couple still sleeps (RE3). The baby now gets very adventurous and spurts out of the front door of the dolls' house. A brown-haired woman passes by and takes the baby in her arms: "My, what a lovely baby, I better bring her home with me". The big sister runs out of the front door and shouts "no, no". She takes the baby into the house and closes the front door. (I suggest therapy to be very confusing to Samantha, she is not at all sure what this therapy is about, whether I am planning to steal her away from her foster mother, making her move family once again, or if at the opposite I don't care about her at all). Samantha does not comment on this directly, however the mother doll now rises from the parental bed to attend to the baby's needs (RE4). (I tell Samantha that only a few minutes left). At first, she doesn't protest directly but makes the baby doll turn over all furniture in the doll's house, leaving it a mess. Then she refuses to leave the playroom. (After some minutes of fruitless invitations to stop and leave, I say that I know how much she wants to stay, however this is the end of the session and she has to leave now). She screams at me, but suddenly rushes out of the room, banging the door as she leave (RE5).

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### *Session 120(RE1-RE4)*

(No-break session, second of week, in autumn before the third Christmas).

Samantha hurries in, immediately seating herself in my chair, she is glaring with hostile intent and triumph. (I suggest that pinching my chair means something to her). She fiercely sneers at me; shouting that no way can I make her remove herself (RE1). She makes a drawing and throws it into the bin; her back turned on me. (Her remorseless hostility rattles me; I miss the fact that her first move, pinching my chair, suggests her hostile mood to be about her and me. I defensively displace the problem to the external world by suggesting that maybe today something bad happened to her.) She explodes in violence, in a split-second assaulting me with surprising force, kicking, hitting, trying to bite, and headbutt me (RE2). (My first, instinctive reaction is to move away and put some distance between us). This does not work; she follows me, continuing her abuses (RE3). (I am aware that I have either to stop the session or take hold of her, preventing further assaults. This I do). She fights me for some time, and then eventually calms down; she cannot look at me. The session ends; she leaves with her head turned away. (After the session, I rescue the abandoned drawing from the bin. It portrays a

*beautiful, serene mother who throws a crying baby in the water. Seeing this, I feel overwhelmingly sad and inadequate in my understanding of her) (RE4).*

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### *Session 121(RE1-RE5)*

(Second of two no-break sessions and first session of the week; for some months now, Samantha has protested against entering the playroom, often literally sitting on the doorstep, willing to neither go in nor stay out. When in the room she has been very aggressive and prone to sudden vicious assaults on me). *Samantha is very hostile, she flatly refuses to enter the playroom and sits down at the doorstep. (I suggest that since she dares to neither stay out nor enter my room – instead she must stay midway, in between). She mocks me that I can't make her enter the play room (RE1). (I tell her firmly that in a few minutes, I will remove her from the doorstep and close the door. She is welcome in when ready; it is just to knock at the door). She doesn't move. (RE2). (I remove her from the doorstep and close the door). Quite some time, probably a quarter of an hour pass, then she bangs at the door and yell "let me in, you stupid" (RE3). (I do so. I am by now quite angry, too angry to say anything sensible, therefore keep silent). She continues the fight in the playroom, of all her might kicking my shin. (It hurts quite badly. I take hold of her and tell her that she can't do this, no matter how bad she feels. If she continues, I will end the session immediately. I mention that lately she is as mean as possible towards me – why is that)? She says first shouting then more calm that she is bullied at school so much, they say she is ugly and stupid. It is my entire fault (RE4). In addition, it is my fault that she must not see her birth father. (I feel sorry for her, however I am still angry and think that probably she herself does quite a lot of harassment of the other children at school. After the session, I feel exhausted and obviously do not get around noting down the ending) (RE5).*

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### *Session 135(RE1-RE4)*

(The first session of the week; first of 2 before-break sessions before the third Christmas break; the preceding session was unexpectedly cancelled as the foster mother fell ill).

*Samantha has a big scrape on her cheek. She doesn't greet me, in silence settles down to draw another of the red-haired women, she often draws. (After a while, I mention the wound on her cheek). She says that one of her friends without intention came to kick her in the "fighting-sandbox" (RE1). (I ask what the fighting-sandbox is). She tells me that this is a big outdoor sandbox at school in which you may fight, so if you want to have a fight with any other children you can go to the fighting sandbox. The youngest children from the 0-level class are not supposed to*

go in there, but all other children may go there to fight. Samantha boasts of being able to overpower the strongest boy in her class and tells me that the fighting is not for the fun of it but for real, and if you don't want to fight, you just have to step out of the fighting sandbox. (I keep quiet but am appalled by this ghastly invention, and disappear into my own quite self-righteous thoughts, wondering if this really is true, if this really is how the Danish society now a day's helps vulnerable children like Samantha) (RE2). Next thing, Samantha says that now she will make a drawing of my "ugly and severe mother", which she is sure I must have. (I start a sentence intending to say something about a need for regulation, but do not get that far). She interrupts after a few words, loudly and menacingly aping my words in a shrieking voice (RE3). She continues this whenever I start to say something. (After a couple of tries, I think it better to keep quiet and wait. While doing this I become more and more sleepy, fighting to stay awake). She is still busy with her drawing, after some time says in a provocative voice that now I can see for myself that I really doesn't like her (RE4).

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### *Session 136(RE1-RE4)*

(Second session of the week, last before-break session, third Christmas-break). Samantha starts one of her usual drawings, but then shifts to mixing different colours of paint. She is thus preoccupied for some time while talking lively, telling about her everyday life outside therapy (We have a really good and meaningful colloquy but after the session, I was unable to remember what it was about) (RE1)... (At some point, I suggest that Samantha explores how the colours change in the mixing – maybe she is curious about how it would feel if she and I mixed into one person). She laughs a little, saying that maybe this would result in a "psychologist-mean-Samantha" (RE2). She sings happily, gathers together some pellets in a basin, earlier on cut out of the inside of her teddy. She pours paint into a basin, stirring the mixture, calling the pellets tenderly for "small ones"; then she pokes them with her fingers, saying "yuck, clammy" (I suggest that these small ones stand for all those clammy little babies she believes me to be together with, when she is not here). She laughs and says in a loving voice, "No, no, these are yummy clementines" (RE3). She looks lovingly at the pellets, so absorbed in her phantasy of tasty clementines that by mistake she puts some pellets in her mouth, immediately spitting them out again. She says in a dismayed tone "Phew, I just thought..." (I feel deeply moved by her eagerness to take in something tasty and nourishing) (RE4).

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### *Session 138(RE3-RE5)*

(First session after the third Christmas break, first session of the week. Nearly a month has passed since the last session before the Christmas break, because Samantha got the flu. I notice with some concern that she has put on weight. I

consider if she is approaching puberty however remembers that she is still only 8 years old). ....(RE1-2) *She rises and goes to her box to find something. She pokes about in it, complaining that among the content is cars, which she don't play with as they are only for boys. Her (foster)mother told her that soon she will be big enough to be allowed to have make-up at her room. (I mention that by now, she is a big girl, almost 8 years old, but when she first came to me, she was only 5 years of age). She finds a tangled bunch of strings inside which was caught playthings. She tries to free them, meanwhile saying that everybody gets older (RE3). She adds that in the end, one will die, "You will die too", and some moments later, "I don't care if I live or die". (I experience her tone of voice as not quite genuine but rather artificial. Nevertheless, I do feel sad, thinking about what may happen to this artificial part of her when she becomes a teenager. I say that I care if she is alive or dead, I want her to get a good life, even if she is quite right that in the end, we get old and eventually will die). She says that already now, you (the therapist) are very old (RE4). (I suggest that during the break she felt as if I, the old Liselotte, already was dead). She tells me that for the first time ever, she visited her birth mother at home, which was a very strange place, because she lives in an apartment. She pauses for some moments then adds that she is quite sure that I never had a maternal grandmother who gave me candy. Her grandmother always gives her money for candy, and getting home from therapy, she is going to eat it (RE5).*

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### *Session 178 (RE1-RE7)*

(First no-break session of the week; the autumn before the fourth Christmas break, after 3 years of therapy). *The foster mother vehemently scolds that Samantha definitely must not hit her nor use foul language, while dragging her into the clinic. Samantha looks like thunder. They are early and have to wait for some minutes. (I prepare myself for a difficult session; open the door, inviting Samantha in). She appears highly explosively, shouting into my face how stupid I am, as of course, if opening the door, I mean her to come, "any fool can work that out"! (RE1.) She enters glowering, stops just at the other side of the doorstep; arms and legs outspread, blocking my entrance. (I say determinately, "Do move on - now!"). She moves and goes to her box. (I am quite surprised at her sudden meekness) (RE2). She takes her ball of yarn, at which she has worked for some time to make a rein. She complains it all messed up, reaching forward the yarn without looking at me, arrogantly commanding me to tidy it up. (A surge of anger wells up in me, thinking of how aggressively she resisted coming, dragged into the clinic, then shortly I feel concerned of her relation to the foster family. I consider my options, to rise and give her the help she wants, or to stay where I am, telling her my view of what is going on between us. I opt for the last possibility. I am aware that I have reached my own limit and have to put a stop to her abuses before I explode myself. Accordingly, I firmly tell her that recently she has been as mean and cruel as*

possible towards me; this has to stop immediately. I will listen to anything, she feels like telling me, bad or good. However I will not put up with any more vicious acts, standing in the doorway blocking my entrance, not to speak of hitting, kicking and so on; I know that by now she is well able to control herself, and if she won't, then from now on I will end the session immediately). For some moments, she looks blank then an expression of surprise spreads over her face, at first she mumbles: "I have developed" (RE3). A moment later: "I couldn't care less". (As I watch her, I experience a surge of concern, thinking that she is so awfully split between the opposite forces of love and hate. I feel an impulse to soothe her then however think that even if she is only 8 years old, soon she will be older, and I can't for ever take the responsibility to feel her feelings for her; at some point she will have to be responsible herself. I say to her that I know it to be true, she developed very much outside therapy, but she also has to develop in here together with me, because if not, I am unable to help her in any lasting way). She appears thoughtful, shaking the last remains of the stuffing out of her teddy bear<sup>42</sup> (RE4). She rolls small pellets of the stuffing, making a fenced off space, placing the pellets in there. (I point to the sad sight of the by now very empty skin of the Teddy, with the big slash in its stomach and its fur tightly cut down. I suggest that this is how she sometimes thinks of me, as an empty shell without value, all got through and of no use to her anymore). She moans: "yuck, please don't" (RE5). She tells me that during the last many months she has suffered nightmares. (I suggest she tells me about them). She won't. (I tell her that I know it to be scary, however in not telling me she prevents herself from getting my help). She takes some dolls and start playing (RE6). The dolls are inside the castle, playing with each other. At the entrance stands a knight in full armour. A police officer wants in but can't pass by the knight. They struggle; the police officer says, "Move or I will shoot you. I must in; it is life or dead, a madman is broken loose in there". (I suggest a likeness between the police officer and me; she has to let me in to get my help to stop this madman-part of her before it destroys all good feelings)... (I believe the session ended but apparently did not record neither her reaction to this interpretation nor the end) (RE7).

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### *Session 185(RE1-RE3)*

(First session of the week and first before-break session before Christmas IV<sup>43</sup>).  
(I feel apprehensive, since my experience tells me this is going to be difficult).  
Samantha immediately is into the neither-in-nor-out gambit, blocking my way in.  
She hurries in to stand teasingly just before my chair as if ready to take it as soon

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<sup>42</sup> Some time ago she cut up the teddy with the scissors and for the past weeks now and again have taken lumps of the stuffing out, at will spreading it around in the playroom for me to tidy up.

<sup>43</sup> Since the notes of the last session before Christmas (193) were too scanty, session 192 figures as the last one. Break-sessions later than 185 could not be included because they were unexpected one-session breaks. Following 185 was a 3-session planned, but irregular cancellation by foster family.

as I get near to it. (I insist on my chair, sit down, and suggest that the breaks to come make her want to tease me as best she can). She shouts in artificial, droning voice "Shut up, you insult me, I will kill you" (RE1). She goes on secretly playing; the main theme is a ferocious tiger broken loose, threatening to gulp down everybody. (I suggest that this hungry tiger is a Samantha-tiger, terribly hungry, broken loose because of the break to come, difficult to control). She doesn't hear me out, shouting a torrent of abuse at me; threatening to call in all her friends to duff me up (RE2). At the end of session, she refuses to leave, hiding underneath the sand box, clinging with her hands to its legs, causing me considerably difficulties in getting her out without hurting her. I have to manhandle her to the waiting room, while all the way she shouts abuse at the top of her voice (RE3).

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### *Session 192(RE1-RE4)*

(First session of week, last session before the fourth and last Christmas break). At the start, Samantha turns her back at me, no eye contact; she sits down at the doll's house, playing with the dolls, ignoring me. (Apart from greeting her, I keep quiet and wait). In the play two children, a boy and a girl run off from home (RE1). Their parents go looking for them everywhere. Another daddy figure suddenly appears, Samantha mentioning his presence then leaves the doll in a corner. The parents find their children and bring them home. A granny declares that the daddy, who found the children and brought them back home, is a pretender and not at all their real daddy. (At this point, I comment how confusing it is to find out, who the good parents are. I suggest the upcoming Christmas break to make her even more confused also about who and what I am in relation to her). Samantha doesn't answer but continues playing (RE2). Granny tells the children that since the daddy isn't their real daddy, he may as well go somewhere else; they don't want him around anymore. At this point, for the first time in the session Samantha looks directly into my eyes, asking, "Don't you want to ask me something? Never mind, anyhow you are so ugly that it doesn't matter". (I suggest that for a moment she felt alone and missed the stupid, ugly me to take part and say something about her play). She listens, for some moments appearing thoughtful (RE3). At the end of session (I say that time is up). She clears up her dolls and leaves determinate with measured steps (RE4).

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### *Session 194(RE1-RE6)*

(First session after the fourth Christmas break and first of week. During the break the foster parents told Samantha that therapy will stop at this summer). The foster mother forces a grudging Samantha into the clinic. At start of the session, she ignores me, turns her back on me, secretly playing in the doll's house, while talking in a low voice. (I hear the furniture falling over, I decide to wait and keep quiet). Suddenly she turns around, aggressively addressing me: "What are you

eyeballing”? (RE1). She has placed the by now empty shell of her teddy in the doll’s house. (I link this empty teddy to her knowledge that therapy is going to stop this summer). She ignores me and starts playing. (RE2). She places the fort at the table opposite to the doll’s house and uses this as an alternative house. In the fort lives a paternal grandmother, while the family resides in the doll’s house. A small girl, usually standing for Samantha herself, does a bunk from the family house, knocking at granny’s door asking: “Can’t I stay the night here, no still better, stay forever here”? (I feel moved by the obvious reference to the ending of therapy but don’t even get around to open my mouth before the scenario change). She is playing in such a hurry: The daddy of the family joins the granny and the small girl-daughter. The girl and the daddy perform something secret together, hiding away from the mummy, who runs around aggressively screaming for them to come back home. The girl runs into the doll’s house, now shutting out the mummy, who swears, scolds, and drops to her knees begging, but to no avail. At last, the mummy climbs the roof of the doll’s house, falling to the floor. (I address Samantha’s pain in a much too direct way by mentioning the Christmas break and the end to come; suggesting that now, this Liselotte-mummy herself gets to know how excluded and alone one may be, not allowed in to join). Samantha immediately explodes in confused action; she screams and scolds (RE3). She runs out of the playroom, then runs in again, launching a direct assault at me, hitting, and kicking. (I can’t reach her with words and at last see no way other than taking hold of her, which I do, while talking to her about how hard it feels). For some time, she thrashes around, screaming abuse at me (RE4). After some time, she calms down, mournfully crying, tears streaming down her face, for some time sobbing in a most heartrending way. (I talk about how hard it is to keep so much pain inside her and how hard it is to say goodbye). This goes on for some time, suddenly she yells at me, “Do stop worry about me” (RE5). Her sobbing ceases, she withdraws for the doll’s house, still sniffing. (Shortly after this, I announce the end of session). Before leaving, Samantha fills up the empty skin of Teddy with crumbled paper, its own old stuffing, and diverse, broken playthings (RE6).

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### *Session 195(RE1-RE4)*

(Second session after the fourth Christmas break, second of week, half a year before the end of therapy). Samantha starts the session by an aggressive assault, going quite close to me, her arm raised. As I take distance, she follows threatening to throw a cushion at me, smiling quite sadistically. (I firmly states that this must stop immediately). She comes close, violently trying to hit me (RE1). She launches a new assault. (I see no other choice than taking hold of her, making clear that this is not acceptable. I will hear anything she tells me in words, but if she can’t stop assaulting me, I will send her into the waiting room until she is able to calm down). At first, she appears uneasy (RE2). Then she says quite calmly that she wants me to tell her mother to take her home and stop the therapy. (I say no,



*clarifying that her foster mother and I knows how painful this is to her that therapy will end and we have to say goodbye to each other. Her foster mother and I therefore made an agreement between us that if needed, she must go to the waiting room before end of session, but if so they will remain until time is up; Samantha coming back in when ready to manage). She retreats into a withdrawn, dejected position, sitting on the floor, rocking aimlessly back and forth (RE3). This goes on for some time. (At this point, I feel really helpless, sorry, and anxious at her behalf; she looks so much like an utterly deprived, institutionalised baby by self-soothing rhythm holding onto something bearable. I suggest that knowing we are to say goodbye in some months is so painful, she almost gets ill seeing me). She looks at me uncomprehending (RE4). Then she says "I am not ill, what do you mean"? (I say that sometimes one may feel something so painful that it becomes impossible to think about it, in this way becoming somewhat ill in one's mind). She gives me a contemptible look, declares me a "psychopath" and leaves the session, but shortly returns (RE5). Just before the end of session, she starts playing with the animals. She throws away the gorilla: "this is disgusting, this is you". The rest of the animals plan to unite in order to break out of Zoo. However, some anxiety arises among them, because once they have gained their freedom, the question is whether or not the predators can contain themselves and let be eating the small and weaker ones. (As time is up, I refrain from commenting on this, but mention the end of session). Samantha puts the animals back in her box and runs for the door, in a sinister voice hissing at me: "the animals must stay on top, or else"(RE6).*

### I.3. Translated transcript interview foster parents

1	The researcher-after-therapy carried out, taped, transcribed and translated
2	this interview <sup>44</sup> .
3	
4	Abbreviations: I=interviewer=researcher; S=Samantha; FF=foster father;
5	FM=foster mother; FD=foster parent's birth daughter; FB=foster parents'
6	birth son; FO= the other foster child in the family (at the time of ther-
7	apy); FI=infant, recently taken into temporary foster care; BM=birth
8	mother; BF=birth father.
9	
10	FI plays at the floor during the interview, which takes place at home of
11	foster family.
12	
13	(I introduces and asks how did you experience Samantha's therapy)
14	
15	FF: She improved at school, doing much better... keeping up on learn-
16	ing.
17	
18	FM: Therapy also helped her...not that all her troubles disappeared, she
19	still has some problems, but she became so much better in recognizing
20	her own contribution when things go wrong. This was something she
21	found exceedingly difficult. She sometimes still finds this hard but she
22	improved in her ability to take this in; .. [she can] keep it in mind for a
23	while then telling herself, well maybe after all this was not all rubbish
24	what the grown-ups told me. In any case, this is my opinion.
25	
26	FF: She also got so much better at withdrawing in case of trouble.
27	
28	FM: Oh, yes, she is much more contained, able to cope with things; be-
29	fore when things got out of hand, she immediately fell apart.
30	
31	FM: She even got so far, now in the fifth form that she manages without
32	special support. This is ever so good. In fact, the last half year of the 4 <sup>th</sup>
33	form, she did not really need the support teacher; having surplus to spare,
34	sometimes she even told her [i.e. the support teacher] you may well go
35	and help someone else. I find this astonishing; only a couple of years
36	ago, she (support teacher) just had to move one meter off, then S would
37	call her back. It is so jolly good, she became extraordinarily good, being
38	able to do this.
39	
40	(I: how is she doing at school educationally)?
41	
42	FM: Above average, we understand this to signify that her mind by now
43	put at rest, she calmed so much down that she is able to take in some
44	wisdom. I have to admit finding this ever so good. She even found her

<sup>44</sup> The date and place of the interview omitted for reasons of anonymity.

45	own motivation for learning; learning mathematics, earlier on she was
46	totally closed off to this, today there are no problems, and if she has
47	homework, then she just does it. We think of this as a gigantic step for-
48	ward, a huge advantage, also to her.
49	
50	FM: And then she started going in the afternoons to an ordinary after
51	school club.
52	
53	(I: Did she get friends, pals)?
54	
55	FM: Yes, this is where S sometimes, well often, gets into trouble; when
56	she finally gets a girl friend she sucks that much, after a while it goes
57	wrong. Then after some time, she is able to go back, starting again. So, I
58	would say, her circle of acquaintances are quite comprehensive; she goes
59	to and fro, or maybe, the others going to and fro, she may suck them dry
60	for energy a little too much, finding it that hard to share. This thing about
61	a best friend, she doesn't have that, she has many friends ...and this, we
62	talk a lot with her about the need to take care not to suck completely dry
63	those around you.
64	
65	(I: How do you feel about her ability to reflect on herself)?
66	
67	FM: Well, she may not always enjoy the results we reach, but I think she
68	has become really good at it. Now, she is able to sleep over at her girl
69	friends or they may sleep over here, can't she. Two years ago, this was
70	but a pipe dream. At that time, we said .. 2-3 hours at most, and then she
71	had enough, right.
72	
73	FF: She may also sleep over at a friend's and then come home, if things
74	go wrong. Also in this, she became much better, able to make a timely
75	withdrawal.
76	
77	FM: And then we agreed that she did not have it handed to her on a plate.
78	(I: Nor did you)
79	
80	FM: No that is for sure (laughing).
81	
82	(I: At the start of therapy, she had eating problems; her age considered
83	how does she do now)?
84	
85	FF: So far, it goes well, I think.
86	
87	FM: But still, when she is in a bad state, feeling low, she may fall back.
88	Not thinking about it, she starts gorging herself. Then, if we talk to her
89	about this... For a long while, when offered fruit in the afternoon; she had
90	asked for fruit, but then, anyhow she did not at all have fruit in mind but
91	sweets and then...But she have become really good in regulation of
92	things. Then, we did spend a lot of time on that one.
93	

94	(I: At the end of therapy, you worried a bit about her putting on weight).
95	FM: By now, her weight is normal, but she has to be careful. I guess she
96	will have to fight this for long, this about comfort eating.
97	
98	(I: How do you believe S experienced her therapy)?
99	
100	FM: I believe, she found it quite taxing, but I also think, she was aware
101	getting something good out of it. I believe this, because occasionally,
102	when we are talking about you and what we did at that time, she seems
103	so much at peace. We may talk about how strenuous it was, however I
104	believe that even at that time she sensed what therapy is about... or
105	maybe rather what it did to her.
106	
107	(FI gurgling drowns out words on the tape (app. 55 seconds) – except:
108	“scenes in the waiting room”, probably referring to S’s protests against
109	entering the playroom).
110	
111	(I: Mentions the early start of therapy, S throwing up in the train, getting
112	ill on her way to therapy).
113	
114	FM: Yes, we also saw that elsewhere, especially at her mother’s visita-
115	tion, but not...Oh yes, now you mention it, I remember well, us standing
116	at the station, and “Oh no; not again”, but yet, as we moved on, she got
117	better.
118	
119	FF: She never brought it on from home; she was always able to get out of
120	the door.
121	
122	FM: But sometimes she had this bodily reaction; now actually, she feels
123	unwell because come Friday she is to meet with her mother. A visitation
124	S herself asked for, she did not have visitation for two years. Moreover,
125	this really affects her.
126	
127	(I: She did not see her mother for two years.)
128	
129	FF: Because of the mother, she did not get in contact.
130	
131	(I: At the end of therapy, her mother planned to move house and get mar-
132	ried)
133	
134	FM: Since then, she had that planned a number of times, it never came
135	naught. Then S nursed this anger towards her mother; and shared her
136	anger when getting together with her sisters. Therefore, S has had many
137	things, and in the last years I have said like, well, write it down, S, write
138	down all the things you have in mind. Then, about a year ago, visitation
139	was arranged, but her mother did not ... this hurt her so much, because by
140	then it was more than a year since last time. We had arranged to pick up
141	S from school and drive her to the visitation, but then, her mother never
142	did come. This really was an uphill struggle and a lot of anger and frus-

143	tration, wasn't it?
144	
145	FF: And she shared this with her siblings.
146	
147	FM: And they told their mother off thoroughly, saying quite some things.
148	Then they got a good dressing-down back. This was the great fear of S, it
149	still is, I believe. Because, now she wrote a fine letter and showed it to
150	me; I said shouldn't we post it? However, no, we should not post it. Then
151	S wished this visitation arranged, planning to let her mother have the
152	letter at the end, before leaving. Therefore, we had a meeting with (the
153	foster family worker) to plan this. But then, the other day this changed as
154	S told me that she did not intend to give her mother the letter, but would
155	just tell her that she was cross because of what happened last year, nothing
156	else. I said to her, it is for you to decide, but you need to think carefully
157	about really getting to say this, because afterwards when we have
158	left, you can't do it. We are to have a short meeting today with (the foster
159	family worker) to update her on the new version, because she will participate
160	in the visitation. As a grown-up, you easily may be a little confused; therefore,
161	it is important for you to tell, what kind of help you
162	want from us that we do not like overstep... To me it is also important to
163	have a cosy time with her mother; but even so, one may speak one's
164	mind. However, S is so terribly afraid that her mother will become angry.
165	
166	FF: She knows her mother capable of becoming so very furiously angry,
167	scolding.
168	
169	FM: She believes herself to know, because her sister Lea told her so.
170	Therefore, she is so fearful. She is very anxious about this, but I believe
171	it is important to her.
172	
173	FM: By now, S did become quite good at speaking her mind
174	
175	(I: I get the impression that she also may find it easier to seek support)
176	
177	FM: Yes, she is quite good by now at that.
178	
179	FF: But still, she has this thing, we are not supposed to tell her, even
180	when we feel for sure something to be wrong. We can tell her this, but
181	then we have to wait until she herself comes back, because even now, we
182	cannot make her speak up. We have to wait. This is quite difficult to explain
183	to the psychologist (i.e. their supervisor from the foster family
184	agency). We cannot just demand her to tell us. (He and FM look at each
185	other, laughing together).
186	
187	FM: No, we can't.
188	
189	FF: We already told her so, through several years, but she is still having
190	trouble with this. (Both laughing).
191	

192	FF: No, one gets nowhere, when S starts on this; but (the psychologist)
193	just don't grasp that you have to wait.
194	
195	FM: No, and just as you think now I am getting through, but no; S must
196	be ready for it, if not it is no good.
197	
198	(I: During therapy, how did you find the support you got yourselves?)
199	
200	FM: We still have (psychologist B), now every sixth week. It is good to
201	have support. However, of course, we also know the difference between
202	psychologists; a huge difference depending on whom you talk to.
203	
204	(I: You met successively with two different psychologists).
205	
206	FM: We worked together quite some years with (the first psychologist
207	A); so this (i.e. the shift to B) was not that easy; also with A, when we
208	brought something, she always had maybe three different suggestions to
209	what one may do. Moreover, she knew very well that these suggestions
210	were not always usable. Then, when you go get a new one, who doesn't
211	work like this. I felt it difficult, I must admit.
212	
213	FF: She (psychologist B) was too newly educated, and then of course
214	may have plenty of other ideas. However, we do our best to listen; and
215	then we figure out what we find useful; some of it we use, some of it we
216	don't use. She (i.e. psychologist B) did find that a bit difficult, maybe
217	because newly educated. We can't make use of all of it; not that we are
218	ungrateful for the support given to us, but because we know how our
219	daily life goes.
220	
221	FM: We winnow out some things, and this of course is because of our
222	increased experience. Therefore, we kind of sort out, not to waste energy
223	on something we can tell beforehand won't work. We will rather pick
224	something where beforehand we have at least an inkling that this may
225	work well.
226	
227	FF: This is by far the best for us.
228	
229	FM: Yes, that is exactly what we think; while what we can tell will be
230	absolutely hopeless...
231	(I: Mentions a parallel between their ability to sort out their needs and
232	their earlier description of S's increasing ability to know her needs).
233	
234	FF: This may be true enough; but what especially boosted her were the
235	years she went to see you that is for sure. If not, I don't believe she
236	would have developed so far; I am quite certain, this is so.
237	
238	FM: As true, because it gave her faith that she counts as a human being
239	does. Even when she was a small child, she might look so utterly hope-
240	less...Like, you know, why and to what purpose was I put on this earth.

241	There was such a hopeless, utterly forlorn look also in her eyes; she
242	couldn't make head or tail of anything... Therefore, we believe this.
243	
244	FF: Yes, today one may have a much more sensible talk with her.
245	
246	FM: We saw that last week. S lost her birth father, and we talked about
247	many different things. Among others, how she was, when first she came
248	to us...also about the food not supposed to be mixed on her plate; and
249	now... she is able to listen without getting hurt, doesn't hear this as criti-
250	cism.
251	
252	FF: Well, maybe shortly the moment you say this, but it'll pass.
253	
254	FM: Not like the old days, years back, if she got cross, she would turn
255	her back and immediately into her room, door closed. Today she is able
256	to listen to what one tells her, even when we say, listen this is not to
257	criticize but just information that... I am sure; she has come so very, very
258	far
259	
260	(I: Mention S's age and asks if she has reached puberty)
261	
262	FM: No-o, ye-es, maybe.
263	
264	FF: I believe her to be a little bit into pre-puberty. In that she shows some
265	of these features, they get, when they reach puberty.
266	
267	FM: Come to think of it, a little up and down maybe and she also started
268	looking a little gawky and clumpy (laughing)
269	
270	FF: I believe her biggest worry is her belly.
271	
272	FM: Yeah, her potbelly is still there.
273	
274	FF: But less than before.
275	
276	FM: No, she works out doing sit-ups at her bed. She is aware of this, and
277	then there is this subtle balance, when this becomes too much.
278	
279	FF: yes, this is...if she starts skipping meals, then...but I don't expect her
280	to go that far out, she loves her food.
281	
282	FM: Oh, yes, doesn't she. Today she may well mix things together and
283	she is good at tasting different kinds of foods.
284	FF: Yes, she tries out many strange things. (Both of them laugh).
285	
286	FM: This we tried in Italy, we went there on vacation; she wanted to taste
287	mussels. The rest of us did not want to taste since we do not like mussels.
288	However, OK, fine, I told her just go ahead and order; but when the food
289	arrives and you think it looks very odd, don't show this in your face; be-

290	cause this is the waiter bringing the food you ordered yourself. This she
291	observed. A dish arrived with rice and mussels, and black it was, pitch-
292	black. She sat staring at it. And I had to not look, because I... (Laughs).
293	Then she started eating, and I: Tastes good? Yes, it did, but it was too
294	hot, so she blew at it and ate a terrible lot of bread. Then I said do you
295	still like it? Why, she did, but at last she said that no, she didn't like it.
296	Then I told her, Ok then, just leave it. Moreover, she was even able to
297	laugh at this. That is exactly where I think she went ever so far, didn't
298	she.
299	
300	FF: She finds it hard to admit, in the moment she gets this dish, but
301	then...she gets there.
302	
303	FM: A month or so ago, she wanted sushi, and the rest of us wanted
304	something else. But it tasted deliciously, it did, and looks great...but
305	really, she was the only one in her form who did not like it, because she
306	never tasted it. OK so, and then she'll have it. She likes fish, and so do I,
307	but honestly not raw fish.
308	
309	FF: Then, she did eat a couple of bites there, m-m-m but apparently it
310	was not quite...
311	
312	FM: No, then she accepted sharing what the rest of us were eating
313	(I: Asks about their relationship to S, in what sense they feel good about
314	it, and what difficulties they may experience in the relation – at the end
315	of therapy and now.)
316	
317	FM: I believe we have a good close attachment to S. What I feel difficult
318	is, it doesn't last for long but sometimes she is so difficult to read, even
319	if she is happy or sad. This I think; but attachment there is, and I also
320	experience her in so many ways to show her attachment. It is just that she
321	is so natural, just like our own children were, she settled so well, I think.
322	(I: did she link closely to both of you, or is there a difference?)
323	
324	FF: Well, I believe her to be more closely attached to you (=FM), in a
325	way. Also, we have talked about this, maybe she has a little thing with
326	men; a little more, keeping them at a distance. I believe it dates from her
327	father. Firstly, I believe her mother often had it in for him, him often to
328	have got a tongue-lashing; And her older sister said something, and I
329	think there was just a little bit of ...
330	
331	(I: mentions that according to the files, at the time of the placement, S
332	was quite rejecting towards FF.
333	
334	FF: yes, something is there, it is not trying in any way, but just the same,
335	it is as if something...still is... However, by now she may very well come
336	to cuddle a bit, but just as often when I am about to wish her good night
337	or something, well, she turns her back at me.
338	



339	FM: She may do that to me also, but probably more seldom. You get it in
340	the neck faster than me. (Both laugh).
341	
342	FF: I probably protest more when she talks bullshit, earlier than you do.
343	(I: Sounds as if you may be more daddy-like)
344	
345	FF: yes, I probably am. She always had this, keeping me slightly at a
346	distance, but it did get better.
347	
348	FM: I believe this may be because she never had her birth father at as
349	close quarters as her birth mother, because there were quite some years
350	and not so with her father. I believe this is why.
351	
352	FF: Maybe she felt a little let down by her father, yes. Now, I don't know
353	about visitations at the residential home, whether he was very unrespon-
354	sive or more, or if both were passive; we can't know that, can we?
355	
356	FM: But I believe this to fit into the way, through the years, we have seen
357	her reject you, having difficulties...
358	
359	FF: As if, she doesn't quite know what to make of me.
360	
361	FM: I believe it to be like this, verbally she easily may defend herself
362	that she had a father and all that, but emotionally this is ever so hard on
363	her, and she never had anyone with whom to compare you.
364	
365	FF: There is not that much to it; we go shopping together; I am the cho-
366	sen one when she needs clothes.
367	
368	FM: I have no patience for this. Nor did I have with my own [children]; I
369	lack this there shopping-gene. (Both laugh).
370	
371	FF: I also believe it is a little easier to get me to buy a bit designer's
372	clothing.
373	
374	FM: Yeah that is for sure; together with you, she far better gets a little
375	extra something.
376	
377	FP: I do not allow her wildly unfettered shopping, but...
378	
379	(I: In that case, she allows you to get in as a father)
380	
381	FP: but sometimes, she may get screamingly mad at me – this happened
382	last week.
383	
384	(I: Asks about their relationship to birth mother of S)
385	
386	FM: For the last couple of years, we hardly saw her, just a few times.
387	When we meet, she is just as always towards us and we are as always

388	towards her. Previously, this also was so, we always meet with a hug; we
389	always had a good relationship to her mother. Because she is a nice girl,
390	she really is. Sometimes she doesn't manage to make ends meet in her
391	life, but this does not... that's just how it is.
392	
393	(I: asks about the relationship between S and the foster parents' birth
394	children)
395	
396	FM: They are just like real siblings.
397	
398	(I: mention the ordinary possibility of jealousy between siblings)
399	
400	FM: No, there is not. S still is good drawing and painting. Our son, 28
401	years old is into martial arts including some Chinese symbols. Then he
402	asked her, if she might do as three painted pictures, and this she did. She
403	actually did, and they were superb, really. Moreover, he was simply ever
404	so pleased and got very impressed. He hung it over his settee in his sit-
405	ting room; as he had done that, we went to have a look. Then one could
406	see in S's face that ...really.
407	
408	FM: And our daughter, 24 years, S also uses her much, for the real girl's
409	stuff – the two of them go shopping or they go to my daughter's place, S
410	sleeping over, then they are into all possible kinds of girl's stuff. There,
411	she has a really good relationship to the two big ones. Nevertheless, even
412	they are finding it hard to read her. Not long ago, we went to the theatre.
413	Our son works in a theatre, he called one night and said, tomorrow a play
414	comes up, I believe S will like it, do you think she will come? Then I
415	asked S and she wanted to; then we went to see the play, which was
416	really fun, and S nearly creased up, laughing so much. Then when we got
417	out of there, our son said, "Well, how"? And really, she had on a stone
418	face. He was ever so much in doubt, why we talked later. He said, "Did
419	she like it"? This is so typical of S, she doesn't at all show her feelings.
420	
421	FF: She finds it a bit hard to do.
422	
423	FM: Same thing happened at the hairdresser's. S was to have a cut, we
424	were talking, and meanwhile she had her cut. Then a couple of days later,
425	I went there myself, and the hairdresser asks me, did S like it? She was
426	absolutely crazy about it. Then the hairdresser said, Oh, because I could
427	not at all see it. Therefore, she in fact felt a certain embarrassment that
428	maybe S did not like it or what. Really, here at home, she may show her
429	feelings, but not when outside and between people she doesn't know that
430	well.
431	
432	(I: mention FO, the other foster child of the family).
433	
434	FM: The community send him back to his birth mother, it was ever so
435	hard on S; also, because he doesn't do well. He visits and has done so
436	ever since, but...S was rather...the first half year after he went, S was

437	bending over backwards to please us. We talked to the psychologist
438	about this...It sounds disgusting, when I say so, but really it was nauseat-
439	ing because she...Then we got the explanation, that she was ever so anx-
440	ious, trying to please us. Finally, we told S that FO going was just some-
441	thing decided by the community, the social worker decided this, not us,
442	we felt it to be a really bad decision. And we told her, you are going to
443	stay put. We had to have her child care worker to come here and talk to
444	her, saying: You will stay here for good”, to have proper words spoken to
445	her about this, things that we ourselves must not say. It was so good; af-
446	terwards she calmed down, didn't she. But it was like, well we are going
447	to have a cup of coffee; and immediately S would be there, let me,
448	shouldn't I...she was that scared. But we talked about him, now he is
449	placed for the 7 <sup>th</sup> or 8 <sup>th</sup> time, since he was here, and we do feel so terrible
450	about this. Then he has changed, to S he is still the good, old (FO), and
451	she feels it ever so sad, it ended like this. We explained to her that these
452	things we could not fight. Then she says...I am so lucky to have a good
453	childcare worker. (FO) of course changed very much; being together, he
454	is quite hard to recognize, because he became a young bully, even if he is
455	only 15 years old and inside him at most eight years old.
456	
457	FF: By now, she no longer feels comfortable going together with him to
458	the service station.
459	
460	FM: No, because she senses very well how he changed, the ways he
461	changed, the behaviour into which he... However, she misses him for
462	certain things. Last year, planning for a trip to Italy, she asked, will FO
463	not join us? Even if he was not with us the preceding years either. Even
464	this Christmas, she missed him, because this was the first Christmas ever,
465	when he did not show up. She thought that strange, too. It gave her some
466	food for thought. We talked about it too, because she is quite big now,
467	she thinks that he went to some terrible places. She joined us visiting
468	him, and it is really terrible, also the clientele of these places, one can
469	easily see, they are also not..
470	
471	FF: No, (FO) was not in luck with going to these places. It is such a pity.
472	
473	FM: Probably, Samantha also thinks so. Not that she bend over back-
474	wards to him anymore, but she is aware that being nearly grown-up – but
475	then, the other day she asked me if (FO) could go into foster care again. I
476	told her that it is difficult to be so big and go into foster care. Then she
477	says that she is not going to move out before her 30 years birthday.
478	(Laughing) Then this is all just fine. (Both laugh).
479	
480	(I: asks if they will say something about what kind of person, S has
481	turned into, e.g. can she also sometimes be tough)
482	
483	Both: No, she is not, not yet anyhow.
484	
485	FF: But I believe we may have a handful when she really gets into pu-

486	berthy.
487	
488	FM: So do I, certainly.
489	
490	(I: mentions that at the end of therapy, the community agreed to the possibility for further therapy, if needed at a later stage).
491	
492	
493	FM: Yes, this is good to know.
494	
495	FF: I am convinced that S knows this, because we talked about it, and it is just as well for us and her to have it in mind, just in case anything goes very wrong, then we may get her going again.
496	
497	
498	
499	FM: We are glad that this possibility is open.
500	
501	FF: We know about her older sisters; they are into big troubles now when in puberty, but then they had it all the way through. S is the only one who got real therapy, so we have some hope...
502	
503	
504	
505	FM: Puberty just around the corner, we are really eager to know how this will turn out.
506	
507	
508	

## I.4 Transcribed interview birth mother

1	The researcher-after-therapy carried out, taped, transcribed, and translated this interview <sup>45</sup> .
2	
3	
4	Abbreviations: I=interviewer=researcher; S=Samantha; BM=birth mother; BMF=birth mother's fiancé; BF=birth father; FP= foster parents; B=the oldest birth sister Buzz; L=the middle birth sister=Lea.
5	
6	
7	
8	The interview took place at an apartment belonging to the mother's fiancé. The building is part of a housing project in a severely disadvantaged, abuse- and crime-ridden part of the city. A big Alsatian dog lies at BM's feet.
9	
10	
11	
12	
13	(I: introduces, explains that the purpose is to get to know how therapy worked and invites BM to talk about how things have been for her and Samantha since we last met)
14	
15	
16	
17	BM: I haven't seen her ... in fact for more than a year ...Because I drifted into...dropped down with some stress, which then grew into anxiety, depression, and I also got some ...social phobia.
18	
19	
20	
21	(I: So, you find it hard to move outside home)
22	
23	BM: It is hard in the way that some hours may pass, where I...but then I take him (= the dog) for a walk, and then... There are times when I sit down and have a weep just by the thought that I have to go out of the door. Much of the trouble is because... actually, we (BM and BMF) moved from Copenhagen to Bornholm <sup>46</sup> , because there he has a sister living. Then we found out that this was not exactly us, we were too much Copenhageners. Then we moved back in and so and so lived here and there, until at last we actually got this one apartment half a year ago, didn't we. In fact, his name is at the door, because of something with the housing project, an age-limit or so decides if you may have one of these apartments, doesn't it.
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	(I: Then you actually have your registered address somewhere else?)
36	
37	BM: Yes, tells where.
38	
39	(I: Must have been quite hard to move around like this)
40	
41	BM: Yes, and then it also came, (BMF) he started drifting in and out of hospital because of his heart. Therefore, we don't really know, where are we, what is happening, and all.
42	
43	

<sup>45</sup> The date and exact place of the interview omitted for reasons of anonymity.

<sup>46</sup> An island in the south of Denmark.

44	(I: and all that meant that you couldn't see S, or what happened to your
45	contact with her?)
46	BM: Well, it slipped a little, because I...He [BMF] was so terribly scared,
47	what is happening in my body and all. He found it ever so hard to accept
48	that he actually had a heart condition, and so there, what will happen to
49	me, what they are going to do to me. On top of that, one kept moving
50	house, all at the same time, so very unstable.
51	(I: So much difficulty, and therefore you did not meet with S - for how
52	long)
53	BM: Yes, it probably must soon be for 1½ or maybe 2 years. Then a
54	couple of weeks ago, I saw her during some very sad circumstances, the
55	children's father passed away... both because of illness and because for
56	years and years he was such a heavy drinker. However, there, I had a
57	letter I wanted to give S, from my mother... Moreover, I felt, you know, a
58	little bit like oh, well, OK fine, this letter but it is just to get it off. When
59	in the end, I got it delivered, she flung her arms around me, giving me
60	such a really huge hug; me of course hugging back, kissing her forehead,
61	telling her I love her. And this she has kind of given a little thought, so
62	now I am actually going to meet her in a couple of days.
63	(I: S asked for that)
64	BM: Yes, and I got so very, very happy when I was told. Therefore, (fos-
65	ter family worker) will pick me up, and then we are going to meet at the
66	foster family agency, they have a special room for that. In addition, when
67	the visitation is over, BMF borrowed a car to come and get me, because I
68	have this social phobia, and bus and underground, no way can I do that.
69	(I: Asks if BM receives treatment for her social phobia)
70	BM: Yes, the jobcentre said to go to this rehab clinic, and I have a coun-
71	sellor there. I simply called and told how it is, in fact I just spoke to her,
72	and we agreed that she will call me in a couple of months; that it's better
73	for some time to pass, because I am to see my own psychiatrist in a
74	week; and in fact this is going to be my first real interview. Because I
75	was supposed to have been there months ago, but I was ill, and then of
76	course I couldn't remember what day and time it was that I was supposed
77	to meet there, and therefore I couldn't even not cancel the appointment.
78	And, those times when I have been like shortly talking to the job
79	tre <sup>47</sup> ...I can cope only if nearby, so I don't need to think about how to get
80	out of this neighbourhood.
81	
82	(I: asks if BM always lived in this area)
83	
84	BM: No, I was born in X, growing up there but we moved house, and
85	then my father and I moved out here; I was 15-16 years old when I met
86	the father of my children. Then, in fact I left here 10 years ago, I
87	swapped my apartment for one in Y; in fact, in the same moment I came
88	to know my fiancé. My mother and bonus dad keeps a garden out there,
89	aunt, and uncle too. I've visited these gardens since 2½ years old, in the

<sup>47</sup>BM talked for a while about her mental problems and contact with the job centre and several psychiatric departments at various hospitals. This part was not transcribed since not related to S; it is available on the tape.

90	summers practically grew up there. Then as it turned out, actually my
91	mother and (BMF) had been friends through many, many years before;
92	he was invited to my bonus dad's birthday, and then we....
93	
94	(I: As you said, soon you are going to meet with S again –what are your
95	expectations for this meeting)
96	
97	BM: I am ever so happy...to get to know a little more. (The foster family
98	worker) told me that S has something in mind to ask me; she did not
99	know what. But S was not all that sure if she fully dared say...
100	
101	(I: Do you have any idea, what it might be about)?
102	
103	BM: Well, I don't decidedly have real thoughts but maybe, I might fancy
104	this a little bit; a combination that her father passed away, she might
105	want to know, who he really was... Because she didn't see him since she
106	was 1½-2 years old. And then 8-10 years passed before she actually saw
107	him again, which is so long ago that really, somehow she doesn't know
108	her father, so this I may well fancy a little .. Then the other thing, I imag-
109	ine... This is why I have been gone for so long, and she didn't hear from
110	me... I fancy well that this is something of a combination of both, well...
111	
112	(I: Do you remember when S was in therapy with me; you went to talk to
113	me a couple of times together with the childcare worker from the com-
114	munity. How was this for you?)
115	
116	BM: Yes, somewhere I really felt it odd for him to be there; I felt some-
117	how that he was prying into something, in my life. I thought about this
118	later, why... I did ask you, how S really was, and if she might become
119	ready to go home in weekends and so...And then he took over and really,
120	I felt answered on your behalf, I didn't much like that.
121	
122	(I: Maybe, you felt waved aside)
123	
124	BM: Yes I did, because I asked you, and he answered. I found that ever
125	so irritating; in fact got a little angry, cross about it; as if they beforehand
126	just said that this was out of the question.
127	
128	(I: You may have felt I let you down)
129	
130	BM: No, I wouldn't say that, after all this was the first time I went to see
131	you, and we didn't know each other; and I didn't know which questions
132	might come...
133	
134	(I: How did you feel about S seeing a therapist?)
135	
136	BM: Yes, because now, I have a really, really good relation to her foster
137	parents, haven't I... And a really good relation, open and honest to each
138	other, and what we may do best to help; so yes, I felt really OK with this,

139	and also I could see and sense that the more S went to see you, the more
140	she recovered. And of course, afterwards something more came, she had
141	to have a support teacher at school...and I was told that she had some
142	difficulties with this there, doing this, I can't be bothered. However, I
143	want to say that until this happened and I did not see her, everything was
144	quite positive. I felt that she had become quite another more happy girl;
145	able to both show and tell if she felt strange; not sad nor sorry, and not
146	happy; I tried to explain to her that you doesn't have to, you may have
147	days like this even as a grown up. Moreover, this answer she took really
148	positively.
149	
150	(I: Then, am I to understand that you felt the contact between you and
151	Samantha to change during therapy?)
152	
153	BM: Actually, S always was my little gold-nugget <sup>48</sup> , the others too, but
154	somewhere, she is the latecomer. One may have a tendency to maybe a
155	bit more indulgent and all these things with more spoiling. Then, there it
156	is, S actually is very much like me body and soul (laughing)...I can't
157	really deny that. But I also think about this... Before all this trouble, I had
158	a visitation with all three of them. ... Samantha loved to tease L. ... I
159	tried to..., because I could see in Lea's face that enough was enough ... I
160	told Samantha off in a nice way; not really angry, just so ... she got the
161	message that Lea didn't find it fun anymore... S bounced that back,
162	looked at me with her big doe-like eyes and just cracked a joke. I don't
163	remember what, but in return, I simply had to turn my back to her trying
164	not to laugh, and I felt like unbelievable, she is the spitting image of my-
165	self as a child; this nemesis getting back at me, in this way that in pu-
166	berly I used to tease my father in exactly this way. When my father told
167	me off, I also would wisecrack something, just laughing, in the end my
168	father: "Just go into your room", and then he had to turn around not to
169	laugh. So, I really felt us to be so very much alike... but neither not really
170	that good since, nemesis getting back... Then, (FM) always said that like
171	father like son <sup>49</sup> , and then usually I say "hush, not that loud".
172	
173	(I: Do you remember why S needed therapy, she was 5 years when start-
174	ing, what troubles she had as a small child, before starting school?)
175	
176	BM: yes, she was 4-5 years old as she started by you; and she always
177	wanted everything to be ever so cosy and idyllic. Everybody must feel
178	good, all negative locked away. Moreover... today she dares speak her
179	mind and knows this to be OK. Therefore, well, I am ever so glad she
180	went to see you and got what to say, those aggressions out, err-r, found
181	out that it is OK to be cross and mad. Then, we cannot all us go around
182	happy every day of the week, all smiles.
183	

<sup>48</sup> "Gold-nugget is similar to the English expression "apple of my eye", which also exist in Danish (øjesten). Even in Danish, the expression gold-nugget is less usual compared to this.

<sup>49</sup> She uses the equivalent Danish expression "æblet falder ikke langt fra stammen" i.e. the apple will not fall far from the tree".



184	(I: life is not like that, you feel)
185	
186	BM: No-o, it becomes a little difficult at least.
187	(I: While S was into therapy, did anybody support you, helping you to
188	feel better; I know you saw the childcare worker, but did you talk to any-
189	body else?)
190	
191	BM: yes, I always had good contact with (the foster care worker), and
192	then of course I had (BMF= fiancé), we talked a lot; spend lots of time,
193	because it was really, hard on me. This goes all the way back to (the resi-
194	dential home of S's infancy). Because of these err-r- situations; they re-
195	moved the visitations to the family clinic in X. And (BMF) very well
196	sensed how hard it was on me. He always was a supreme support helping
197	me to say, yes but OK then we must take it from there and see how it
198	goes. I was alone in so many things, actually fighting both the civil ser-
199	vice, the politicians deciding care orders, the childcare services, the
200	community, and all. I don't know what to say, they kept repeating much
201	of the negative things that the father of the children told the community.
202	Then, getting to know (BMF), all negative turns positive, they also al-
203	lowed me to see the children in my own home.
204	
205	(I: He is a good support to you)
206	
207	BM: I am sad though about this last period, all the things that have
208	been...
209	
210	(I: You think about the period in which you did not see S and your other
211	girls.)
212	
213	BM: Yes, and of course a long time passed where I did not call to hear
214	how thing were with them, and the foster families they got like, well this
215	is strange. Then, when I did call round, feeling a little better, I opened out
216	telling where I was and why for so long they had not heard from me. I
217	had sort of been going around thinking; well I have to give them an ex-
218	planation, also in relation to the girls because they probably cannot un-
219	derstand, why we don't hear anything from mother.
220	
221	(I: Did you get the impression that they might worry about you?)
222	
223	BM: In any case, I had Confirmation with L, and she was ever so angry
224	with me, and this was before I properly entered treatment, and yes, I
225	flipped at her and more angry than I really... because I know L to be so
226	uncommonly sensitive... There, I am sorry that I was not able to explain
227	this to her in a quiet and calm way, but I reacted so violent towards her
228	because of this there anxiety-depression, didn't I. Then I called her at
229	Christmas Eve, I felt I needed to give her an apology. Through long time,
230	I felt so bad about this violent reaction towards her. Then she said, OK
231	the apology received and accepted. Nevertheless, she is still mad at me
232	because she believes (BMF) to be no. 1, and they are no. 2. Yes, I am

233	quietly, not putting pressure on her, but rather quietly showing her, building up trust. This won't happen from one day to another. Then, she is a teenager <sup>50</sup> .
234	
235	
236	
237	(I: S is not a teenager yet)
238	
239	BM: No, not quite, but turning twelve some time ago, it is approaching.
240	
241	(I: How do you believe she will be as a teenager?)
242	
243	BM: When I gave birth to S, I felt like this, three girls, oh my, give me a break. I thought I would have real fun when they become teenagers.
244	
245	
246	(I: How was you yourself as a teenager)
247	BM: I was ever so tough.
248	
249	(I: When did your parent's divorce take place?)
250	
251	BM: I was 5-6 years old.
252	
253	(I: Did you see your mother?)
254	
255	BM: yes, but sort of on my own premise, I called her and said now I feel like it. In weekends, often when I felt like going to her, well then they had previous appointments, not time for me. I always felt like this that I had to fight for my mother's love, because it was always my brother here and my brother there. I have an older brother, and all my childhood I felt crowded out by him. Of course, today, this is no different, and no way like, "oh mother please listen, I have a problem".
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259	
260	
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262	
263	(I: Is your father still alive?)
264	
265	BM: No, he died 6-7 years ago, before we left X. This got totally on top of me, I always was daddy's girl and able to talk to my father of anything, no inhibitions there..., with my mother this..., because related to when I first got my period, there... I had talked to my father, who said, err, this I don't know anything about really, you will have to get hold of your mother..., anyhow with sanitary towels and all that; and it took me really long time to pluck up the courage, then I felt her in fact to laugh at me. She went in and told her friends loud-mouthed that I got my first period. This really put me off, and later I just felt this problem with my mother. Even today, oh yes, I just got in contact to tell her that the father of the children passed away, but apart from that I have no contact with her.
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<sup>50</sup> BM goes on for a while talking in general about the psychology of teenagers (available on tape).

278	(I: When S was an infant, I heard you had some troubles with domestic
279	violence)
280	
281	BM: Yes, this is so. One may say that we, or I, said enough is enough, S
282	was like 1½-2 years old, but going back to the start; the relationship was
283	already over when I carried S; I like just closed off to him ..., not giving
284	him any more chances, because I already had given him quite a lot. I had
285	known him since I was 15-16 years old. He is the father of the oldest
286	girls, and... I was twenty-four when I got S... When told that he passed
287	away, I felt like “so what”. In fact, at the funeral... coming into church a
288	coffin standing there, well first then... The girls were kneeling, and the
289	vicar imparted all the nice words.
290	
291	(I: How was it with alcohol at the birth of your eldest girls? Did their
292	father drink too much then?)
293	
294	BM: Oh yes, he already did, when we met. Then I felt that since we had
295	no children to ..., we only needed to take care of ourselves, I did not
296	think it wrong. Then I believed that once we get children, he would
297	change in both this and other ways.
298	
299	(I: Less alcohol and less violence?)
300	
301	BM: yes, one may say partly he did so when he was sober. However,
302	often this would last somewhere between a month and three. When he
303	was sober, he was in fact a fabulous daddy, who might ..., well, let me
304	take the girls to the playground letting you do the cleaning without them
305	getting in the way. ... And he played a lot with the girls, but then when
306	hitting the bottle he became mean and didn’t care..., leaving it to me to
307	take responsibility, then all it was about was to get booze.
308	
309	(I: During all those years together with their father, could you yourself
310	avoid a drink problem?)
311	
312	BM: No, strangely in fact I didn’t. I didn’t care for it, really, so it was
313	immensely seldom, err-r... It was first around the time, when finally, I
314	left him then I, quote, like got a consumption of alcohol, after the girls no
315	longer were at home.
316	
317	(I: You got to be alone and maybe lonely)
318	
319	BM: Well, no, yes, in fact I did, didn’t I? The responsibility I had ac-
320	cepted, as my father told me, saying A, you also have to say B. This was
321	ever so hard on me, and I sat around all alone one Christmas too, and
322	then couldn’t look at the photos of the girls, because ouch, this hurt....
323	They were not by me, and where I dropped into, really was when I
324	started using those wh-words; I mean, who am I; why; what do I want
325	with my life; So many questions popped up, and these hurt me ever so
326	much... Of course I know, alcohol doesn’t help, because the day after, the

327	problem is still there, isn't it.
328	
329	(I: It may be difficult to get off when once you started)
330	
331	BM: No, I don't think that because when first I got on...
332	
333	(I: How old was S, when you again got a grip on it?)
334	
335	BM: yes, how old may she have been...? Well, maybe 1½-2 years, maybe
336	3 years, not to say too much.
337	
338	(I: When did you meet your fiancé?)
339	
340	BM: Yeah, when was that, must be ten years ago, I think, but then we
341	first met again half a year later, S around two years old. Moreover, in the
342	same tick I got to know (BMF), I swapped my flat, because I didn't dare
343	to be there never knowing when the children's father would show up...I
344	was not always to hear in the entry phone if he was drunk or what. Then
345	when we met, I told (BMF) how scared I was and didn't dare... both
346	mentally and physically, and OK, since I was not able to take care of
347	myself, really I was not able to take care of the children either. However,
348	it took a long while for me really to accept that.
349	
350	(I: To accept that the children could not live by you).
351	
352	BM: Yes, today looking back, I can see that when really in trouble; of
353	course I did this to the best of my ability, believing it the best I could do,
354	but today I reckon that many things did not really go all that well, and
355	this I can tell at least at the two oldest... Somewhere, I really believed
356	that yes, time will come, when by themselves they will ask, now we want
357	to know the truth about how and why... However, they are not ready yet
358	to know, I think...
359	
360	(I: How do you think about the children growing up in foster families?)
361	
362	BM: Really, I am quite happy about the foster families. In the beginning,
363	towards B's family, I felt like, I couldn't count on them; unable to define
364	this wall, it just was there <sup>51</sup> . I could not say why, but later I got a better
365	communication and relation to things.
366	
367	(I: How is your present relation to the childcare worker?)
368	
369	BM: Since I myself broke down and all, I have lost touch with her. Be-
370	fore that, I would quite often call her, if I had a question or so, call and
371	ask what I do... Also at the time, B had her Confirmation. It was quite
372	hard on me, allowing me only in the church but not afterwards at the

<sup>51</sup> This sentence was translated into what I believe it to mean, somewhat difficult to understand; in Danish: "men jeg kunne ikke definicere den mur, der var der".

373	party; not even allowing me myself to throw her a party, only if just she
374	and me, no one at all from the rest of the family to come. I found that
375	very difficult, it really got me down, but then (BMF) felt how hard I took
376	it...
377	
378	(I: Mention that our appointed time soon will be up, asks if anything
379	more she would like to tell me)
380	
381	BM: Well, I have to say that with all three girls, in the beginning I felt
382	like, this is my children, I carried them for nine months, and then another
383	woman should raise and care for my children... I could never stomach
384	that, not at all... However, since then time passed, then this contact, and
385	as I told S's foster parents, in fact shortly after S came to stay there, and I
386	really felt like, as her mother I really worried no more, I mean what is my
387	girl doing, what are her interests, and all these worries... Will anything
388	happen to her, and... I don't have these worries at all, because I feel I got
389	to know you and you are part of my family.
390	
391	(I: Then you feel safe with S being by them)?
392	
393	BM: Exactly, I believe they were surprised that a birth mother might say
394	so to them. And as a mother, these are huge words to say to some foster
395	parents. Later on, as it turned out, I really got a good laugh at that, S
396	should buy a bikini, and foster mother and I never discussed things like
397	that. Then, when we talked about this, as it turned out, we actually had
398	the same attitude, namely that same upbringing, 10-years old girls not
399	supposed to run around in small triangular-bikinis like grown-ups.
400	
401	(I: You like the way S's foster parents bring her up.)
402	
403	BM: Yes, because this is very much similar to the upbringing I had. I
404	still feel it is as if we are family that S just was send to live with someone
405	of my family... I am so comfortable with them... Something S felt diffi-
406	cult is that (FM) and I we always joked each other. S really felt it hard at
407	visitation if we did not joke every time... Then she got like, oh no they
408	have fallen out, and got sad... (FM) had to explain to her that you may
409	joke each other, but not necessarily each time you meet.
410	
411	(I: Ending the interview).
412	

# APPENDIX II MAPPING CHARTS AND TABLES

## II.1 Mapping chart parental-sibling figures First 24 sessions and 4 Christmas breaks

	The first 24 sessions																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
RE 1	M	M	H	M <sub>f</sub>	H <sub>h</sub>	F	H <sub>h</sub>	m	M <sub>h</sub>	m	M	M	M	H	H	h <sub>H</sub>	H	H	M	M	M <sub>m</sub>	H	H	M
RE 2	M <sub>m</sub>	H	H <sub>h</sub>	H <sub>m</sub>	H <sub>h</sub>	H <sub>h</sub>	H <sub>h</sub>	H <sub>h</sub>	m <sub>M</sub>	F <sub>f</sub>	H <sub>h</sub>	H	H		H	H <sub>h</sub>	H <sub>h</sub>	H		M	H <sub>h</sub>	H	M	H
RE 3	M <sub>m</sub>	h <sub>H</sub>	m <sub>M</sub>	H	H <sub>f</sub>	F <sub>f</sub>	H <sub>h</sub>	H <sub>h</sub>	H	H <sub>h</sub>	H <sub>h</sub>	H	H <sub>h</sub>		H	H <sub>h</sub>	H	H <sub>h</sub>	M	H <sub>h</sub>	H <sub>h</sub>	H	H	
RE 4	H <sub>h</sub>		M	M	H <sub>h</sub>	H <sub>h</sub>	M <sub>m</sub>		H	H <sub>h</sub>	H	M	H <sub>h</sub>		M	M		H <sub>h</sub>	M	H <sub>h</sub>	M <sub>f</sub>	M	H <sub>h</sub>	M
RE 5	M				M <sub>m</sub>	H <sub>h</sub>			M	H <sub>h</sub>	M	H	M		M	M		H		H <sub>H</sub>	M	M	H	
RE 6									M	H					H	M		h <sub>H</sub>		H		H		
RE 7										H											M			
RE 8																					F <sub>f</sub>			
RE 9																					M			

	Through 4 Christmas breaks (24 sessions)																							
	10	11	25	26	27	28	64	65	85	86	87	88	120	121	135	136	137	138	178	179	185	192	194	195
RE 1	m	M	H	H	H <sub>h</sub>	H	H <sub>h</sub>	H <sub>h</sub>	H	H	H	H	H	H	H	F	H	H	H	H	H	H <sub>h</sub>	H	H
RE 2	F <sub>f</sub>	H <sub>H</sub>		H	H <sub>h</sub>	H <sub>h</sub>	H	H		H	M	H	H	H	H <sub>h</sub>	F	M <sub>m</sub>	H	H	H	H <sub>h</sub>	M	H	H
RE 3	H <sub>h</sub>	H <sub>h</sub>	H	M <sub>m</sub>	H	H	M	H	M	H	F	H <sub>f</sub>	H	H	H	F	M <sub>m</sub>	M <sub>m</sub>	M	H	M	M	M <sub>h</sub>	H
RE 4	H <sub>h</sub>	H		H	H	H <sub>h</sub>	H	M	M	M		M <sub>f</sub>	H	M <sub>h</sub>	H	M <sub>m</sub>		M	H	H		M	H	H
RE 5	H <sub>h</sub>	M		H				M		F		H		H	H			M	M	M			M	H
RE 6	H																	M	M				M	H <sub>m</sub>
RE 7	H																	M	M <sub>h</sub>					
RE 8																		H						

Parental figures : Friendly=F; Hostile= H; Mixed=M

Sibling figures: Friendly=f; Hostile=h; Mixed= m

RE = Relationship Episode. RE 1 = Relationship episode 1; etc. Relationship episodes appear white .

Grey= No-session areas

If none of the above letters are specified it means that neither parental or sibling themes was found in this relationship episode.

Episodes in which parental figures occur together with friendly or mixed sibling figures are marked by green   colour

Episodes in which parental figures occur together with hostile siblings are marked by yellow colour

## II.2 Mapping chart therapist's subjective experience The first 24 sessions and 4 Christmas breaks

		The first 24 sessions																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
RE 1		E	E		D	E	C	E			D	CE	CE	E	C	E				E			D	E		
RE 2			D	D	C				E		D	CE		D			E				E		E	D	CE	
RE 3				D	D	C						E	E	E			CE		C	E		E		CE	D	C
RE 4		C	CE					E		C		D		CE		CE				D			D			
RE 5					D	C	E			CE	D	C		C									E			
RE 6											D											E				
RE 7											D															
RE 8																						E				
RE 9																										

		4 Christmas breaks – 24 sessions																							
		10	11	25	26	27	28	64	65	85	86	87	88	120	121	135	136	137	138	178	179	185	192	194	195
RE 1		D	CE	CE		C	C	E		D	C		E							E	E	E			
RE 2		D	CE		D		C	D			D	C		D	D	E	C			E	E				
RE 3			E		E		D	E	C			CE		D	CE					D				E	
RE 4			D				E	C	D	C				CE		C	E	C	E	E			C	D	
RE 5		D	C						C							C									
RE 6		D																							
RE 7		D																			C				
RE 8																			D						
RE 9																									

E= Emotional

C=Cognitive

D= Distance-related

CE= Mixed emotional-cognitive, no distance-related dilemmas mentioned

Grey= No-session areas

## II.3. All planned and unplanned breaks start to end

Sess. no.	Breaks.	Sess. No.	Breaks	Sess. No.	Breaks
1,2	UE (3 mths)	3	UEO (2 ses)	4,5,6,7,8	UE (1 ses)
9,10,11,12	PLO (1 ses)	13,14	UE (1 ses)	15	PL (2 ses)
16	UE (1 ses)	17,18,19	UE (1 ses)	20,21	PLO (2 ses)
22,23	UE (3 ses)	24, 25, 26 <b>(last before Christmas I)</b>	PL +UE (6 ses)	27,28, 29, 30	UEO (1 ses)
31,32,33,34	PLO (3 ses)	35,36	PL (2 ses)	37,38,39,40,41,42, 43, 44	PL+PLO (5 ses)
45	UE+PLO (2 ses)	46,47	PLO (2 ses)	48,49,50,51,52,53	PL (1 ses)
54,55,56,57, <b>58</b> <b>(End of 1. Yr)</b>	PL (10 ses) <b>Summer II</b>	59,60,61,62,63,64, 65,66,67,68,69,70	UEO (2 ses)	71,72,73,74	PL+UE (4 ses)
75,76,77,78,79,80	UE+PLO (3 ses)	81,82,83,84	UE (1 ses)	85,86 <b>(last before Christmas II)</b>	PL (6 ses)
87,88	PLO (1 ses)	89,90,91	PLO (2 sess)	92,93	UE 1 sess
94	PL (2 ses)	95,96	PLO (2 ses)	97	UE (1 ses)
98	PL (1 ses)	99,100	PL+PLO (4 ses)	101,102,103	UE 1 sess
104,105,106	PLO (1 ses)	107,108,109,110	UE (1 ses)	111,112,113	UE (1 ses)
<b>114 (end of 2. Yr)</b>	PL (10 ses) <b>Summer III</b>	115,116,117,118,119 120,121,122	UE (1 ses)	123,124,125	UE (2 ses)
126,127,128,129,	PL (2 ses)	130,131,132,133,134	UE (1ses)	135,136	PLO+UE (4 ses)
137 <b>Last before Christmas III</b>	UE+PL (7 ses)	138,139,140,141,142	UE (1 ses)	143,144,145,146,147	PL +UE (4 ses)
148,149,150,151	PL (2 ses)	152,153,154,155	PL+UE (4 ses)	156,157,158	PL (1 ses)
159,160	PLO (2 ses)	161,162	UE (1 ses)	163,164	UE (2 ses)
165,166,167,168 <b>(end of 3. Yr)</b>	PL (10 ses)	169,170,171 <b>First after Summer IV.</b>	UE (1 ses)	172	UE (1 ses)
173,174	UE (1 ses)	175,176,177,178,179	UE (2 ses)	180,181,183	PL+UE (3 ses)
184,185	PLO (3 ses)	186,187	UE (1 ses)	188,189,190	UE (1 ses)
191,192 <b>Last before Christmas IV</b>	PL (6 ses)	193,194,195,196,197,198,199,200	UEO (1 ses)	201	PL+PLO (4 ses)
202,203,204,205,206,207	PL (1 ses)	208	UE (3 ses)	209, 210, 211, 212,213, 214, 215, 216, 217, 218, 219	PLO (1 ses)
<b>220 end of 4. Yr and end of therapy</b>					

**PL**=planned ordinary vacations, church or bank holiday/**PLO** = Other beforehand known cancellation  
**UE**= unavoidable unexpected cancellation /**UEO**=other unexpected cancellation



## II.4. 4 Christmas break-sets in the universe of break-sets<sup>52</sup>

Break-set No.	Before+after break ses. No.	Type of break Simple or Sequence <sup>53</sup>	Length of Therapy <sup>54</sup> (months)	Possible no.-break Sessions	Included Christmas Break-sets
I	1-2+3-4	UE+ summer 1	3½	none	
II	25-26+27-28	Simple, Christmas 1	7	10-11	X
III	32-34+37-38	Sequence	9	29-30	
IV	43-44+48-49	Sequence, Easter 1	11	39-40	
V	57-58+59-60	Simple, summer 2	15	41-42	
VI	73-74+75-76	Simple, autumn 2	17	55-56	
VII	79-80+81-82	Simple	18	62-63	
VIII	85-86+87-88	Simple, Christmas 2	19	64-65	X
IX	91,100+92,97,101	Sequence, Easter 2	24 <sup>55</sup>	67-68	
X <sup>56</sup>	113-114+115-116	Simple, summer 3		none	none
XI	135-136+137-138	Sequence, Christmas 3	31	120-121	X
XII	150-151+152-153	Simple, Easter 3	35	133-134	
XIII	154-155+156-157	Simple	36	none	
XIV	168 + 169-170	Simple, summer 4	38	140-141	
XV	182-183+186-187	Sequence, autumn 4	40	none	
XVI <sup>57</sup>	185, 192+194-195	Sequence, Christmas 4	43	178-179	X

<sup>52</sup> *Unexpected breaks* (UE) are not included unless in conjunction with a planned break.

<sup>53</sup> *Simple or sequence*: A *simple break*: sessions in a row cancelled. A *sequence* includes more than one break, the planned break surrounded by other cancellations, inside the period single sessions standing alone between cancellations.

<sup>54</sup> As counted from session 1 of the therapy until first before-break session.

<sup>55</sup> This length counted from the middle of the total sequence, a period irregular breaks going on for of 3½ months

<sup>56</sup> Due to attrition, no recorded notes are available for this break.

<sup>57</sup> Session 185 is a genuine before-break session but strictly speaking not a Christmas-break session, since occurring three weeks before Christmas. It was included here as the best possible choice, because sessions between 185 and 192 were surrounded by unexpected one-session breaks. Session 192 figures as the last session before the Christmas break, because notes from session 193 were too scanty.

## II.5. Emotional quality parental figures<sup>58</sup>

	Location in session	Friendly	Mixed	Hostile	None
Sess. 1-24 <sup>59</sup> (R=120)	Beginning	6(RE1)	1(RE1, RE2, RE3), 2(RE1), 4(RE1), 9(RE1,RE2), 11(RE1), 12(RE1), 13(RE1), 19(RE1), 20(RE1,RE2), 21(RE1), 24(RE1)	3(RE1,RE2), 5(RE1,RE2,RE3,RE4), 7(RE1,RE2,RE3), 14(RE1), 15(RE1,RE2,RE3), 16(RE1,RE2,RE3), 17(RE1,RE2,RE3), 18(RE1,RE2,RE3,RE4,RE5,RE6), 22(RE1,RE2,RE3), 23(RE1)	8(RE1), 10(RE1),
	Middle	6(RE3), 10(RE2), 20(RE8)	3(RE3,RE4), 4(RE4), , 9(RE5,RE6), 12(RE4), 15(RE4,RE5), 16(RE4), 19(RE3,RE4), 20(RE7), 21(RE4,RE5), 22(RE4,RE5), 23(RE2),	1(RE4), 2(RE2,RE3), 4(RE2,RE3), 6(RE2,RE4,RE5), 8(RE2,RE3), 9(RE3,RE4), 10(RE3,RE4,RE5,RE6,RE7), 11(RE2,RE3,RE4), 12(RE2,RE3), 13(Re2,RE3,RE4), 20(RE3,RE4,RE5,RE6), 21(RE2,RE3), 22(RE6), 23(RE3,RE4,RE5), 24(RE2)	4(RE5), 19(RE2), 24(RE3)
	End		1(RE5), 5(RE5), 7(RE4), 11(RE5), 13(RE5), 20(RE9) 24(RE4)	12(RE5), (15(RE6))	2(RE4), 15(RE7), 18(RE7), 20(RE7), 22(RE7)
	Total 1-24	4	39	67	10
4 Christ- mas Break- sets (R=115)	No-break	10(RE2),	11(RE1,RE5),  64(RE3) , 65(RE4,RE5)  121(RE4)  178(RE3,RE5,RE6,RE7), 179(RE5)	10(RE3,RE4,RE5,RE6,RE7), 11(RE2,RE3,RE4), 64(RE1,RE2, RE4), 65(RE1,RE2,RE3), 120(RE1,RE2,RE3,RE4), 121(RE1,RE2,RE3,RE5) 178(RE1,RE2,RE4), 179(RE1,RE2,RE3,RE4)	10(RE1)
	Before- break	86(RE5) 136(RE1,RE2,RE3)	25(RE3)  85(RE3,RE4), 86(RE4) 136(RE4) 185(RE3), 192(RE2,RE3,RE4)	25(RE1,RE3), 26(RE1,RE2,RE4,RE5) 85(RE1), 86(RE1,RE2,RE3) 135(RE1,RE2,RE3,RE4,RE5), 185(RE1,RE2), 192(RE1)	25(RE2)  85(RE2)
	After- break	87(RE3)	87(RE2), 88(RE4) 137(RE1,RE2), 138(RE2,RE3,RE4;RE5,RE6), 194(RE3,RE5,RE6)	27(RE1,RE2,RE3,RE4), 28(RE1,RE2,RE3,RE4) 87(RE1), 88(RE1,RE2,RE3,RE5)  137(RE1), 138(RE1,RE2,RE8) 194(RE1,RE2,RE4), 195(RE1,RE2,RE3,RE4,RE5,RE6)	137(RE4)
	Total Christmas	6	32	73	4

<sup>58</sup> Samantha's attitude to the therapist included – i.e. a hostile attitude, verbal or bodily assault on therapist counted as a hostile parental figure, in line with a hostile parental figure in a fantasy play.

<sup>59</sup> In this and following tables, *beginning* means that the figure appeared firstly in the first episode of the session, maybe continuing through next episodes. Correspondingly, *middle* means that the figure first appeared later than episode 1, and earlier than the last episode of the session. *End* means that the figure did not occur in the preceding episodes but first started or after being absent in preceding episode(s) popped up again in the last episode of the session.

## II.6. Emotional quality sibling figures<sup>60</sup>

	Location in session	Friendly	Mixed	Hostile	None
Sess. 1-24 (RE 120)	Beginning	4(RE1)	8(RE1), 10(RE1), 21(RE1)	5(RE1,RE2), 7(RE1,RE2,RE3), 9(RE1), 16(RE1,RE2,RE3)	1(RE1), 2(RE1,RE2), 3(RE1), 6(RE1), 11(RE1), 12(RE1,RE2,RE3,RE4,RE5), 13(RE1,RE2), 14(RE1), 15(RE1,RE2,RE3,RE4,RE5,RE6,RE7), 17(RE1), 18(RE1,RE2), 19(RE1,RE2,RE3,RE4), 20(RE1,RE2,RE3), 22(RE1,RE2,RE3,RE4,RE5,RE6,RE7), 23(RE1,RE2,RE3), 24(RE1,RE2,RE3,RE4)
	Middle	5(RE3), 6(RE3) 10(RE2), 20(RE8), 21(RE4)	1(RE2,RE3), 3(RE3), 4(RE2) 9(RE2)	1(RE4), 2(RE3), 3(RE2), 5(RE4), 6(RE2,RE4,RE5), 8(RE2,RE3), 10(RE3,RE4,RE5), 11(RE2,RE3), 13(RE3,RE4), 17(RE2), 18(RE3,RE4,RE5), 20(RE3,RE4,RE5) 21(RE2,RE3), 23(RE4),	4(RE3,RE4), 5(RE4), 9(RE3,RE4,RE5,RE6), 10(RE6,RE7), 11(RE4,RE5), 18(RE5), 20(RE6,RE7)
	End		5(RE5), 7(RE4),		1(RE5),2(RE4), 3(RE4), 5(RE6), 13(RE5), 16(RE4), 17(RE3), 18(RE7), 21(RE5), 23(RE5)
	Total 1-24	6	10	35	69
4 Christ- mas Break- sets (R=115)	No-break	10(RE2)	10(RE1)	10(RE3,RE4,RE5), 11(RE2,RE3) 64(RE1), 65(RE1)  121(RE4) 178(RE7)	10(RE6,RE7), 11(RE1,RE4,RE5)  64(RE2,RE3,RE4), 65(RE2,RE3,RE4,RE5) 120(RE1,RE2,RE3,RE4), 121(RE1,RE2,RE3,RE5) 178(RE1,RE2,RE3,RE4,RE5,RE6), 179(RE1,RE2,RE3,RE4,RE5)
	Before-break		26(RE3)  136((RE4)	135(RE2)  185(RE2), 186(RE1)	25(RE1,RE2,RE3), 26(RE1,RE2,RE4,RE5) 85(RE1,RE2,RE3,RE4), 86(RE1,RE2,RE3,RE4,RE5) 135(RE1,RE3,RE4,RE5), 136(RE1,RE2,RE3) 185(RE1,RE3), 186(RE2,RE3,RE4)
	After-break	88(RE3,RE4)	137(RE2,RE3) 138(RE3)  195(RE6)	27(RE1,RE2), 28(RE2,RE4)  194(RE3)	27(RE3,RE4), 28(RE1,RE3) 87(RE1,RE2,RE3), 88(RE1,RE2,RE5) 137(RE1,RE4), 138(RE1,RE2,RE4,RE5,RE6,RE7,RE8) 194(RE1,RE2,RE3,RE4,RE5) 195(RE1,RE2,RE3,RE4,RE5)
	Total Christmas	3	7	17	88
All 48 sessions	R=235	9	17	52	157

<sup>60</sup> Attitudes to sibling figures counted, whether occurring in fantasy play or as attitudes shown in behaviour or verbalisations concerning birth, foster and therapy siblings.

## II.7. Identity Parental figures<sup>61</sup>

	Location in session	Fantasy parents	Therapy Parents	Birth Parents	Foster parents	Teachers Etc.
Sess. 1-24 (R= 120)	Beginning	4(RE1), 6(RE1,RE2), 7(RE1), 9(RE1,RE2),	11(RE1,RE2,RE3,RE4,RE5), 12(RE1, 13(RE1, 14(RE1), 15(RE1,RE2,RE3), 16(RE1,RE2,RE3,RE4,RE5), 18(RE1,RE2,RE3,RE4,RE5,RE6), 19(RE1), 20(RE1,RE2), , 21(RE1), 22(RE1,RE2,RE3), 23(RE1), 24(RE1,RE2)	None	2(RE1), 5(RE1), 15(RE1)	
	Middle	1(RE3), 2(RE3,RE4), 3(RE2,RE3,RE4), , 5(RE2,rRE3,RE4), 6(RE4,RE5), 8(RE2,RE3), 10(RE2), 12(RE4,RE5), 20(RE8,RE9), 21(RE3), 22(RE3,RE4,RE5)	2(R2,RE3), 3(RE2), 5(RE4), 6(RE3,RE4), 9(RE3,RE4,RE5,RE6), 10(RE3,RE4,RE5,RE6), 12(RE2,RE3,RE4,RE5), 13(RE2,RE3,RE4,RE5), 15(RE4,RE5), 19(RE4), 20(RE5,RE6), 21(RE4,RE5), 22(RE5), 23(RE2,RE3,RE4,RE5), 24(RE2)	1(RE2), 4(RE2,RE4), 21(RE3,RE4); 22(RE3),	1(RE2) 15(RE6), 20(RE4), 22(RE2)	
	End	1(RE5)	3(RE4), 24(RE4)	7(RE4)	3(RE4)	
	Total 1-24	29 RE	69 RE	7 RE	8 RE	0 RE
4 Christ- mas Break- sets (R= 115)	No- breaks	10(RE2)  64(RE2), 65(RE3) 120(RE1), 178(RE4,RE5), 179(RE3,RE4,RE5),	10(RE4,RE5,RE6,RE7) 11(RE1,RE2,RE3,RE4,RE5), 64(RE1,RE3,RE4), 65(RE1,RE2),RE5) 120(RE1,RE2,RE4), 121(RE1,RE2) 178(RE1,RE2,RE3), 179(RE1,RE2)			
	Before- breaks	85(RE3), 86(RE2) 136(RE4), 137(RE2,RE3) 192(RE1,RE2,RE3,RE4),	25(RE1), 26(RE1,RE2,RE3),  85(RE1,RE3), 86(RE1,RE3,RE4, RE5) 135(,RE2,RE3,RE5), 136(RE1,RE2,RE3) 185(RE1,RE2,RE3), 192(RE3,RE4)			
	After- breaks	27(RE2,RE4), 28(RE1), 88(RE3,RE4) 138(RE2) 194(RE2,RE3,RE6), 195(RE2,RE4))	27(RE1), 28(RE3,RE4) 87(RE1,RE2), 88(RE1,RE2,RE5) 137(RE1), 138(RE1,RE4,RE8) 194(RE1,RE4,RE5), 195(RE1,RE2)	87(RE3) 138(RE5)	138(RE3)	
	Total Christmas	29	63	2	1	0
All 48 sessions	R=235	60	135	9	8	0

<sup>61</sup> This and the below sibling table concerns differentiation internal and external reality and thus exploration of real life figures (including the therapist) rather than attitudes to parental figures. Therefore a parental or sibling figure coded as therapy, birth, foster, or other real-life parental and sibling figures exclusively if Samantha in the session was manifestly preoccupied with exploration of this figure's identity. Thus, while a hostile attitude to the therapist counted as a hostile parental figure, it was not included in this table. For the same reason, fantasy parents and siblings counted here only if part of a fantasy-play. For this reason, the total number of parental and sibling figures are less than in the table above.

## II.8. Identity sibling figures<sup>62</sup>

	Location in session	Fantasy Siblings	Therapy Siblings	Birth Siblings	Foster Siblings	Peers
Sess. 1-24 (R=120)	Beginning	4(RE1), 6(RE1,RE2), 7(RE1,RE2), 9(RE1,RE2), 10(RE1)	9(RE1)	8(RE1,RE2), 16(RE1), 21(RE1)	5(RE1),	
	Middle	1(RE3), 2(RE3,RE4), 3(RE2,RE3,RE4), 5(RE2,RE3,RE4), 6(RE4,RE5), 8(RE2,RE3), 10(RE2), 17(RE2), 20(RE3,RE8), 21(RE3)	1(RE4), 6(RE4), 10(RE4,RE5), 11(RE2,RE3), 13(RE3), 16(RE3), 18(RE3,RE4), 20(RE4), 21(RE4), 21(RE2), 23(RE4)	1(RE2)	1(RE2), 5(RE2,RE3), 8(RE2), 21(RE2)	1(RE2), 8(RE2)
	End	1(RE5),	18(RE6)	7(RE4)	21(RE4)	
	Total Sess 1-24	27 RE	16 RE	6 RE	7 RE	2 RE
4 Christ- mas Break-sets (RE=115)	No-breaks	10(RE1,RE2) 64(RE1) 178(RE7)	10(RE3,RE4), 11(RE2,RE3) 65(RE1)			121(4)
	Before-breaks	136(RE4) 192(RE1)	26(RE3)			135(RE2) 185(RE2)
	After-breaks	88(RE3,RE4) 137(RE2,RE3) 194(RE3) 195(RE7)	27(RE1), 28(RE2,RE4)  138(RE3)			
	Total Christmas	12	10	0	0	3
All 48 sessions	R=235	39	26	6	7	5

<sup>62</sup> In this table, a figure coded as therapy, birth, foster, and other real-life parental and sibling figures only if Samantha in the session was preoccupied with exploration of this figure's identity. This means that although a hostile attitude to the therapist was counted as a hostile parental figure, it will not be included in this table. Thus, this table and the sibling table below concerns differentiation internal and external reality and thus exploration of real life figures (including the therapist) rather than attitudes to parental figures. For the same reason, fantasy parents and siblings were counted here only if part of a symbolic fantasy-play. For this reason, the total number of parental and sibling figures are less than in the table above.

## II.9. Emotional quality parental and sibling figures<sup>63</sup>

Parental figures – no. Relationship episodes (RE)					
	Location in session	Friendly	Mixed	Hostile	None
Sess. 1-24 (R=120)	First episode	1	15	29	2
	Middle	3	17	37	3
	Last episode	0	7	2	5
	Total 1-24	4 RE	39	67	10
4 Christmas Break-sets (R=115)	No-breaks	1	11	29	1
	Before-breaks	4	9	18	2
	After-breaks	1	12	26	1
	Total Christmas	6	32	73	4
All 48 sessions	R= 235	10	71	140	14
Set no. I		1	3	22	2
Set no. II		2	8	15	1
Set no. III		3	9	17	1
Set no. IV		0	12	19	0
Sibling figures – no. relationship episodes (RE)					
	Location in session	Friendly	Mixed	Hostile	None
Sess. 1-24 (R 120)	Beginning	1	3	9	45
	Middle	5	5	26	14
	End	0	2	0	10
	Total Sess 1-24	6	10	35	69
4 Christmas Break-sets (R=115)	No-breaks	1	1	9	31
	Before-breaks	0	2	3	28
	After-breaks	2	4	5	29
	Total Christmas	3	7	17	88
All 48 sessions	R=235	7	18	52	157
Set no. I		1	2	9	16
Set no. II		2	0	2	15
Set no. III		0	4	2	24
Set no. IV		0	1	4	26
		No-break	Before-break	After-break	All
Set no. I		7	1	4	12
Set no. II		2	0	2	4
Set no. III		1	2	3	6
Set no. IV		1	2	2	5
		11	5	11	27= N

<sup>63</sup> Principles of coding as in tables II.5-II.6.

## II.10. Identity Parental and sibling figures<sup>64</sup>

### *Parental figures*

	Location in session	Fantasy parents	Therapy Parents	Birth Parents	Foster parents	Teachers Etc.
Sess. 1-24 N=120	Beginning	6	32	0	3	
	Middle	22	35	6	4	
	End	1	2	1	1	
	Total 1-24	29 RE	69 RE	7 RE	8 RE	0 RE
4 Christmas Break-sets N=115	No-breaks	9	25	0	0	0
	Before-breaks	9	21	0	0	0
	After-breaks	11	17	2	1	0
	Total Christmas	29	63	2	1	0
All 48 sessions	N=235	60	135	9	9	0
Set no. I		4	16	0	0	0
Set no. II		6	17	1	0	0
Set no. III		5	15	1	1	0
Set no. IV		14	15	0	0	0

### *Sibling figures*

	Location in session	Fantasy Siblings	Therapy Siblings	Birth Siblings	Foster Siblings	Peers
Sess. 1-24 N=120	Beginning	8	1	4	1	
	Middle	18	14	1	5	2
	End	1	1	1	1	
	Total Sess 1-24	27 RE	16 RE	6 RE	7 RE	2 RE
4 Christmas Break-sets N=115	No-breaks	4	5	0	0	1
	Before-breaks	2	1	0	0	2
	After-breaks	6	4	0	0	0
	Total Christmas	12	10	0	0	3
All 48 sessions	N=235	39	26	6	7	5
Set no. I		2	8	0	0	0
Set no. II		3	1	0	0	0
Set no. III		3	1	0	0	2
Set no. IV		4	0	0	0	1

<sup>64</sup> Principles of coding as in II.7-II.8

# APPENDIX III: COLLECTION AND PROCESSING OF DATA

## III.1. Semi-structured interview guides

III.1.1 – Interview guide foster parents
(date) Introduction <ul style="list-style-type: none"><li>- The interview is about your experience as foster parents of the years of (Samantha's) psychotherapy, her development, and relationships then, since then, and now.</li><li>- All information will be anonymized</li><li>- The interview will be tape-recorded and transcribed</li><li>- You may later withdraw consent, in which case interview data deleted</li></ul>
The experience of therapy <ul style="list-style-type: none"><li>- How was it for you that (Samantha) had therapy</li><li>- How did you experience (Samantha's) feelings about the therapy</li><li>- Do you remember why, she was referred to therapy</li><li>- Do you think therapy had an impact on her problems and development</li><li>- How do you remember the parallel parent support offered to you by the foster care agency?</li><li>- At the end of therapy, how was the relationship between (Samantha) and yourself</li></ul>
Since the end of therapy, the development of the child <ul style="list-style-type: none"><li>- How has (Samantha) been doing</li><li>- What went well for her</li><li>- Did she encounter special problems, challenges or crises</li><li>- How was and is she doing at school</li><li>- How was and is she doing in relationships e.g. to peers, siblings, and birth mother</li></ul>
The foster parents' experience of their relationship to Samantha and vice versa <ul style="list-style-type: none"><li>- How do you experience the relation between Samantha and you yourself, then and now</li><li>- Especially good (warm, meaningful etc) experiences</li><li>- Especially trying (e.g. disappointing, hostile etc ) experiences</li><li>- How would you describe the relationship today</li><li>- How would you describe the relationship between (Samantha) and your birth children</li></ul>
The foster parents' experience of the relationship to birth mother <ul style="list-style-type: none"><li>- Since the end of therapy, have you been in contact with her birth mother</li><li>- Since the end of therapy, how did the relationship between Samantha and her birth mother develop?</li><li>- Did special issues arise between you and the birth mother?</li></ul>
End interview <ul style="list-style-type: none"><li>- Would you like to add something to what we have talked about</li></ul>



### III.1.2 – Interview guide birth mother

#### (date) Introduction

- The interview is about your experience as birth parent of the years of (Samantha's) psychotherapy; her development and relationships then, since then, and now.
- All information will be anonymized
- The interview will be tape-recorded and transcribed
- You may later withdraw consent, in which case interview data deleted.

#### The experience of therapy

- How was it for you that (Samantha) had therapy
- How did you experience (Samantha's) feelings about the therapy
- Do you remember why, she was referred to therapy
- Do you think therapy had an impact on her problems and development
- How do you remember the parallel parent support offered to you by the community
- At the end of therapy, how was the relationship between (Samantha) and yourself

#### Since the end of therapy, the development of the child

- How has (Samantha) been doing
- What went well for her
- Did she encounter special problems, challenges or crises
- How was and is she doing at school
- How was and is she doing in relationships e.g. to foster siblings, peers, and foster parents

#### The birth parents' experience of their relationship to (Samantha) and vice versa

- How do you experience the relation between (Samantha) and you yourself, then and now
- Especially good (warm, meaningful etc) experiences
- Especially trying (e.g. disappointing, hostile etc ) experiences
- How often do you see her today
- How is the relationship today between her and you
- How is the relationship today between (Samantha) and her birth siblings

#### The birth parents' experience of the relationship to foster parents

- Since the end of therapy, have you been in contact with her foster parents
- How do you and the foster parents get along
- How do you experience the relationship between (Samantha) and her foster parents?
- Did special issues arise between you and the foster parents?

#### End interview

- Would you like to add something to what we have talked about

## III.2. Literature search breaks

I searched a number of databases for “absence”, “break”, “disruption”, “holiday”, “interruption”, “separateness”, “separation”, “setting”, and “vacation”.

*Inclusion criteria* applied for the review of breaks presented in the report (section 2.3.):

- a) The study concerned psychoanalytic work with children and adolescents<sup>65</sup>.
- b) Initially, the intention was to include only such studies that embraced specific descriptions of the child’s reaction to the break, its impact on the transference relationship as well as reflections of causal mechanisms related to the impact of breaks. However, since this yielded very few studies, I extended the search to such studies that mentioned firstly that a break to take place, and secondly included some clinical material from sessions before and after the break, even if the author did not explicitly mention a link between the break and the events of these sessions.
- c) Initially, the intention was to include only studies relating to children who early in their life had suffered abuse and neglect. However, since finding so relatively few works, I extended the search to all children in psychoanalytic psychotherapy or analysis for instance autistic and psychotic children.

*Databases and other kind of overview material included in the search:*

### Journal Child Psychotherapy

- An electronic search ([www.tandfonline.com](http://www.tandfonline.com)) of Journal of Child Psychotherapy, (the period 2004-2012). Apart from “vacation”, the chosen keywords yielded far too many hits, the sheer number rendering a selection unrealistic. Vacation yielded 29 hits, however reading abstracts showed the main part to be about other kinds of breaks than studied here.
- Cumulative Index 1963-2003 (Keyword Index), vol. 29, supplement 1 (pp. 23-56), 2003. This brought no new hits.
- A systematic manual search, reading abstracts through numbers 1994-2012. This gave an additional eight hits.

### Journal Infant, Child, and Adolescent Psychotherapy

An electronic search (<http://www.tandfonline.com>) including all issues (the period 2000-2013). Apart from “holiday” (31 hits) and “vacation” (41 hits), the chosen keywords yielded far too many hits, the sheer number rendering a selection unrealistic. Reading abstracts of hits from “holiday” and “vacation” showed the main part of

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<sup>65</sup> Studies concerning child and adolescent psychotherapy and analysis included; studies of adults excluded.

articles to be about other kinds of breaks than those studied here, leaving me with 3 relevant references.

[www.pep-web.org](http://www.pep-web.org)

Searching the period 1971 – 2012 yielded 19 hits of which one were inside inclusion criteria

[www.researchgate.net](http://www.researchgate.net)

This gave one relevant hit.

[www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov) (PubMed)

Eleven hits, one of relevance.

[www.search.apa.org](http://www.search.apa.org) (PsycInfo/APA)

Four hits, none was relevant.

[www.rex.kb.dk](http://www.rex.kb.dk)

This brought forward PsycInfo/APA and the same four (irrelevant) hits as above.

### Google advanced and scholar

This produced as one might expect a wealth of hits, of which very few were relevant; all of these found before.

### Textbook chapters

A manual search through the index of a number of contemporary textbooks representing different traditions found breaks mentioned, but in most quite shortly (Altman et al 2002; Blake 2008; Edgcumbe 2000; Hurry 1998b; Lanyado et al 1999, 2009a; Verheugt-Pleiter et al 2008).

### Other works

A manual search in certain remembered or through the years compiled papers, anthologies and books brought forward Alvarez (1992); (Bornholdt (2009); Canham (1999); Green (1998); Houzel (2008); Hughes (1988); Klein (1945, 1961); Miller (2008); O'Shaughnessy (1964, 1989); Rustin (1998b, 2008); Rosenbluth (1970); Sussman (2001); Spillius (2007b); Tustin (1986); Williams (1997b, 1997c)

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### III.3. Example - annotated session

Initial notes	The recorded session	Keywords/ Emergent themes
<p>Eager to start session Immediately go to work</p> <p>Big worried brother-figure</p> <p>Eager part of self all drowned in paint</p> <p>Inner space filled up nasty, brown paint</p> <p>T<sup>66</sup> split between keeping quiet and intervening</p> <p>Longing for closeness and love</p> <p>Blackness at mouth</p> <p>Bad, black taste in mouth</p> <p>See therapist again Get burning fire</p>	<p><b>Session 10</b></p> <p>(A no-break session, first of week)</p> <p>Samantha eagerly hurries in, settles down to paint, drawing a big boy with bristling hair and a worried face, beside him a smaller shapeless figure, which she drowns in brown paint. (I debate within myself whether to comment on the drowning, but since she doesn't seem bothered, I wait. I say that in coming she hurried in, because she needed to do this painting). She confirms, saying the big one is a big brother, the small one is herself (RE1).</p> <p>(I worry that by saying more, I risk blocking something new on her mind, therefore keeping quiet but notice the big brother to look unhappy, while the little, now disappeared self actually was smiling). Samantha draws two new figures, standing close together, says they are sweethearts, herself and her boyfriend. (I mention that like me the boyfriend wears glasses). She finishes the painting and leaves it to dry. (RE2)</p> <p>She paints herself as a big happily smiling figure but soon covers the figure's mouth with black paint. (I suggest this is confusing; the Samantha on the painting smiles but also is quite black at the mouth). She points to the painting, "something bad came into her mouth". (I suggest the bad black in her mouth to be as if something bad from me got inside her, maybe the more so because it is 5 days since we last saw each other). Samantha confirms, "Yes, she gets fire". (RE3)</p>	<p>Expectant to meet again therapist and playroom</p> <p>Worried/aggressive big-brother-part is not so sure this is all right</p> <p>Shitty feelings and emotional flooding between sessions</p> <p>T uncertain as to how much to say, emotional distance</p> <p>Why black</p> <p>Parting as bad black? Longing burns like fire in mouth How painful it is for her to love the me who comes and goes</p>

<sup>66</sup> T stands here and below for *therapist*.

<p>Bewilderment Confronted unprepared with unmistakable traces of other children</p> <p>Brittle, ambition High towers crashing to ground</p> <p>Imagining: T with husband and children Burning jealousy</p> <p>T confused, Who is who</p> <p>Calls T "looser" If anybody shall be lonely and miss somebody, this is not going to be her.</p> <p>Leaves T to be send away with some looser-husband or another;</p> <p>Leaves for the sandbox</p> <p>T: In doubt where to situate herself, not too close nor too distant</p> <p>In her mind, I am already gone (≈"you already are"). Turns back at T Preoccupied digging</p> <p>At parting, throws sand at disappearing T. More direct aggressive</p>	<p>She notices that someone moved the furniture in the dolls' house since last session; leaving house, "Was someone in here". (I suggest a bad, burning fire that somebody moved the furniture around). "Yes", she turns to brick building (RE4).</p> <p>She builds ambitiously high, vulnerable towers crashing noisily. (I suggest the thought of somebody else in here makes something inside her crash). She listens: "yes, you did, and you are sent off, far away, because you are a loser". (I feel confused about who of us is she talking; hesitates then ask lamely: What more is going to happen to me)? She says, "You are a loser; you'll only get a husband, you'll be off with him and you just have to go around all alone being stupid". (I suggest that worst of all, she is going to miss the stupid me). "No", she states in a firm voice, "not at all, you only have your husband to be together with". (RE5).</p> <p>She turns her back on me, goes to the opposite end of the room, firmly stating that I am not to follow. (I am in doubt but anyhow, I feel it important to move a little closer, from this midway position suggesting that she wants to be the one making decisions, sending me far, far away). "So you already are", she says firmly, turning her back on me to dig in the sandbox (RE6).</p> <p>She soon throws sand all around. (I suggest that the closer we get to session end, the more she thinks of throwing sand at me. I firmly add that she may play at throwing sand at me but not do it for real, the sand must stay in the sandbox). She says yes and calms down. Session ends (RE7).</p>	<p>between sessions Between sessions, fire of love and longing burnt out; black ashes left, Making everything bleak.</p> <p>Longs that much to be close; it hurts that much to be close. How does one manage such pain?</p> <p>Burning jealousy therapy-siblings</p> <p>Retreats into a vulnerable omnipotence soon to crash Omnipotence and disillusionment</p> <p>Merging feelings of confusion Turns the tables around</p> <p>Avoiding pain of burning jealousy and longing by robbing T of children Worst thing imaginable occurring to T, her children removed like birth mother's was. In her mind husbands are not worth keeping, being violent, alcoholic or in other ways a liability</p> <p>The pain of parting soon to come, turning the tables; letting T know the pain of parting from loved children.</p> <p>Distance the issue T in doubt –too close-too distant</p> <p>Translate into action sending away looser T and husband;</p> <p>After doing away with therapist, retreats to digging sand. To get away from pain, digs in sand as something sensory bound to lose herself in</p> <p>Using sandbox as a physical thing to get away from the pain</p> <p>Avoidance of pain of parting; literally throwing away pain of parting and longing The role of aggression by parting; aggression may be necessary to be able to part</p>
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### III.4. First list of keywords/emerging themes - 24 first sessions

Setting: Unstable; unexpected cancellations; major break; uncontained pain spilled out between sessions
Opposite feelings-intensions at start: a) Dependent, needy child eager to come b) Arriving in the role of omnipotent, denigrating adult
Armoured state, ready to fight
Very, very anxious: e.g. shaking, suicidal intents verbalised, self-soothing behaviours, fear of falling, black and barren, dry deserts, ice cold north pole, confused mental states
Avoiding closeness to therapist Not looking; not hearing; not talking; turns back at me; leaving me for sandbox; taking geographical distance; putting dolls to sleep; dead therapist & dead parents; leaving playroom etc
Seeking closeness and regulation (containment)
Protests and denial of parting, e.g. clinging, hiding, manic excitement and enactment, leaving therapy room just before the actual ending Opposite feelings at parting: Doesn't want to part vs. actively taking distance, leaving before time
Trying very hard to be good and polite girl
Why was I sent to therapy?
A teasing, aggressive, mean part of self
Cool and calculating part of self
Antisocial intentions and acts
Parental and sibling figures occurring together, this or neighbouring episode
Birthparents and self: Why birthmother can't take care of me? Why birthfather disappeared?
Some awareness own longing: Longing for stable daddy to stop excitement
Some awareness pain of parting: admitting this, determinately closing door at end etc.
Radical avoidance pain: e.g. falling to sleep; high pitched sound emitted
Session starting and ending better than middle part
Preoccupied by therapist's private affairs and whereabouts
Ordinary curiosity and exploration
Retreat from pain into magic and omnipotent fantasy of control
Retreat from paranoid anxiety into empty silence
Flooded state of manic excitement: Spiralling excitedly out of control; exploding in pent-up, bad feelings; throwing sand and things about
Sibling rivalry: Burning feelings of jealousy - Intruding sibling-rivals - as linked to absence of caring parent/therapist - Pushed aside by stronger siblings - siblings preferred by parent/therapist
Dilemma between manic excitement and risk of falling
Seeking refuge in sensory no-thinking activities: e.g. digging sand silently, absorbed state of mind, paying no attention to therapist or ending
Therapist confusion distance: too far - too close; undecided whether to break silence; Coming too close in brutal way; too distant; too passive Therapist opposite feelings: a) compassion and feeling sorry her anxiety; b) Slight apprehension and distrust her omnipotence; c) worn out and impatient Therapist don't understand = none or only partial containing Therapist blocked or unable to hang on to thinking-feeling Therapist vulnerable to exclusion/rejection Therapist preoccupied, mentally unavailable

<b>III.5. Intermediate masterlist – first 24 sessions</b>	
<b>I</b>	<b>Wish for closeness versus fear of rejection</b>
I.1.	Protective parental figures (however short)
I.2.	Hostile parental figures - no siblings present this or neighboring episode
I.3.	Hostile parent figures and hostile siblings appearing in same or neighboring episode
<b>II</b>	<b>Distance-closeness dilemmas</b>
II.1.	Avoiding the experience of closeness by taking physical or mental distance
II.2.	Avoiding the experience of separateness by confusion, dissociation, entanglement etc
II.3.	Radical avoidance pain of separateness, e.g. falling asleep, emitting sounds etc
II.4.	Whole session begins and ends less avoidant and more hopeful than middle part
II.5.	Other defensive relationships: Turning passive into active
<b>III</b>	<b>Flooded states of pent up feelings</b>
III.1.	Needy state as expressed verbally and/or deduced from action
III.2.	Flooded state as deduced from concrete, manic/hyperactive action
III.3.	Flooded state threatening; no action; deduced from verbal or symbolic communication
III.4.	A need to get rid of something, deduced from symbolic play
III.5.	Uncontained pain/aggression spilled out of setting
<b>IV</b>	<b>On the track of catastrophic anxiety states</b>
V.1.	Manifest state of obvious anxiety
V.2.	Suicidal despair, verbally expressed or deduced from play or action
V.3.	Retreat into sensory dominated states of repetitive, self-soothing behaviour
V.4.	Quality black, barren, dried up, closed off, locked up, disjointed, or fragmented
V.5.	Fear of falling
V.6.	Retreat into fused or schizoid states of projective identification
<b>V</b>	<b>Movements towards increased ability to differentiate external/internal reality</b>
V.1.	Some awareness own pain/longing closeness/separateness and related defense
V.2.	Preoccupied with birth parents – e.g. why can't birth mother care?
V.3.	Preoccupied with foster parents – e.g. Do they care for money or do they care?
V.4.	Preoccupied with therapy and therapist e.g. therapist's private life outside sessions
V.5.1.	Preoccupied with birth siblings
V.5.2.	Preoccupied with foster family siblings
V.5.3.	Preoccupied with therapy siblings - therapist' other children at home or in therapy
<b>VI</b>	<b>Evidence of normal cognitive-emotional development</b>
E.g.	Locating her and me in time and space
	Care for parental and sibling figures
	Ordinary curiosity and related exploration
	Ordinary wish for potency and related skills
<b>VII</b>	<b>The therapist's experience - mental state in some ways disturbed</b>
VII.1.	Emotional counter transference state
VII.2.	Cognitive counter transference state
VII.3.	Not able to get distance right – emotional and cognitive components both present
VII.3.	Mixed emotional-cognitive - no distance mentioned

### III.6 Masterlist with subthemes and links to session notes<sup>67</sup>

Theme	Occurrence in the therapy
<b>Main theme I: Wish for dependency - Fear rejection and abuse</b>	
I.1 Purely good (protective) parent figures (However shortly) <sup>68</sup>	Beginnings of sessions: 6(RE1); Endings: None Middle parts: 6(RE3); 10(RE2); 20(RE8)
I.2. Hostile parents and hostile siblings together	Beginning: 5(RE1/RE2); 7(RE1, RE2, RE3); 16(RE1, RE2, RE3); Middle part: 1(RE4); 2(RE3); 3(RE2); 5(RE4), 6(RE2, RE4, RE5); 8(RE2, RE3); 10 (RE3, RE4, RE5); 11(RE2, RE3); 13(RE3, RE4); 17(RE2); 18(RE3, RE4, RE6); 20(RE2,RE3,RE4); 21(RE2, RE3); 23(RE3). Ending only: None
I.3. Parental figures occurring alone	<i>Occurrence in sessions:</i> Beginning: 1(RE1); 2(RE1, RE2); 3(RE1); 6(RE1); 11(RE1); 12 (RE1, RE2, RE3, RE4, RE5); 13(RE1, RE2); 14(RE1); 15(RE1, RE2, RE3, RE4, RE5, RE6); 17(RE1); 18(RE1, RE2); 19(RE1); 20(RE1, RE2); 22(RE1, RE2, RE3, RE4, RE5, RE6); 23(RE1, RE2, RE3); 24(RE1, RE2). Middle: 4(RE3,RE4), 9(RE3, RE4, RE5, RE6); 10(RE8, RE9); 11(RE4, RE5); 16(RE4,RE5,RE6), 18(RE5); 19(RE3, RE4); 20(RE6,RE7); Ending only: 1(RE5); 3(RE4); 3(RE5); 17(RE3); 20(RE9), 21(RE5); 23(RE5); 24(RE4)
I.4. Preoccupied with sibling figures – whatever form (one or more episodes in sessions)	Sessions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 20, 21, 23
I.5. Sibling figures occurring alone	Beginning: 8(RE1); 10(RE1); Middle: none Ending: none
<b>Main theme II: Longing for dependency – Avoiding pain parting/separateness</b>	
II.1 Distance-closeness confusion and dilemmas (one or more relationship episode in session)	Session numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
II.2 Avoiding distance (one or more episode in session of any form of entanglement, mentally or concretely e.g. phantasy of gobbling up therapist; tying herself to therapist with string.	Session numbers: 11, 13, 15, 21, 23
II.3. Radical avoidance separateness – prefers frozen, indifferent state (mentally death or sleeping)	Beginning: None Middle part: 6(RE2); 21(RE2); Ending: 7(RE4); 8(RE3) As reported by foster parents in between sessions: 7-8.
II.4. Whole session begins and ends in more hopeful	Session numbers: 9; 10;11;24

<sup>67</sup> The foundation for this masterlist was definitions distilled from the IPA; these subsequently applied for deductive analysis, therefore delineated together with findings (chapter 4).

<sup>68</sup> At this stage, I did not yet acknowledge the importance of mixed figures; these were added and explored later.



(less avoidant) way than middle part.	
II.5. Other defensive relationships	All sessions contain of course defence, but especially turning passive into active and identifying with the aggressor seems pervasive
<b>Main theme III Capacities differentiation internal and external reality versus flooded states of mind<sup>69</sup></b>	
<b>Main theme III.1. Differentiation internal and external reality</b>	
III.1. Differentiation external/internal reality – whatever form and however short-lived (one or more episode in session)	Sessions: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 18, 19, 20; 21, 22, 23, 24
III.1.1 Some awareness own pain/longing closeness/separateness and related defence	Beginning: 4(RE1); 8(RE1); 20(RE1, RE2, RE3); 21(RE1, RE2, RE3, RE4) Middle part: 4(RE4, RE5); 5(RE3); 10(RE4, RE5); 11(RE2, RE3, RE4); 13(RE2); 15(RE2); 18(RE3, RE4); 22(RE3, RE4, RE5); 23(RE3); 24(RE2, RE3) Ending: 16(RE3); 7(RE4); 8(RE3)
III.1.2 Preoccupied with birth parents	Beginning: None Middle part: 1(RE2); 4(RE2, RE4); 21(RE3, RE4); 22(RE3) Ending: 7(RE4)
III.1.3. Preoccupied with foster parents	Beginning: 2(RE1); 5(RE1); 15(RE1) Middle part: 1(RE2); 15(RE6), 20(RE4); 22(RE2) Ending: 3(RE4)
III.1.4. Preoccupied with therapy and therapist	Beginning: 11(RE1, RE2, RE3, RE4, RE5); 12(RE1); 13(RE1); 14(RE1); 15(RE1, RE2, RE3); 16(RE1, RE2, RE3, RE4, RE5); 18(RE1, RE2, RE3, RE4, RE5, RE6); 19(RE1); 20(RE1, RE2); 21(RE1); 22(RE1, RE2, RE3); 23(RE1); 24(RE1, RE2) Middle part: 2(RE2, RE3); 3(RE2); 5(RE4); 6(RE3, RE4); 9(RE3, RE4, RE5, RE6); 10(RE3, RE4, RE5, RE6); 12(RE2, RE3, RE4, RE5); 13(RE2, RE3, RE4, RE5); 15(RE4, RE5); 19(RE4); 20(RE5, RE6); 21(RE4, RE5); 22(RE5); 23(RE2, RE3, RE4, RE5); 24(RE2); Endings: 3(RE4), 24(RE4)
III.1.5. Preoccupied with birth siblings	Beginning: 8(RE1, RE2); 16(RE1); 21(RE1) Middle part: 1(RE2) Ending: 7(RE4)
III.1.6. Preoccupied with foster siblings	Beginning: 5(RE1) Middle part: 1(RE2); 5(RE2, RE3); 8(RE2); 21(RE2) Ending: 21(RE4)
III.1.7. Preoccupied with therapy siblings, whether other children in therapy or therapist's own children	Beginning: (9(RE1)) Middle part: 1(RE4); 6(RE4); 10(RE4, RE5); 11(RE2, RE3); 13(RE3); 16(RE3); 18(RE3, RE4); 20(RE4); 21(RE2, RE4); 23(RE4) Ending: 18(RE6).
III.1.8. Preoccupied with peers	Beginning: None Middle: 1(RE2); 8(RE2) Ending: None
III.1.9. Steps forward normal cognitive-emotional capaci-	3, 9, 13, 15, 19, 20, 22

<sup>69</sup> Flooded: Includes any state in which the ability to think is overruled e.g. merged, mindless, catastrophic, paranoid, overwhelmed states of mind.

ties (one or more episode in sessions)	
<b>Main theme III.2 Flooded states of mind</b>	
III. 2 Whatever sort of flooding (one or more episode in a session)	Session numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18; 19, 20, 21, 22, 23; 24.
III.2.1. Needy state as expressed verbally and/or deduced from action <u>Defined:</u> experiencing a bodily need, e.g. thirst, hunger, defecation, too cold, sleepy etc. Verbally expressed or deduced from sudden action e.g. rushing to the toilet	Beginning: 13(RE1); 18(RE1); 19(RE1); 23(RE1/RE2); 24(RE1) Middle part: 1(RE3); 21(RE2/RE3); 22(RE2,RE5). Ending: 12(RE4).
III.2.2. Flooded state as deduced from concrete, manic action	Beginning: 12(RE1, RE2, RE3); 13(RE1, RE2); 18(RE1); 21(RE1); 22(RE1, RE2); 23(RE1, RE2); 24(RE1) Middle part: 1(RE3); 11(RE3, RE4, RE5); 15(RE2); 16(RE2, RE3); 19(RE2); 20(RE2, RE3). Ending: 10(RE7); 11(RE); 12(RE5); 13(RE5); 17(RE3); 18(RE7); 22(RE7); 23(RE5).
III.2.3. Flooded state as deduced from symbolic play and/or as expressed verbally, no concrete action	Beginning: 10(RE1, RE2); 11(RE1, RE2); 13(RE1); 16(RE1, RE2, RE3); 21(RE1); 23(RE1, RE2); 24(RE1) Middle Part: 1(RE3); 4(RE2); 5(RE2, RE3); 12(RE3); 13(RE2); 17(RE2); 19(RE2); 20(RE3) ; 22(RE2) Ending: 21(RE5); 23(RE5)
III.2.4. A need to get rid of something not possible because blocked/returned to self by parental figure - As deduced from symbolic play or verbal dialogue	Beginning: 17(RE1, RE2); 22(RE1); 24(RE1) Middle part: 5(RE2); 19(RE2) Ending: None
III.2..5. Uncontained pain spilled out of setting (session numbers refer to the session before the event)	Sessions: 1;2;3;4;6;7;12; 17; 22
III.2.6. Catastrophic anxiety – whatever form (one or more episode in session)	Sessions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 23, 24
III.2.7. Manifest state of obvious anxiety	Beginning: 1(RE1); 2(RE1, RE2) Middle part: 18(RE3/RE7) Ending: None
III.2.8. Suicidal despair	Beginning: 12(RE1, RE2); 15(RE1); 21(RE1) Middle part: 9(RE2); 11(RE3) Ending: 18(RE7)
III.2.9. Retreat into no-thinking, empty, sensory dominated states of compulsively self-soothing behaviour.	Beginning: 3(RE1, RE2, RE4); 4(RE1) Middle part: None Ending: 16(RE3); 24(RE4)
III.2.10. Quality black, barren, dried up, closed up, excluded; fragmented, disjointed etc.	Beginning: 16(RE1, RE2); 18(RE1); 21(RE1); 23(RE1, RE2); 24(RE1) Middle part: 15(RE3); 23(RE4) Ending: 20(RE6)
III.2.11. Fear of falling	Beginning: 7(RE1); 9(RE1, RE2) Middle part: 2(RE3); 3(RE2); 5(RE2); 6(RE2); 8(RE2); 10(RE4) Ending: 8(RE3)
III.2.12.	Beginning: 11(RE1); 12(RE1, RE2, RE3); 23(RE1, RE3);

Merged and/or schizoid states of confusion	Middle part: 10(RE4, RE5, RE6, RE7); 13(RE3); 16(RE2); 18(RE2, RE3, RE4); 20(RE3); 21(RE3) Ending only: 15(RE7); 19(RE4);
<b>Main theme IV Subjective experience therapist own mental state</b>	
IV Whatever mental state of therapist mentioned (one or more episode in session)	All sessions
IV.1. Therapist: primarily emotional reaction	Beginning: 1(RE1); 2(RE1); 5(RE1); 7(RE1); 13(RE1); 15(RE1); 19(RE1); 23(RE1) Middle part: 8(RE2); 11(RE3); 12(RE3); 13(RE3); 16(RE2); 18(RE3); 20(RE2, RE3, RE5); 22(RE2) Ending: 6(RE5); 7(RE4); 21(RE5)
IV.2. Therapist: primarily cognitive reaction	Beginning: 6(RE1); 14(RE1) Middle part: 1(RE4); 4(RE2); 5(RE3); 9(RE4); 24(RE3) Ending: 5(RE6); 11(RE5); 17(RE3); 24(RE3)
IV.3. Therapist not able to get the distance right - emotional and cognitive dimensions both present	Beginning: 4(RE1); 10(RE1, RE2); 22(RE1) Middle part: 2(RE2); 3(RE2, RE3); 4(RE3, RE5); 10(RE4, RE5, RE6, RE7); 11(RE4); 13(RE2); 18(RE4); 21(RE4); 23(RE2; RE3) Ending only: None
IV.4. Mixed reactions, emotional-cognitive but no distance	Beginning: Middle part: Ending: 2(RE4); 9(RE5); 11(RE1, RE2); 12(RE1); 15(RE3, RE4); 22(RE3); 24(RE2)

### III.7. Example predefined themes - four Christmas break-sets

Theme 1.: Parental figures in mind			
Christmas break I			
2 no-break sessions 10-11			
Sess(RE <sup>70</sup> )	Protective parental figure	Mixed parental figure	Hostile parental figure
10(RE2)	Eagerly working, talking, painting boyfriend with glasses like T <sup>71</sup>		
10(RE3-RE5)			Painting of self, first smiling then "something bad in her mouth; she gets fire" "Was someone in here"?→ Bad loser-T: "you will be send far-away, because you are a loser"; You will "only have a husband, no children"; loser T-couple send far away, the two of us "going around there all alone, being stupid"
10(RE6, RE7)			At end of session, leaves for sandbox=In action taking distance to this loser-T, who in her fantasy already gone: "so you already are"
11(RE1)		Eagerly hurries in, paints sunshine-self –rapid transition to "look what happen to you", pouring black paint, drowning unfaithful T seeing other children	
11(RE2, RE3, RE4)			Flat voice, threatens to stab T with "knife", soil, and destroy. Makes a mess with paint, transition to greed, scooping up paint
11(RE5)		"Am I the first child to come", if I will cut your throat". Torment T with paint and abusive words. Stopped in this, calms down. Pretend-play to chop up T in bits, gobbling her all up.	
2 before-break sessions 25-26			
Sess(RE)	Protective parental figure	Mixed parental figure	Hostile parental figure
25(RE1)			Denigrates T, mess around with paint, black king or queen merged with infant in ice-cold snow
25(RE3)			Won't leave, intensely hostile resistance
26(RE1, RE2)			Paints black spiked circle, claims it to be self; murderously aggressive mood, threaten to stab T. Literally stabs painting brush at T "I will stick you to death". Kicks and hits, force T with choice, either to end session or hold her tight.

<sup>70</sup> RE: Relationship episode number

<sup>71</sup> T refers to therapist.

26(RE3)		Hits and kicks T, when taken hold of, calms down, settling into T's arms	
26( RE5)			Paints black heart, throw it in bin
2 after-break sessions 27-28			
Sess(RE)	Protective parental figure	Mixed parental figure	Hostile parental figure
27(RE1- RE4)			Falls several times; sand is "ice-cold", paranoid by jealousy of other children seen by T during blizzard <sup>72</sup> , hiding playthings, lest they take them. Attacking T with sand. Painting: fiery red eyes, mouth with tooth; then another strong-coloured painting, no form, folds it up; it must never be opened. Attacking T with paint and paint-brush, tearing kitchen roll to shreds. Scoops out content of doll's house.
28(RE1-RE4)			Falsely sweet, spatters paint and water at T, black circle with something black inside – adds green. Accusing T of ruining last session's stuck-together painting, because it can't open. Hitting, kicking, cheating, loudly screaming accusations of violence, demanding T to leave her alone in playroom. At end, cuts off the soft fur of her teddy and to pieces the container for her own plasticine
<b>Christmas break II</b>			
(Etc. as above – down to Christmas break IV)			

<b>Theme 2 Sibling figures in mind</b>			
<b>Christmas break I</b>			
2 no-break sessions 10-11			
Sess(RE)	Friendly sibling figure	Mixed sibling figure	Hostile sibling figure
10(RE1-RE2)		Paint worried big brother; drowns smiling self in paint. Paints herself and boyfriend with glasses like T	
10(RE3-RE5)			"Was someone in here"? Unprepared for traces of other children, paints self with bad, black taste in mouth of burnt out fire blazing jealousy,
11(RE2, RE3)			Blazing fury of jealousy, greedily scoops up paint. "Am I the first child to come"
2 before-break sessions 25-26			
Sess(RE)	Friendly sibling figure	Mixed sibling figure	Hostile sibling figure
26(RE3)		Three birth-sister-jars filled with water, drinking from them, rejecting T→maybe wishing to take her place in the sibling-group, sharing whatever crumbs there is	

<sup>72</sup> Christmas break prolonged a week because train stop due to blizzard. I had seen other child-patients living closer to the clinic.

		to get	
2 after-break sessions 27-28			
Sess(RE)	Friendly sibling figure	Mixed sibling figure	Hostile sibling figure
27(RE1, RE2)			Abandoned, ice-cold, falling because of other children seen by T during blizzard; buries own plaything in sand, in case T give them to other more preferred children
28(RE2)			Painting bad black- baby-inside-evil-therapist; buries plaything in sand; very aggressive literal attacks on T
28(RE4)			Teddy as sibling-rival, cuts off his fur; murderous attacks.
Christmas break II			
(Etc. as above – down to Christmas break IV)			

<b>Theme 3.1.: Differentiation internal-external reality</b>			
<b>Christmas break I</b>			
2 no-break sessions 10-11			
Sess(RE)	Some awareness differentiation internal/external reality (including own dependency/ separateness)	Mixed, so-so, oscillating between awareness and not-knowing	Behaviour indicative decreased awareness differentiation internal/external reality
10(RE1)	Eager to start, hurries in, immediately goes to work, communicates in drawings		
10(RE3)	“something bad” came into her mouth.. “she gets fire”→Glimpse of awareness own needs for dependency		
	“Was someone in here”→Glimpse of awareness external reality of sibling figures and internal reality of disillusionment and jealousy		
10(RE5-RE7)			Bad loser-T-couple was send far away without sibling rivals→confused, dissociated state
11(RE2)			Flat and murderous intentions→ Schizoid split between emotional content and verbalised intent
11(RE3)	“Am I the first child to come”→aware own longing		
11(RE4)			Feels misunderstood→runs amok;
11(RE5)		Feels understood, chops up T→ confused but briefly aware own hunger for a nourishing relationship	

2 before-break sessions 25-26			
Sess(RE)	Some awareness differentiation internal/external reality (including own dependency/separateness)	Mixed, so-so, oscillating between awareness and not-knowing	Behaviour indicative decreased awareness differentiation internal/external reality
25(RE1, RE2)			Painting big-small figures sticking together + copy cat behaviour
26(RE1, RE2, RE3)			Omnipotent aggressive behaviour
26(RE4),			Confused retreat into sibling group
2 after-break sessions 27-28			
Sess(RE)	Some awareness differentiation internal/external reality (including own dependency/separateness)	Mixed, so-so, oscillating between awareness and not-knowing	Behaviour indicative decreased awareness differentiation internal/external reality
27(RE1)			"Icecold", paranoid lest other children steal playthings, hiding them → Persecuted by image of freezing cold, fragmented T merged with evil siblings
27(RE2, RE3, RE4)		"Igloo" "tooth and eye" → Confused and paranoid, revenge phantasy, an eye for an eye etc Next moment sticking painting together → no space between herself and T, nevertheless well aware that therapist saw other children while she was unable to come	
28(RE2, RE3)			Confused, fragmented behaviour string, water, basins and spitting. Desperately attacks on own Teddy and container for plasticine
<b>Christmas break II</b>			
(Etc. as above – down to Christmas break IV)			

Theme 3.2.: Increasing/decreasing tendencies flooded states			
Christmas break I			
2 no-break sessions 10-11			
Sess(RE)	Contained states	Mixed states	Flooded states
10(RE1)	Eager to start, hurries in, immediately goes to work, communicates in drawings		

10(RE2)			Painting of smiling self drowned in brown paint and shitty feelings
10(RE3)		Rapid shifts between happy, contended, painting smiling figures versus overwhelmed state, taste of black, burning sibling jealousy in mouth	
10(RE4-RE7)			Overwhelmed by jealousy and rage; "was someone in here"→confused, dissociated state, at end throwing sand around
11(RE1)	Hurries in, eager to come, communicates in painting		
11(RE2-RE5)-			Painting drowned in black paint, made a mess, overwhelmed by aggression, jealousy and greed, scoops up paint; running manically around, attacks with paintbrush, flooding paint box
<b>2 before-break sessions 25-26</b>			
<b>Sess(RE)</b>	<b>Contained states</b>	<b>Mixed states</b>	<b>Flooded states</b>
25(RE1)			Making a mess of paint, sneering, making faces at T, destroys painting, out in "ice-cold snow"
25(RE2)		Fencing in animals→ maybe attempt to contain herself	
25(3)			Refuses to leave play-room, T have to carry her out
26(RE1-RE2)			Messing paint, attacking T with paintbrush, threatens to stick T dead, destroying own painting.
26(RE3)		Hits out at T. After being talked to and restrained, fake-kicking, snuggling into T's arms	
26(RE4-RE5)			Destroys own painting, throws it into bin, retreats to sandbox, aimless digging, repetitive looking and touching sand
<b>2 after-break sessions 27-28</b>			
<b>Sess(RE)</b>	<b>Contained states</b>	<b>Mixed states</b>	<b>Flooded states</b>
27(RE1)			Aimless digging, repetitive looking and touching sand with her fingers, "ice-cold sand" . Flooding sand-box with water, throws sand directly at T
27(RE2)		Shortly communicates by drawings and dialogue, however confused, shaky "igloo"-state; persecuted by tooth-and-eye thoughts	
27(RE3-RE4)			Attacks T with paint brush, floods table with paint, slash up kitchen roll Scampers chaotically about, empty out doll's house, breaks furniture - very anxious
28(RE1-RE2))		Rapid shifts between communicating mixed feelings by painting versus spraying paint at T	
28(RE3-RE4)			Spatters paint about, wilder and wilder. Hits out at T, throws own paintings at floor, accusations at T for destroying paintings, kicking, hiding, throwing boots at T. Cutting off



			Teddy's fur, to pieces the sack containing her plasticine. Throws over the brick-box, refusing to leave
<b>Christmas break II</b>			
(Etc. as above – down to Christmas break IV)			

<b>Theme 3.3. Increasing/decreasing tendencies cognitive-emotional development</b>			
<b>Christmas break II<sup>73</sup></b>			
<b>2 before-break sessions 85-86</b>			
Sess(RE)	Steps forward described	Stand-still or both at a time	Backsliding described
85(RE1-RE4)		Oscillating, dares not enter room, coupled with concrete assaults and repetitive shouting; then in short periods close contact and verbal dialogue about content of her fears, i.e. persecuted in her dreams by monster-therapist	.
86(RE1-RE2)			Won't enter playroom, shouting shut up, droning and manic repetition
86(RE3, RE5)	A certain awareness of loss and separateness: "don't you dare say I am going to miss you – because I am not. On the contrary, I will hate you most and forget you". Then definitiely moving into K-linked stance, including an admission to normal curiosity: "Who invented the nightmare?". At end, able to leave determinate, firmly closing door.		
<b>2 after-break sessions 87-88</b>			
Sess(RE)	Steps forward described	Stand-still or both at a time	Backsliding described
87(RE1)			Won't enter, hiding, shouting droningly and repetitive, hurling insults
87(RE2)		Insults mixed with loving phrases	
87(RE3)	Exploration of real life relationship (birth father)		
88(RE1-RE3)			Sitting on doorstep, won't go in, won't stay out, high pitched provocative shouting, hiding, flooding floor with drawings etc.
88(RE4,	Play: Baby runs away from home, climbs		

<sup>73</sup> Christmas break-set I did not contain relevant incidences, wherefore Christmas break-set II appears instead.

RE5)	high up, endangering its own and its siblings safety; straying from home, nearly stolen by nice lady; mother doesn't care, all the time sleeping with her husband		
<b>Christmas break II</b>			
(Etc. as above – down to Christmas break IV)			

<b>Theme 4: Therapist's subjective experience</b>				
<b>Christmas break I</b>				
2 no-break sessions 10-11				
Sess(RE)	Emotional response	Cognitive response	Distance related	Otherwise mixed
10(RE1, RE2)			T undecided, inner debate to comment or not on flooding of painting	
10(RE4-RE5)		"Bad, black something in mouth" → T confused about the meaning of this. Sending "looser" therapist couple far-far away without children → T confused as to identity, if S talks about herself or T		
10(RE6, RE7)			Turns her back at T, re-treating to sand-box → therapist undecided as to proper distance from where to address her	
11(RE1, RE2)				Flat voice and murderous intent, different methods to kill T → T in doubt how close, surprised and slightly scared of violent threats, can't think of anything sensible to say,
11(RE3)	Therapist for no real reason feels robbed and deprived			
11(11(RE4)			Therapist confused about distance, getting much too close in a concrete way, in literal restraint of S, while much too distant in emotional understanding of her feelings, e.g. that she has to take distance in order to protect me from her greed and envy	

11(RE5)		Therapist forgets to mention session about to end		
2 before-break sessions 25-26				
Sess(RE)	Emotional response	Cognitive response	Distance related	Otherwise mixed
25(RE1)				Drawing "a black haired queen" partly melted together with smaller figure, "ice cold" → Although therapist was OK before the session, now freezing, ice-cold and unwell. Unable after the session to remember what was said
26(RE2)			S aggressive and flooded, hitting, kicking etc. Therapist mixed feelings, on the one hand compassion, on the other anger. Finds no proper way to address S's pain, goes too close mentally and in geography	
26(RE3)	When literal restraint, S settles into the arms of therapist, who experience a surge of tenderness and worry			
2 after-break sessions 27-28				
Sess(RE)	Emotional response	Cognitive response	Distance related	Otherwise mixed
27(RE1)		T preoccupied and sleepy state of mind; without thinking and conscious purpose touching a small toy-car in the sand-box		
28(RE1, RE2)		Split between artificially sweet voice and aggressive messing around with paint → T finds nothing to say. Opaque an fragmented behaviour, → T non-understanding, never the less omnisciently attempts interpretation		
28(RE3)			S flooded. All kinds of behavioural enactment and aggressive assaults → T despairingly feels forced to come too close, restraining S bodily. Excruciating	

			doubt: What kind of therapy is this and worry what the foster mother makes of S's screams	
28(RE4)	S destroying Teddy and bag for plasticine, refuses to leave, carried out→ Therapist badly shaken, first furious, then overwhelmed by sadness that S had actually to ruin the container for plasticine and even her Teddy.			
<b>Christmas break II</b>				
<b>(Etc. as above – down to Christmas break IV)</b>				

### III.8. Predefined themes in early relationships<sup>74</sup>

Theme 1: Emotional quality relationship parental figures				
Age (ys.)	Source information	Seeks closeness/ dependency	Mixed behaviour	Avoids closeness/ dependency
< 1	2) Birth mother <sup>75</sup>	Barely remember S before placement but claims close communication, especially at changing table		Baby-S waking up very early, allegedly not calling out for someone to come, for hours staying silent in cot, allegedly playing with her teddy
	2) Health nurse			Very worried, noted S to be withdrawn, timid and apathetic, in a "shutdown state".
1<2	Clinical Psychologist			Noted S to avoid closeness to birth mother and psychologist alike S appears withdrawn, can't engage in close mutual interaction. Go limp when tenderly held in arms. At examiner's lap looking at picture book, but quite passive, reacting as a tiny baby. Comes across to examiner as a lonely child, isolating herself with her emotions
	Day Nursery group	Noted to seek some (any) nursery teacher when hurt May be allured into close exchange with one teacher or another (anyone) , but only for a short while and won't return to same adult. Some smiling when nursery teacher fools about to please her		Person-specific attachment described as severely undeveloped and disturbed. No preference specific nursery teachers Keeps at a distance from all nursery staff Gaze aversion described. Unsupervised, gives nursery group the slip, leaves group-room to stray on her own. Leaning out in space, when held in arms The adult must maintain closeness, or else it dwindles
	Residential infant institution	Shorter periods of enjoyment, cuddled in SP's arms <sup>76</sup> . Trudging at the heels of SP, not playing Wants adult at bedside before able to sleep, bottle, teddy and pacifier at hand. Likes to sit close to SP	Prefers verbal and rejects bodily closeness to SP At times, shortly cuddling, then withdraws, running away, turning her back at SP After breakdowns calmed by being held in SP's arms; but only if positioned so as able to	Rejects longer tender closeness to SP and other adults In SP's arms, often described behaving like a passive sackfull potatoes When in arms, leaning herself out into space, no rest and no cuddling

<sup>74</sup> Predefined themes in III.7, defined in report, box 6, p. 110.

<sup>75</sup> Birth mother interviewed of early relations by a community based clinical psychologist, Samantha at the time 4 ¾ years old.

<sup>76</sup> SP refers to special teacher.

		<p>Asks for help At times, likes to imitate SP's movements to children's songs Likes playing house, takes the role of mother to the baby doll, imitating a caring relationship, cuddling, kissing, talking lovingly, and singing to the doll Asks for SP when she is absent Likes playing at making food to SP, in play taking care food not too hot, lest SP may burn herself. When together with SP plays at phoning her birth family When SP available 4 days in a row<sup>77</sup>, S like a tiny infant lied closely cuddled in her lap, relaxed and intense eye contact. Comforted by SP cuddling and carrying her By conflicts with other children, seeks support from the adults Shows preference for SP, next to come is the second special teacher</p>	look out the window	<p>Rejects bottle, teddy and pacifier before sleep Don't like to be enclosed in the towel and dried after bath</p>
Age (ys.)	Source Information	Seeks closeness/ dependency	Mixed behaviour	Avoids closeness/ dependency
2<3	Same Residential infant institution	<p>At 3 weeks summer camp: Closely dependent and loving SP. Calms down at lap of adult. Imitates care, cuddling her doll Likes exclusive attention new SP<sup>78</sup> Joyously laughing at new SP fooling about to please her<sup>79</sup> Helps new SP preparing meals Wants to sit besides new SP at meals</p>	<p>If not exclusive attention, defiant rejection of adult authority Need to control close physical contact, not too close and lengthy. In record noted: "S benefits from a close relation, but because of earlier ruptures in continuity, she should be allowed to withdraw and be in control of how close the relation becomes"</p>	<p>Some stress when enclosed in towel and dried after bath. At times rejecting comfort from new SP, in stead picking out peripheral adult..</p>
3<4	Foster Family (3½ ys.>)	Sticking closely to the foster mother		<p>When with foster parents, prone to stray, seeking attention from strangers Wake up at nights, wandering about in the dark, no calling or seeking up anybody.</p>
4≤5	Foster family			At nights, lying awake in the dark for hours, wide-open

<sup>77</sup> Due to working hour regulations and collective agreements, this situation occurred only seldom.

<sup>78</sup> It is only fair to mention that some time after this summer camp (2 ys. 9 months), S was assigned to a new special teacher, as sadly the first teacher left. At this point, placement in a foster family recommended but not effected before 3 ys. 4 mths old.

<sup>79</sup> Reminiscent of her behaviour in the day nursery

				eyes, no calling or seeking up nobody
	Clinical Psychologist <sup>80</sup>	"Too easily joins in play suggested by person (psychologist) unknown to her"	Doesn't want to talk of birth mother; if pushed by psychologist, denigrates birth mother, voicing verbal preference for foster mother at the expense of birth mother. According to psychological assessment, avoids emotional investment in relationships.	
	Kindergarten Staff			Withdraws from direct view; superficial contact; seeks no support or comfort; shows no preferences among staff; withdraws from close bodily contact.

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<sup>80</sup> 4 ys. 9 mths old, a clinical psychological assessment was performed by a community based psychologist on behalf of the authorities responsible for placement (not the psychotherapist).

## Theme 1.1: Behaviours at parting from parental figures

Age (ys.)	Source information	Sad, able to let go	Actively protests	Mixed reaction	Rejects Attacks Ignores
<1	Birth mother		Difficulties going to sleep; may indicate protest	Not able to go to sleep unless mother covered her face with cotton cloth nappy	
1<2	Day nursery				By admission, no visible reaction parting from birth mother
	Residential Infant Institution	By admission often asked for birth father, pointing to his picture. Often asks for birth mother Wishfully imagining birth mother around. When disappointed that birth mother didn't come, crying at SP's lap Especially possessive gifts from birth parents	May cry "no" and bodily protests to parting from SP Stressed at bedtime indicates trouble parting Especially stressed when put to sleep by SP, can't let go, even if tired may stay awake for hours At bad days pining for birth mother, especially so after lunch nap After parting from birth mother/birth parents may cry, tired, stressed, loss of appetite	Loss of appetite when birth mother don't come	No visible reaction parting from birth mother Birth father stayed away from visitation for 2 months: S stopped talking about him, refusing to look at his photo. Instead, took to talk about birth mother. May ignore parting from SP
2<3	Residential Infant Institution	After first SP's departure, attached closely to doll given to her by first SP, playing at being a mother to the doll Seeks out new SP, telling about longing for first SP Talks about birth mother, misses her. Sad and angry when birth parents stay away from visits <sup>81</sup>		When first SP told her, she would leave, S verbally denied this	By parting from birth parents most often appears impassive For some time, rejects new SP, not even looking at her

<sup>81</sup> According to files this happen in 2 out of 3 planned visits.



Age (ys.)	Source Information	Sad, able to let go	Actively protests	Mixed reaction	Rejects, Attacks ignores
3<4	Foster parents			Very stressed after visitation birth mother; unable to eat, sleep, relate	
4≤5	Foster parents	Sad and moody, when birth mother stay away from planned visitations	Before bedtime, goes to pieces, screams, throws things, kicks and cries until taken on lap by foster mother, then consoled	Terribly anxious after visitation birth mother, complains of bodily pain in the bottom, can't be consoled, gets worse and worse until she panics and falls apart screaming	
	Clinical Psychologist				No reaction by parting from foster mother
	Supervisor at visitation				By parting from birth mother after visitation, resists bodily contact, posture stiff, arms passively hanging down; resigns passively to being kissed

## Theme 1.2: Behaviours at meeting again parental figures

Age (ys.)	Source information	Immediately joyful, seeks closeness	Mixed reaction	Avoids Attacks Ignores etc.
1<2	Day Nursery	At first sight in afternoon of birth mother, expectant joy and smiling		
	Residential infant institution	S joyful at first sight of SP in mornings, provided that she is at work for 3-4 days in a row <sup>82</sup> Especially joyful at first sight of SP, if she was available to both put to bed and wake up <sup>83</sup> . Birth father reappeared for visitation after 2 mths absent; S joyful at first sight of him, again talking about him between visits	When SP was not at work previous days, at first sight S says her name and points to her picture, at the same time keeps solemn face, no mimic, no smile, avoiding further contact; after a while coming closer, smiling and joyous; then asking for tender, baby care like having a bath, be carried around etc. At first sight of birth mother, runs to and fro, away and back several times, at last approaching birth mother, allows her to take her up	If SP was not at work for several days in a row, ignores her at reunion
2<3	Residential Infant institution	After together with SP for 3 weeks at summer camp, SP went on vacation for 3 weeks; at seeing her again, S spontaneously ran to her, wanting up, cuddling	At reunion with new SP, seeks and rejects her, running to her, wanting up, then running away Looks forward to the visits of birth parents, but at first sight of birth mother, runs away, hiding, when found shows gaze-aversion; keeping her distance	When new SP was not to work for some days, at first sight of her, turning away her head, avoids looking at her
4≤5	Supervisor visitation		At first sight of birth mother, S reluctant avoids coming close; instead keeps close to relatively stranger, the social worker supervising visitation	

<sup>82</sup> As mentioned, this happened quite seldom.

<sup>83</sup> Thus S at this age still shows a normal ability for continuity of attachment, e.g. the ability emotionally and cognitively to locate herself and her specific adult caretaker in space and time

## Theme 2: Emotional quality relation to sibling figures

Age (ys.)	Source Information	Friendly relations	Mixed relations	Hostile relations
0<1	Birth mother			S ill-treated by oldest birth sister
1<2	Residential infant institution	<p>Some interest in peers</p> <p>Some imitation and parallel play</p> <p>Some social role-playing, prefer the role of baby.</p> <p>Shortly at ease in social group</p> <p>Some enjoyment social play supervised by adult</p> <p>At good days, able to share and wait for her turn</p> <p>At good days, joyful romping about at mat with peers</p> <p>Often asks for middle birth sister Lea; likes to sit beside her, looking at her.</p> <p>Knows Lea to be her birth sister; calls up at toy phone to Lea. Likes to sing about Lea</p>		<p>Ignores or avoids peers</p> <p>Can't share, possessive her belongings</p> <p>Panicky tears when approached by peers</p> <p>Bullied by peers</p> <p>Jealous and disturbed, when SP attentive to peers, wants to be her best, one and only child</p> <p>If left alone, disappears mentally; solemn-anxious face, passively pottering about</p> <p>Aggressive assaults when SP attentive to a specific same-age girl</p> <p>Easily feels victimised, then very angry, screaming loudly.</p> <p>Crying, raging, falling apart, when she observes loving care given to peers.</p> <p>Prone to pilfer playthings from peers and spoil their play.</p> <p>Shows no sympathy at peer's crying</p> <p>Never mention oldest sister Buzz.</p> <p>At visitation, rough handled by sister Buzz</p> <p>After visitation, extremely anxious and disturbed, walking on tiptoe</p>
2<3	Residential infant institution	<p>Plays house with peers, most often in role as cared-for baby</p> <p>Imitates play of peers</p> <p>Improved relations peers after 3-weeks summer camp together with SP, more interest, responsiveness, reciprocal play, and interaction</p>		<p>Passive, rarely initiates contact</p> <p>Extremely frustrated, when she has to share SP's attention</p> <p>At bad days, extremely needy of exclusive attention; if this not possible, defiant, spitefully rejecting adults, fights with peers</p> <p>Teasing peers by grabbing their toys</p> <p>In conflicts, very aggressive towards peers</p> <p>Tells on the other children to staff</p> <p>Visitation now closely supervised, since older birth sisters maltreat S</p>
3<4	Foster family			Anxious copy-cat behaviour, imitating older foster brother, e.g. wanting exactly same food whether hungry or not, parroting his naughty speech
4 ≤5	Foster family			Anxiously copying older foster brother, e.g. wanting exactly same food whether hungry or not, parroting his naughty speech

	Kinder- garten	Joins in and adapts herself to rules of group activity, playing well with peers	Very angry with peers, but controlled anger and withdraws. Keeps aloof when invited to join in common singing or telling about life at home
	Clinical Psycho- logist		Aggressive and anxious peer- relationships Confused as to differentiation pa- rental and sibling figures: In drawing, no differentiation be- tween birth mother and older sisters Lea and Buzz In same drawing, no differentiation between foster father and the foster parents adolescent/young adult birth children Tells being teased by peers in kindergarten

### Theme 3.1.: Increasing-decreasing awareness differentiation internal and external reality

Age (ys)	Source Information	Some awareness own feelings	Aware real-life relations	Mixed or shifting	Decreased awareness Inner/outer
1<2	Residential infant institution	Some exploration SP's face and body Knows to which ward she belongs. Some differentiation well known, marginally known, and strangers Increased differentiation sexes and generations; including own identity as girl Differentiates sister Lea from other children Insists herself to put on clothes, if helped too much, "NO, me!" Likes playing peek-a-boo with SP At good days put forward creative ideas concerning social play.			Some days unable to function on her own, trudging passively round the house at heels of some adult, no playing and exploration possible, serious-anxious face, wants to be carried, no real settling in, cuddling
2<3	Residential infant institution	Exploration own body, eager to learn names body parts. Exploration difference in size between her own and new SP's breasts Increasing ability differentiation cold-warm Likes looking in "life-book" at pictures of birth family Tells new SP of visitation Wishful fantasy of whole family happily together in castle.			Prolonged exploration SP's face and body still there. At bad days, unable to function on her own, trudging passively round the house at the heels of some adult If no adult available, temper tantrums and wilfully overstepping limits e.g. sticking fingers into butter. Some days, playacting baby in stereotypical way, mimicking baby-sounds, but impossible to reach in a real contact.
3<4	Foster parents				Faltering development all areas, confused states, parroting sentences without comprehension; copycat behaviour; faltering differentiation yes and no
4≤5	Foster parents				Stand-still as above

### Theme 3.2.: Flooded versus contained states

Age (ys.)	Source Information	Flooded, needy, self harming	Mixed states	Contained states
0<1	Birth mother	Difficult to calm down Not able to let go, poor sleeper; in order to make S go to sleep, birth mother covered her face with cotton nappy <sup>84</sup> Very restless and needy, not able to feel full, continuously wanted food		
	Health nurse			Alarming shut down state
1<2	Day nursery	Hyperactive, aimless behaviour with deficient concentration and attention; without necessary peace of mind and motivation for exploration Too much stumbling into furniture and falling down, doesn't seem to learn from experience how to avoid accidents and hurts Scratching and plucking at her navel until sore and red No proper age-related reactions to too warm, too cold, soft, hard, painful		
	Residential infant institution	Extremely stressed; unable to relax, especially when tucked in Anxious and harassed at close bodily care e.g. distraught at changing table. Non-selective, greedy over-eating of anything put at table. Hyperactive, manic restlessness and aimlessly drifting about Not able to concentrate and listen to read-aloud book and children's programme in TV Stressful crying at sound of crying peers At bad days, no resilience to even slight frustration, falling apart, withdrawal into self-stimulating movements and emission of rhythmic sound Falling apart, crying, scolding, self stimulation by rubbing own earlobes and emitting rhythmic sounds at seeing SP and other staff giving loving care to peers Regular temper tantrums at dinner table Scratching and plucking at her navel until sore and red Fearless risk-seeking behaviour e.g. climbing rickety back rest of chair When stressed by bodily closeness e.g. at changing table and after bath, tendency to rough self-harming touch own genitals	Shortly in contact with own hunger, less non-selective, greedy over-eating of anything put at table Shortly able to concentrate and listen to read-aloud book and children's programme At good days: Better differentiation too warm, too cold, soft, hard etc	Sometimes able herself to feel full and stop eating Sometime able to play and explore Better ability to wait for her turn
2<3	Residential institution	Still stressed at bedtime, especially before afternoon nap Poor sleeper wakes up, anxious and restless. At bad days: Unselective over-eating Temper tantrums and defiant behaviour if exclusive attention not available Hyperactive restlessness, flitting around, fidgeting	For a period: Stuttering When stressed, stiff in mimic and body	Good concentration at creative activities, which she likes (pearls, colouring, drawings etc)

<sup>84</sup> As mentioned, may have some bearing on the later tendency at night to stay wide-awake for hours, staring into the dark, not calling for anybody.

		with whatever is at hand At bad days: Falling apart if she can't sit next to SP Fearless and too much physical risk taking		
Age (ys.)	Source Information	Flooded, needy, self harming	Mixed states	Contained states
3<4	foster parents	Severely stressed, poor sleeper, lying or wandering alone around in the dark, not calling Hyperactive, can't play; incoherent, confused states, bumbling talk; screaming without any visible reason; parrot talk, copy cat behaviour; refusing or ruminating her food; defying ordinary care routines Scratching and plucking at lips or nipples until skin sore, red, even bursting and bleeding. Too much stumbling into furniture and falling down, doesn't react to pain, doesn't seem to learn from experience how to avoid accidents and hurts. After visitation birth mother, panicky complaints bodily pain in anus, can't be consoled, gets worse and worse until goes to pieces		
4≤5	Foster parents	Severely stressed and disturbed As described above Doesn't seem to register hunger and thirst, ruminates her food		
	Clinical psychologist		Watchful attention, very polite, anxious-solemn mimic, seldom smiles	

### Theme 3.3.: Evidence normal cognitive-emotional development

Age (ys)	Source Information	Evidence steps forward	Evidence no-change or backsliding <sup>85</sup>
< 1	Birth mother	Ordinary sensory motor development	
	Health nurse		Emotionally shut down Somewhat behind age level
1<2	Clinical Psychologist (Griffith)	Probably normal cognitive-emotional resources	Verbal development severely behind age norms Ability for absorption in goal directed play behind age norms Tendency to avoid social demands, withdraws from social interaction
	Residential infant institution	Some evidence normal strivings exploration, potency, self-reliance e.g. wants to put on her dress and shoes, uses fork and spoon, interested in building blocks, drawing doodles, painting Motivated for self control bowel and bladder, wants her potty, tells when defecation, appropriate self reliant behaviour e.g. likes flushing the toilet Evidence normal strivings exploration, potency, self-reliance e.g. putting on clothes and taking them off, wants to do things herself, practising her skills Motivated motoric self realization, e.g. likes running, hopping, dancing to music Knows difference between own possessions and other children's Goal directed attention in exploration of environment Social attentiveness to known adults at the institution Late in period: Beginning control bowel and bladder, appropriate self-reliant behaviour e.g. likes drying herself and flushing the toilet	Lacking behind in communicative language skills
Age (ys)	Source Information	Evidence steps forward	Evidence no-change or backsliding
2<3	Residential infant institution	Full control bowel and bladder Normal development self care, e.g. dressing and undressing Normal hand-eye coordination Normal motoric-perceptual development Normal social-cognitive development e.g. some reciprocity in play Eager, self reliant exploration of environment and possibilities for play Normal abilities attention, concentration, absorption and memory when likes activity Very good for age at drawing and painting Normal development communicative language and thinking	
3<4	Foster		Faltering cognitive-emotional

<sup>85</sup> In early development, no change is equivalent to backslide – therefore no middle category here.



	parents		development all areas
4≤5	Foster Parents		Faltering cognitive-emotional Development as above
	Clinical Psychologist	Psychological testing shows a bright girl; on most dimensions cognitive development inside normal range.	But difficulties visual memory Severe emotional problems related to fundamental anxiety; anxious over-control emotions, underlying angry stubbornness and mistrustful Relating by imitation to others (copycat behaviour) Repetitive self-harming behaviour Child psychotherapy suggested

### III.9. Predefined themes reported daily relationships

Theme 1: Emotional quality relation to parental figures			
Source (sess. no <sup>86</sup> )	Seeking closeness	Mixed behaviour	Avoiding closeness
Foster Parents (7-8)			S very disturbed before and after therapy sessions; behavioural protests, headache, fever. Going home by train, falling asleep, reaching home threw up
Foster Parents (18-23)		Less behavioural protests to therapy; but between sessions increased verbal denigration of therapist to foster parents	
Foster Parents (20-21)	When foster mother told her that birth mother moved out of her boy friend's apartment, S cried lengthy with all her heart in the foster mother's arms. Her crying appeared genuinely sad, different from her usual angry crying. She gave as a reason for crying that she missed her birth dad, who in reality had not asked for visitation since residential infant home		
Kindergarten (20-22)	At excursions, needs sole attention from adult, staying close to adult, wanting to hold hands – if not possible, breaks down violently crying	Staying close to a few well-known adults from her basis group; anxiously rejecting other staff	
Social worker supervising visitation (23-24)		Joyful at the first sight birth mother, then passive When caressed by birth mother passively standing, arms hanging limp	
Foster Parents (23-24)			Very disturbed before and after visitation
Kindergarten (23-24)		Never mentions birth mother in kindergarten; reacts very disturbed after therapy and after visitation– never before. In this state, edgy, confused, prone to break-down or withdrawal if not getting her own way or otherwise frustrated	
Foster Parents (26-27)	Much more open, verbal communication thoughts and feelings		
Foster Parents (41-42)			Defiantly obstinate
Birth Mother		Difficult to know what Samantha feels; seldom show her feelings;	

<sup>86</sup> Information received at the time of therapy sessions noted

(47-48)		sometimes appearing sad, protests parting; but then "stupid mummy"	
Foster parents (50-51)		Increasing confusion and conflict; on the one hand, more genuine and relaxed in close contact, in a natural way giving and receiving hugs and kisses; but then suddenly taking distance, breaking down or becoming aggressive	
Source (sess. no)	Seeking closeness	Mixed behaviour	Avoiding closeness
Foster Parents & School (72-73)			Very aggressive home and at school; saying no to everything, defiantly stubborn
Foster parents (78-79)	Better able to go to sleep; suffered nightmare, first time ever called for foster parents, receiving comforting care Told story to foster mother that when little, living at the residential institution, she and her sisters rescued birth father from drowning		Very aggressive home and at school; saying no to everything, defiantly stubborn Withdraws to her room, when foster-father joins the family
School (78-79)			Very aggressive at school; saying no to everything, defiantly stubborn
Foster parents (89-90)		After visit to birth mother's place, relapse to confused, sensitive behaviour; according to S, birth mother during visit phoned birth father. S reported to say: "I feel sorry for daddy that he can't come to see me"	
Foster parents (93-94)	S more able to stay close and keep up verbal dialogue		
Foster parents (109-110)	Likes to talk about past; birth mother gave her photo album from her first 1½ ys, while living with birth parents. She often looks in and talks about this	Still plenty of episodes of stubborn defiance, however somewhat better tolerates reproof; may in anger withdraw sulking to her room, but usually before long comes out	
Foster Parents (115-116)			During summer-break straying, seeking out male strangers, behaving unreserved and adhesive towards them
Birth mother (115-116)		Less rejecting, more willing to receive tenderness without pushing birth mother aside	
Foster parents (136-137)	Eagerly shows her drawings, telling of feelings and relationships of figures Needs foster father to ask how she did at school, telling him of problems, e.g. having to leave class together with her special teacher; also tells episodes in which she did well		Before and after sessions, defiantly resisting therapy; sometimes must be forced into the clinic
Foster	Sweet and easy at home	Unsupervised visits to birth	At school unrealistic,

Parents (146-147)	Very sad and disappointed when birth mother did not send her a present and a card for her 8 <sup>th</sup> birth day	mother began; S idealising birth mother	defiantly stubborn with ferocious fits of rage; may e.g. viciously attack special teacher, then run home
Foster parents (160-161)	Close and affectionate towards foster mother, lovingly giving and receiving tenderness		Severely disturbed after visits to birth mother's place
School (160-161)		At school, after conflicts with peers, directly seeking out special teacher, hitting, kicking, provoking a physical battle; while special teacher were absent for 8 weeks because of a broken leg, S much easier, better adaptation to ground rules. After return of special teacher, backslide	
Source (sess. no)	Seeking closeness	Mixed behaviour	Avoiding closeness
Foster parents (169-170)		Summer break difficult; especially before and after visitation; last visitation broken off after an hour, S and birth mother together seeking up foster mother, who was waiting nearby	
Foster parents (189-190)	More affectionate, especially towards foster father who helps with homework		
Foster parents (215-216)	Foster parents "never believed that one day they would feel Samantha so close". She still has her "sore points" but is so much easier to get close to; able to talk about her feelings and even discuss them. Foster parents feel her to be much more genuine and frank, a very different child from before, when she often would relate to them in a sugary and ingratiating way		

## Theme 1.1.: Behaviours at parting from parental figures

Source (sess. no)	Sad, able to let go	Active protests	Mixed reaction	Rejects Attacks Ignores
Foster parents (7-8)				Very disturbed after therapy session, fell asleep going home by train; reaching home threw up
Kindergarten (20-22)			Never mention birth mother in kindergarten; never disturbed before visitation, but severely so after. Also disturbed after therapy sessions. In this state, edgy, prone to break-downs, and withdrawal, isolating herself if not getting her own way or otherwise frustrated	
Birth mother (47-48)			Difficult to know what S feels, but sometimes appears sad, protesting parting	
Foster parents (78-79)	Better able to go to sleep			
Foster parents (136-137)	First time ever, biking alone to school			Coming out from the sessions, verbal denigration therapist
Foster parents (146-147)				After first unsupervised visit to birth mother's place, S frightfully disturbed and aggressive at school; foster mother had to take her home
Foster parents (160-161)				Severely disturbed after unsupervised visits to birth mother's place
Foster Parents (193-194)	Foster parents told S that therapy would end in 6 months; Samantha became very silent, then told that she would miss therapist and before last session make her a beautiful present.			
Therapist (219)	S hands me a card written by her: "For Liselotte. Thanks for the stupid and good years together with you. You been stupid and sweet. From Samantha".			

## Theme 1.2: Behaviours at meeting again with parental figures

Source (sess. no)	Immediately joyful seeks closeness	Mixed behaviour	Rejects, avoids, Attacks, ignores
Foster parents (7-8)			Very disturbed before therapy session, behavioural and verbal protests, headache, fever.
Foster parents (22-23)			Very disturbed before visitation
Supervisor visitation		Joy at first sight of birth mother, then passive	
Foster parents (136-137)			Immediately before sessions, strongly protests therapy and therapist, at times forced to enter
Foster parents (169-170)			Travelling to the clinic for the first session after summer break, S protested, wanted to go home, claimed headache and nausea; foster mother left train at next station to see if she recovered, which she did. Resuming journey, S still felt ill. Near the final destination, she felt better, but became bad-tempered. Entering the clinic, seemed all right

## Theme 2: Emotional quality relationship sibling figures

Source (sess. no)	Friendly relations	Mixed relations	Hostile relations
Kinder-garten (21-22)		Play reasonably well with peers, especially girls her own age or younger; but then can't cope with more than a few children at a time. Likes giving care to the youngest children	At excursions, fierce competition for sole attention from adult In general, severe sibling rivalry Breaks down if not sole attention from preferred teacher
Foster parents (23-24)			Increased sibling rivalry S and older foster brother
School (78-79)			Dominating and controlling towards peers; angry fits if someone gets at cross purpose with her Very touchy e.g. in rage throwing stones at another child
Source (sess. no)	Friendly relations	Mixed relations	Hostile relations
Foster parents (78-79)	Found a same-age bosom friend, playing well with her; this girl stands up to S, not letting herself be bullied Told story to foster mother: Living at the residential institution, she and her sisters together rescued birth father from drowning		
Foster parents (109-110)	Still has her bosom friend; they play well together	Older foster brother increasingly defiant and antisocial behaviour. Contrary to before, S shows no copy-cat behaviour; often able to keep herself apart, staying out of conflicts	Complains nearly every day of problems at school; feels teased and left out. Foster parents believe, other children refrain from her dominating bossiness
Foster Parents (136-137)	Still best friend with abovementioned girl	Playing with different children; fairly well accepted by classmates; but feels rejected, complaining that she is left out	
School (160-161)		Better able to play well with other girls in her group, not quite as rigid and bossy as before	Still many conflicts class mates; after conflict liable to take it out on special teacher
Foster Parents (188-189)			A remaining problem is her relations to peers; they withdraw because of her bossy and controlling behaviour. She turns instead to children much younger than herself
School (201-202)	Able without troubles to participate in group work on ordinary conditions		
Foster parents (201-	Older foster brother suddenly was moved back home to his birth mother; Samantha was sad but also looked		

202)	forward to have his room, which on account of its size always had been the prerogative of the eldest child of the family		
Foster Parents (215-216)		Doing much better socially at school, e.g. got friends and treats them better (less bossy) than before. The school however still feels it necessary to keep on her special teacher to help Samantha get on socially in class.	



Theme 3.1: Increasing/decreasing awareness differentiation internal and external reality				
Source (sess. no)	Some awareness own feelings	Aware real-life relations	Mixed or Shifting	Decreased awareness inner/outer
Foster parents (17-18)				At home, disturbed by smears of painting at her clothes left by therapy; refusing ever to wear this dress again
Foster Parents (20-21)	Genuinely crying sadly at lap of foster mother; missing lost birth dad			
Source (sess. no)	Some awareness own feelings	Aware real-life relations	Mixed or Shifting	Decreased awareness inner/outer
Foster Parents (26-27)	Much more open, communicating verbally thoughts and feelings			
Foster parents (50-51)		Sometimes thoughtful, asking realistic questions concerning birth family and birth parents		Other times, appears even more unrealistic than before; insisting to control the bodily movements of the foster mother e.g. how she holds her hand. Often seems so filled up with negative preoccupations that she is unable to hear good things that normally she would love to hear, e.g. to be allowed to watch a film or get ice cream
Foster parents (78-79)	Wishful story of together with birth sisters rescuing lost birth father from drowning			
Foster parents (89-90)	Communicates longing lost birth father: "Poor daddy, he can't come to see me"			
Foster Parents (109-110)		Likes to talk with foster mother about her past, while looking at photos from her first 1½ years	Episodes of stubborn defiance, but somewhat better tolerance reproof; may withdraw in anger, sulking in her room, but usually not long before coming out	Often is lost in space, falling as she suddenly goes quite limp, losing strength
Foster parents (136-137)		For the first time ever, biking alone to school (600 meters from home)	Doing fairly well at school; but often loses concentration, going off into space; throwing fits of rage when she discovers the class to have gone on to another subject	Manic and omnipotent behavioural protests therapy; paranoid accusations and denigration therapist
School (146-147)				At school, often unrealistic and defiantly stubborn with ferocious fits of rage. After unsupervised visitation to birth mother's place, so terribly disturbed

				at school that foster mother had to take her home
Foster parents (160-161)			Still somewhat stubborn, but often able to adapt herself in a way she never was before to the ground rules of family life	
Foster parents (188-189)		More realistic, few attacks of stubborn defiance; both at home and at school		

## Theme 3.2.: Flooded and needy versus contained states

Source (sess. no)	Flooded, needy self harming states	Mixed states	Contained states
Kinder-garten (20-21)	Resists change, becoming very anxious if changed routines. Often in an edgy state, falling to pieces, especially so after visitation birth mother and therapy;	Her fits are noted to have become shorter and less violent; S better able to resume contact	
Foster parents (22-23)	Very disturbed before and after visitation with birth mother	Improved mood, more often cheerful and happy at home	Increased containment at night bodily content (urine and faeces)
Foster parents (26-27)			More open and able verbal communication thoughts and feelings
Foster parents (50-51)	Increasing tendency violent episodes, sudden break-downs, screaming, hitting, paranoid, confused.		
Foster parents (78-79)		Less anxious, more calm and at peace, fewer panicky-angry fits, more able to overcome frustration without falling to pieces, earlier tendencies to ruminate or refuse food are gone and eats well; in general more vitality	
Foster parents (89-90)	For a period, backsliding to earlier states of anxiety, resisting change, edgy, explosive, falling to pieces		
Foster parents (93-94)			Much more contained, easier to deal with, more able to stay close and keep up reciprocal verbal communication
Foster parents (109-110)		Fewer breaks downs; S reacts angry at frustration and disappointment, but mostly no longer falls apart, recovers relatively fast Less picky and ruminating her food, but now liable to gorge herself	More relaxed and less anxious; less resistant to change; likes to talk about what is going to happen in the future
Birth mother (115-116)			S in better mood, more seldom fits of rage or going blank when told off
School Foster parents (118-119)	Severe backslide; quite unmanageable after being told by birth mother that she shortly will marry her boyfriend. School phoned foster mother to take her home, because endangering herself by climbing high-up in tree, refusing to come down		
Foster parents (136-137)			Much more relaxed and happy. More able than ever to regulate and talk of her feelings; better able to stand frustration and cope with change of daily routines

Source (sess. no)	Flooded, needy self harming states	Mixed states	Contained states
School (136-137)		At times losing control; then overwhelmed by paranoid feelings; in this state bodily attacks at special teacher; at times running away from school.	
Foster parents (160-161)	Still severely disturbed after visitation to birth mother's place	Need her time to recover from disappointments but usually in a stable good mood Still vulnerable to change; needing routines to take their time e.g. before leaving for school in the morning No longer ruminates; pickiness gone, eating everything but liable to stuff herself	
Foster parents (188-189)			Steady improvement; S's mood reported stable and content
School (188-189)		Fits of rage and collapse stopped completely; bodily assaults others, especially special teacher, stopped. S still somewhat prone shouting at others	No longer anxious about change; no anxiety before and after visitation at mother's place
Foster parents (201-202)		"Quite new and better"; more able to verbalise her feelings when angry or sad; never throws fits as she used to, but still some tendency to clam up, withdrawing to her room Earlier eating problems (picky eating, ruminating, or stuffing herself) on the wane, but sometimes still stuffs herself	
Foster parents (215-216)	For the last weeks, greedily stuffing herself with all kinds of food		

## Theme 5: Evidence of normal-cognitive-emotional development

Source (sess. no.)	Evidence steps forward	Mixed	Evidence stand-still or backslide
Kinder- garten (21-22)	Able to write her first name; good at drawing and brick building		Social-emotional development assessed far behind expected level; special teacher to sup- port her when starting school recommended
Foster parents (26-27)	Better ability verbalising thoughts and feelings		
Kinder- garten (50-51)	Improved ability to concen- trate on task and memory for letters and numbers		
School (109- 110)		Teachers now aware that concentra- tion, attention and abilities shift accord- ing to S's mood. She is somewhat more willing to talk about her feelings, tell experiences, and talk about her family life	
Foster parents (136- 137)	Now really good at drawing, like to show and tell about her drawings. First time ever, able to bike alone	Somewhat better at verbalising her feelings	
School (136- 137)		Still some problems with attention and concentration; but assessed by teacher as very bright and good at learning	
School (160- 161)	Doing well; level average, motivated for learning		
School (188- 189)	Good reader, eager to learn		
School (201- 202)	Reads books on her own, eager to learn Teachers assess her abilities to correspond to the middle group of her class, which they feel probably is equal to her cognitive resources		

### Appendix III.10 Core themes in therapy and as reported by caregivers<sup>87</sup>

	Core relationship themes observed in therapy (5,2 ys.- 9,4 ys.)	Reported early relationship themes (0-5 years)	Parallel to therapy, reported daily relationship themes (5,2 – 9,4 ys)	Reported relationships at follow-up (12,2 ys.)
Parental figures in mind and reported relationships to parental figures	<p><u>Intense dilemmas dependency-separateness</u></p> <ul style="list-style-type: none"> <li>- Confusion /conflict/ comprehensive splitting geographical and mental closeness-distance to therapist</li> <li>- An abandoned infant-part of self desperately longing for closeness / dependency &amp; protective, regulating parental figures</li> <li>- Longing equal to pain and disillusionment, ever so easily giving up hope</li> <li>- An abused and terrified infant-part of self longing for separateness / mastery, separateness equal to isolation, abandonment, flooding by violent, noisy inner imagery, picturing abusive, self-preoccupied, sadistic parental-cum-sibling figures, therefore giving up.</li> <li>- Instead confused merger by projective identification/imitation/identification</li> </ul> <p style="text-align: center;">.↓↑</p> <p><u>Hopeful early moments:</u></p> <ul style="list-style-type: none"> <li>- A few unalloyed good parental figures,</li> <li>- Immediate joy and eagerness first sight of Th</li> <li>- Passionate, needy longings introjection (gobbling up) nurturing parts of relationship to good therapist</li> <li>- Passionate longings to be therapist's first and dearest child to come</li> </ul> <p style="text-align: center;">↑↓</p>	<p><u>Split description (0-1½):</u></p> <ul style="list-style-type: none"> <li>- Restless, irritable, needy, continuously wanting food (Bm)</li> <li>- Difficulties going to sleep; Bm covering up infant's face by cotton-nappy making her sleep through violently noisy night of parental fights; nights wide-awake hours, not calling out, just staring into dark (Bm).</li> <li>- In a shut down, apathetic state (Hn)</li> <li>- Aimless hyperactivity; no exploration. no preference specific nursery T, gaze aversion, rejecting bodily closeness, going astray with strangers (DN)</li> </ul> <p style="text-align: center;">↑↓</p> <ul style="list-style-type: none"> <li>- Good contact changing table (Bm)</li> <li>- Seeks help when hurt, shortly engages close exchange, some smiling when nursery teacher fools about to please her (Dn)</li> <li>- Joy at first sight Bm in the afternoon (Dn)</li> </ul> <p><u>Split description (1½ -3):</u></p> <ul style="list-style-type: none"> <li>- Passive-apatetic state, no cuddling, severely stressed by bodily care changing table; disturbed perception own hunger, tendency indiscriminate overeating; gaze aversion, controlling/rejecting close bodily</li> </ul>	<p><u>Splitting parental figures</u> (beginning and C-break I): -Seeks closeness Fm; heartfelt, lengthy crying at Fm's lap when told Bm moved out from fiancée's department</p> <p style="text-align: center;">↑↓</p> <ul style="list-style-type: none"> <li>- Rejects Ff; denigrates Th.</li> </ul> <p><u>Dilemmas dependency-separateness:</u> (C-break II)</p> <ul style="list-style-type: none"> <li>- Moments of genuinely close contact Fm, cuddling, giving and receiving kisses.</li> <li>- More open, genuine verbal communication to Fm of personal thoughts and feelings e.g. relating feelings and phantasy of Bf while looking at photo-album given her by Bm.</li> <li>- More able to go sleep, suffered nightmare first time ever called out for Fp, cuddling into soothing comfort</li> </ul> <p style="text-align: center;">↑↓</p>	<p><u>Improved and still developing capacity dependency-separateness:</u></p> <ul style="list-style-type: none"> <li>- Asks Fp for help, takes advice, engages in verbal dialogue of relational feelings and problems</li> <li>- Talks to Fp about infancy and Bp</li> <li>- Mutual warm, tender, loving relationship Fp; especially Fm. S reacts same way as did Fp's birth children at her age</li> <li>- Relates differentiated to Fp-couple, assigning different roles. e.g., although more reservation to Ff, he is chosen to help with schoolwork and buying new clothes</li> <li>- Improved and still developing capacity for adequate protection self against transgressions and disappointments Bm</li> </ul> <p style="text-align: center;">↑↓</p> <p><u>Lingering dilemmas dependency-rejection and separate-</u></p>

<sup>87</sup> Bf=birth dad, Bm = birth mom, Bp=Birth parents, Bs=birth sibs, Dn=day nursery, Ff=foster dad, Fm=foster mom, Fp = Foster parents, Fs=Foster sibs, Hn=health nurse, Kg=Kinder-garten; Ms=social worker monitoring visitation, Ri=residential institution, P=peers; Ps=Psychologist; S=Samantha; St=special teacher, Sw=social worker, T=teachers, Th=therapist.

	<p><u>Defensive relationships – keeping at bay mental pain and terrorized anxiety</u></p> <ul style="list-style-type: none"> <li>- Radical protection traumatic flooding by shut-down, dead/sleeping states of mind</li> <li>- Protection paranoid anxiety by intense vigilant preoccupation fight-flight hostile and abusive parental figures</li> <li>- Protection paranoid anxiety by confused submissive imitation of pervasively abusive, sadistic parental-cum-sibling figures.</li> <li>- Protection depressive pain of loss, longing, separateness by role reversal, idealization/merger, or ganging up with vicious parental-cum-sibling figures</li> <li>- Protection depressive pain of loss / separateness and persecutory terror by retreat into mindless, manic-hyperactive behaviour, violent assaults, and omnipotent self-reliance.</li> </ul> <p><u>An crisis of intense and complex splitting (C-break III)</u></p> <ul style="list-style-type: none"> <li>- Stuck on doorstep neither in nor out</li> <li>- Intense hostility, bodily assaults Th</li> </ul> <p>↓↑</p> <ul style="list-style-type: none"> <li>- Benign change in relationships at home</li> </ul>	<p>contact; defiant rejection adult authority if no exclusive attention</p> <p>,↓↑</p> <p>Shortly enjoys bodily care and closeness to St., trudging at St's heels, imitates St, playing house in role of caring mother, prefer St to other adults; At lap St pining for Bp, play at phoning birth parents, special relationship to gifts from Bp; at summer-camp very close and loving St; some backsliding when St leaves her but adapts to new St.</p> <p><u>Opposites foster family (3½-5,2)</u></p> <p>Fp: Rejects mental and bodily closeness; an unreachable inner part; appeasing, ingratiating; attention-seeking strangers; difficulties going to sleep, restless, irritable, wide-awake hours, not calling out, staring or wandering into dark. KG: rejects mental and bodily closeness, hides from direct view, seeks no help. Ps: avoids emotional investment; idealize FM and denigrates BM</p> <p>↑↓</p> <p>FP: Sticking closely to FM, KG: Staying close to a few well-known adults; at excursions needing sole attention from preferred adult; if not dissolving in tears and rage.</p>	<ul style="list-style-type: none"> <li>- Conflicts-confusion closeness-distance</li> <li>- Confused or crazed defiant - aggressive behaviour.</li> <li>- Hostile rejection Ff.</li> <li>- Furious withdrawal to own room</li> <li>- Emotional shut-down (blank facial expression)</li> <li>- Omnipotent defiance and fits of rage school</li> </ul> <p><u>Increasingly intensive dilemmas dependency-separateness Fp ↔ Th + St:</u> (C-break III)</p> <ul style="list-style-type: none"> <li>- Sweet and easy at home, close and affectionate to Fm</li> <li>- Likes to talk about early years with Fm, while looking at photos</li> <li>- Eagerly shows drawings, tells Fp about them</li> <li>- Less rejection Ff, wants him every day to ask about school, tells about achievements and conflicts with P and T.</li> <li>- Less rejection Bm</li> </ul> <p>↑↓</p> <ul style="list-style-type: none"> <li>- Idealising Bm</li> <li>- Sudden withdrawal and stubborn defiance, less violent, shorter before reconciliation</li> <li>- Increasing behavioural protests against therapy; forced into clinic by Fm; wants meeting called to complain to Sw</li> </ul>	<p><u>ness-isolation/engulfment</u></p> <ul style="list-style-type: none"> <li>- Lingered difficulties verbalizing her problems; may listen to Fp's experience of her state, then later speak up.</li> <li>- Lingered insecure towards Ff; keeping him at a certain distance, e.g. turning her back at bedtime. Fp feels that S is at a loss what to make of a father, believing this to be caused by never having had a relation to Bf.</li> <li>- Her moods sometimes difficult to read, lingering tendency for shut-down (stone-face) when anxious</li> <li>- Still terrified by Bm's tendency for explosive outbursts; Writing letter to mother may include attempts at getting even?</li> </ul>
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			<ul style="list-style-type: none"> <li>- Increasing oppositional behaviour school, ferocious fits of rage; after conflicts with P, vicious assaults on St, running away.</li> </ul> <p><u>Decreased enactment and splitting</u> (C-break IV + End of therapy)</p> <ul style="list-style-type: none"> <li>- More affectionate Ff, seek help homework</li> <li>- At school participates in group-work on ordinary conditions.</li> <li>- Close, lengthy verbal talks Ff</li> <li>- More showing needs for tender dependent care</li> <li>- Less splitting Fp-couple</li> <li>- At school, able to adapt and let go of St</li> </ul>	
	Core relationship themes observed in therapy (5,2 ys.- 9,4 ys.)	Reported early relationship themes (0-5 years)	Parallel to therapy, reported daily relationship themes (5,2 – 9,4 ys)	Reported relationships at follow-up (12,2 ys.)
Sibling figures in mind and reported relations to sibs and peers	<p><u>Emotional quality and appearance of sibling figures depend on the emotional quality of parental figures.</u></p> <ul style="list-style-type: none"> <li>- <u>Intensely preoccupied violently hostile sibling figures</u>, most often <u>fantasy and therapy figures</u>.</li> <li>- After first 1½ ys., far fewer sibling figures, hostility gradually mitigated, becoming <u>more reality oriented</u>; fantasy figures replaced by <u>therapy figures</u>.</li> <li>- Unalloyed <u>friendly sibling figures few</u>; throughout <u>therapy in contexts of parental abuse, loss and abandonment</u>, probably most often representing wishful phantasy and splitting.</li> <li>- In the <u>second half of therapy</u>, group and gang states of mind alternating. <u>Ganging-up</u> caused partly by:</li> </ul>	<p><u>(0-1½ ys) Abused</u> by older Bs</p> <p><u>Opposites residential institution (1½-3)</u></p> <ul style="list-style-type: none"> <li>- <u>Avoids, scared, bullied</u> by P; panicky tears when approached by P.</li> <li>- <u>Submissive imitation</u> stronger, more aggressive P.</li> <li>- Flooded states of jealousy, envy, possessiveness, <u>wants to be St's best-only child</u>;</li> <li>- <u>Mentally shut-down states</u> if P gets attention, potters passively around, solemn-anxious face.</li> <li>- Easily feels victimized, loud screams; <u>takes P's things, spoils their play</u>; no empathy when they cry.</li> <li>- Never mention oldest BS; at visitation <u>abused by both older BS</u>, afterwards pan-</li> </ul>	<p><u>Beginning</u></p> <ul style="list-style-type: none"> <li>- <u>Intense preoccupation</u></li> <li>- <u>Hostile rivalry Fs and P</u>;</li> <li>- <u>Controlling</u> behaviour, increased <u>angry fits</u> if crossed by someone e.g. throwing stones at P.</li> </ul> <p><u>C-break I+II:</u></p> <ul style="list-style-type: none"> <li>- Playing well with a same-age, like-minded <u>bosom friend</u></li> <li>- Told <u>reparative phantasy group</u> to Fm: She and Bs together at RI rescuing Bf from drowning.</li> </ul> <p>Relations to P, contingent on relation to St</p>	<p><u>Improvement ↔ lingering difficulties siblings</u></p> <ul style="list-style-type: none"> <li>- Close, <u>mutually affectionate and approving relations</u> to <u>foster parents' young adult birth children</u></li> <li>- <u>Benign support</u> and encouragement in <u>female identification</u> and from foster parents older birth-daughter</li> <li>- Benign <u>admiration drawing skills</u> from foster parents older birth-son</li> <li>- <u>Making and keeping friends</u>; this still improving</li> <li>- Able to <u>cope with conflicts</u></li> </ul>



	<ul style="list-style-type: none"> <li>- Normal strivings separateness-dependency</li> <li>- Terrorized, confused state of mind in imitation/identification of violently scary parental-cum-older-sibling figures</li> <li>- Protection against feelings of deprivation and abandonment</li> </ul>	<p>icky, walking tip-toe ↓↑</p> <ul style="list-style-type: none"> <li>- <u>Preoccupied by P.</u></li> <li>- <u>Abilities engage in friendly P-relations contingent on relation to ST.</u></li> <li>- <u>Good days, play</u> house; imitate, role of cared-for-baby; able to share, wait for turn, joyful romping about with P.</li> <li>- <u>Asks for Bs Lea</u>, likes to sit beside, look at, sing about, call Lea at toy-phone.</li> </ul> <p><u>Opposites foster family-kinderqarten (3½-5,2)</u></p> <ul style="list-style-type: none"> <li>- <u>Anxious imitation</u> older Fs, wants same food whether hungry; parroting naughty, defiant speech.</li> <li>- At KG, angry <u>withdrawal</u>, keeps aloof joint singing and telling home-life;</li> <li>- In drawings <u>no differentiation adult-children</u>, can't cope with more than a few P at a time; fierce rivalry at excursions.</li> </ul> <p>↑↓</p> <p><u>At KG, play well with younger P</u>; likes giving care to youngest P, <u>adapting to rules</u> of group activity.</p>	<p><u>C-break III – multiple splits</u></p> <ul style="list-style-type: none"> <li>- At home, <u>Fs</u> increasingly defiant↔<u>S</u> increasingly good</li> <li>- At school, increasingly feels <u>victimized and excluded</u>.</li> <li>- Age-mates withdraw because of her still somewhat <u>bossy and controlling</u> behavior;</li> <li>- After conflicts P, goes directly to <u>St</u>, provoking conflict then <u>violent assaults</u></li> </ul> <p>↓↑</p> <ul style="list-style-type: none"> <li>- At school, <u>fairly well accepted</u>, playing with many different P; turns to younger children; still plays well with bosom friend</li> </ul> <p><u>C-break IV</u></p> <ul style="list-style-type: none"> <li>- At school, still some problems age-mates because <u>bossy, controlling</u> behavior</li> </ul> <p><u>At end of therapy</u></p> <ul style="list-style-type: none"> <li>- At school: participate in <u>group-work on ordinary conditions</u> – less bossy but still some difficulties peer relationships</li> </ul>	<p>and strains, no more black-outs, instead able to withdraw</p> <ul style="list-style-type: none"> <li>- <u>No support at school</u> needed, after school attends <u>ordinary club</u>.</li> <li>- <u>Adequate protection self</u> against transgressions and disappointments older F-sib; this still improving.</li> <li>- <u>Friendly relation</u> short-time infant-Fs</li> </ul> <p>↓↑</p> <ul style="list-style-type: none"> <li>- <u>Wearing out preferred friends</u>, therefore <u>no best-friend</u></li> <li>- Lingered tendencies sibling <u>jealousy, teasing, ganging-up</u> in relation to <u>Bs-Bm</u></li> <li>- Lingered <u>anxious identification</u> and <u>“survivor’s-guilt”</u> in relation to <u>older F-sib</u> prevents her coming to terms with fact that after he left foster-family, he changed into streetwise bully</li> </ul>
	Core relationship themes observed in therapy (5,2 ys.- 9,4 ys.)	Reported early relationship themes (0-5 years)	Parallel to therapy, reported daily relationship themes (5,2 – 9,4 ys)	Reported relationships at follow-up (12,2 ys.)
Differentiation internal-externalreality	<p><u>Abilities to differentiate, think and in general learn by experience seem highly coinciding feelings in relation to therapist</u></p> <p>(Assumption mechanisms: Persecutory feelings in relation to Th ⇒ avoidance awareness separateness ⇒ decreased abilities)</p>	<p>1) <u>Abilities to differentiate, think and in general learn by experience seem highly dependent on quality of care-relationships</u></p> <p>2) <u>Loss leads to faltering cognitive-emotional capacities:</u></p> <p>(Assumption mechanisms: Loss⇒ catastrophic anxiety⇒ avoidance awareness</p>	<p><u>Beginning+ C-break I: Increasingly split tendencies:</u></p> <ul style="list-style-type: none"> <li>- <u>Increased mental and psychosomatic flooding</u> After sessions and visitation Bm: Edgy, irritable throwing up, head ache, fever,</li> </ul>	<p><u>Resilience ↔ lingering vulnerability differentiation internal-external</u></p> <p><u>According to Fp, improved and still in development:</u></p> <ul style="list-style-type: none"> <li>- Realistic self-protection in</li> </ul>

	<p>- Merger, mindless hyperactivity, flooding and violent assaults Th.</p> <p>- When flooded states, no ability to explore and learn by experience.</p> <p><u>When mad at Th, self-harming tendencies</u></p> <p>- e.g. when mad at therapist, destroys own drawings, container for own toys; cuts string to pieces, cuts fur of Teddy, cuts into own finger; cutting up Teddy</p> <p>↓↑</p> <p><u>Frequent but short-lived moments of exploration, awareness and learning by experience.</u></p> <p>- Exploring reality of <u>therapist and therapy</u>. Fervent quest for knowledge <u>therapist's private life</u>, seems to represent genuine capacity for <u>passionate emotions</u>, fuelling good work on identity issues.</p> <p>- Exploring facts of life by Infantile phantasy questions concerning <u>developmental issues</u> e.g. where do babies reside inside mother</p> <p>- <u>Existential real-life inquiries</u>, e.g. identity as foster child, birth parents etc.</p>	<p>separateness⇒flattering exploration/learning)</p> <p>- At placement Ri (1½ ys.) although normal cognitive potential, severely retarded all areas.</p> <p>- At Ri catching up to normal.</p> <p>- When first St left, some backsliding, accept second St, catching up again</p> <p>- At placement foster family (3½) severe backslide all areas until well into therapy.</p> <p>↓↑</p> <p><u>Stable, benign relation caregiver leads to ordinary development cognitive-emotional abilities</u></p> <p>(Assumption mechanism: (Introjection stable benign relation ⇒ courage exploration and awareness separateness)</p> <p>- at RI, putting on own clothes etc; likes playing hide-and-seek with St. Verbal and bodily exploration own and St face, body. Knows her ward; some differentiation well-known adults from strangers; normal differentiation own identity as girl, male-female sex, generations, Bs Lea from other P. Some improvement in recognizing own bodily needs. Some improvements resilience frustration. Good at creative activities (pearls, drawings, painting etc).</p> <p><u>Early defensive strategies loss ≈ Avoiding awareness separateness (1½ and again 3,5-5,2 ys.) leads to:</u></p> <p>- <u>Mindlessness</u> e.g. going blank (shutdown) states; aimless, confused <u>hyperactivity, no</u></p>	<p>falling asleep</p> <p>- <u>Increased confusion, omnipotence, defiance, persecuted states</u>, e.g. insisting on sameness, sudden panicky falling apart, screaming hitting, confusion; insisting different foods wide apart on plate; keeping home and therapy wide apart; omnipotent control of Fp, paranoid (Fp, Kg)</p> <p>↓↑</p> <p>- <u>Decreased tendency mentally falling apart</u> e.g. episodes shorter in Kg</p> <p>- <u>Increased mental and bodily resilience and containment</u> e.g. bodily continent urine and faeces; mentally shorter breakdowns + seeks reconciliation</p> <p>- <u>Improved motivation learning</u> e.g. Learns to write her first name; more realistic play toys.</p> <p><u>C-break II: Mostly stable progression:</u></p> <p>- <u>Asks real-life questions</u> concerning B-family</p> <p>- <u>Improved mood and self regulation</u>, more vitality, more relaxed, eats well, pickiness/rumination gone (but now again tendency over-eating), less resistance change, cheerful, happy..</p> <p>- <u>Steadily Improved ability/motivation thinking, thoughtfulness, constructive play, learning</u></p>	<p>relation to Bm's instability and transgressions – even able to convince network of her needs for protection.</p> <p>- Realistic assessment own mistakes, feelings, skills</p> <p>- Mood, self-esteem, self-assertion</p> <p>- Faith in her own value as a human being; as contrary to before therapy, hopelessness in her eyes “why was I put on this earth”</p> <p>- More emotional nuances, less splitting of feelings good-bad.</p> <p>- Ability to regulate eating</p> <p>- Achievement school, attentive, eager to learn, well above middle level, motivated for homework, all topics, even mathematics which before were a problem.</p> <p>- Moving into ordinary puberty, including age-appropriate curiosity and courage to seek out new experience; do the same things as class-mates; taste new foods, new interest in her looks</p> <p>↑↓</p> <p><u>According to Fp, lingering vulnerabilities:</u></p> <p>- <u>Psychosomatic reactions</u> at anxiety and stress, e.g. tummy ache, dizziness.</p>
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		<p><u>exploration; deficient attention/concentration</u> e.g. not able to look at picture book, read-aloud book, and children's TV.</p> <ul style="list-style-type: none"> <li>- <u>Non-selective, greedy overeating</u> anything at table; doesn't register hunger-thirst; refusing food, picky, ruminating food.</li> <li>- <u>Deficit symbolization</u> ≈ Concrete exploration St's face and body carried on until more than 2 ys; Language deterioration; bumbling talk; parroting sentences without comprehension.</li> <li>- <u>Avoidance separateness</u> ≈ stereotypical playacting baby-sounds out of reach real contact; wants carried, no playing, no real closeness, passively trudging at heels of adult; difficulties going to sleep, lying awake in darkness.</li> <li>- <u>Vulnerability flooded states</u> ≈ No resilience frustration e.g. if no adult available <u>falling apart</u> into <u>temper tantrums</u>, <u>withdrawing</u> into <u>self-stimulating rocking, rubbing, and humming</u>. Flooded by noise of other children.</li> <li><u>Psychosomatic complaints</u> e.g. pain in anus. Suddenly screaming without visible reason.</li> <li>- <u>Omnipotent defiance</u> ≈ Overstepping limits e.g. finger in butter; comparing own size to new St.; defying ordinary care routines.</li> <li>- <u>Self-harming tendencies</u>: falling/ stumbling; not learning from experience to avoid hurts; rough plucking at own navel and genitals, later lips and nipples, until sore and red; no differentiation too hot, too cold, hard, soft; risk-taking behaviour; tendency to freeze in posture when anxious</li> </ul>	<p>e.g. Increasingly verbally communicative Fp; improved memory letters and numbers.</p> <p><u>C-break III: Intensified split progression at home ↔ Defiant omnipotence, paranoid states and risk-taking behavior at school</u></p> <ul style="list-style-type: none"> <li>- <u>At home</u> more resilient frustration and limit-setting, ordinary angry without fits of rage and blank states, more calm and at peace; cope with change daily routines; stable good mood and vitality; less splitting Fm-Ff, accept help schoolwork from Ff .</li> <li>↑↓</li> <li>- <u>At school</u> omnipotent defiant, ferocious fits of rage and disturbed mind at school. Probably paranoid states, e.g. suddenly hits out St, and then runs away. In rage, putting herself at risk by climbing high up</li> <li>- <u>Intensified split normal attention, bodily self-regulation ↔ hypotonic states, abstracted states of mind</u></li> <li>- At home, suddenly goes limp, falling</li> <li>- At school, suddenly lost in reverie</li> <li>- T aware concentration, attention, learning shifts according to mood</li> <li>↓↑</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Tendency shut down</u> (stone face) when facing new experience, strangers, and when socially insecure/ anxious – even if happy with the experience.</li> <li>- Although improved <u>regulation eating</u>, in face of strain, stuffing herself with sweets</li> </ul>
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			<ul style="list-style-type: none"> <li>- First time ever bikes alone to school without going limp, falling off bike.</li> <li>- Doing well in topics, first time ever reportedly bright and motivated learning</li> <li>- Really good at drawing, enjoys showing.</li> </ul> <p><u>C-break IV: Steady improvement at home-at school:</u></p> <ul style="list-style-type: none"> <li>- More realistic at home and school</li> <li>- Fewer attacks stubborn defiance</li> <li>- No bodily assaults, although still somewhat prone to shout at others</li> <li>- Better ability to verbalise feelings instead of enacting, but still not very good at talking, instead withdrawal into her room for a while.</li> <li>- Less anxiety before and after visitation Bm</li> <li>- Doing well in topics, good reader, reads books on her own, eager to learn, middle of class.</li> </ul> <p><u>3 weeks before end of therapy:</u> Some concern Fp that she started greedily stuffing herself with food</p>	
	Core relationship themes observed in therapy (5,2 ys.- 9,4 ys.)	Reported early relationship themes (0-5 years)	Parallel to therapy, reported daily relationship themes (5,2 – 9,4 ys)	Reported relationships at follow-up (12,2 ys.)
Reactions around breaks and partings	<u>At beginnings</u> - Session beginnings first 1½ ys. of therapy: <u>Immediate joy and eagerness first sight of therapist, then withdrawal</u> , conflicted, hostile behaviour and disillusionment	<u>Mixed feelings at reuniting:</u> - <u>Immediate joy and eagerness first sight birthmother, then withdrawal</u> , mixed hostile/apathetic behaviour, may run away to be found, when found rejecting	<u>Mixed feelings at reuniting:</u> - <u>At first sight Bm, immediate joy and eagerness, then withdrawal</u> , mixed hostile/apathetic behaviour (last reported 1½ years into ther-	<u>Lingering vulnerability reuniting:</u> - <u>Mixed feelings long-ing+anger, anxiety, psychosomatic reactions</u> dizziness,

<p>- Early beginning therapy, travelling to therapy: <u>psychosomatic reactions</u>, literally getting ill in body and mind.</p> <p><u>Before-breaks and endings</u></p> <p>- <u>Moments of longing</u> for blissful closeness to good parental-cum-sibling figures occur in thematic contexts of longings, loss, and separation.</p> <p>- Confused/desperate e.g. episodes <u>negating separateness by violence or merger</u> with therapist or all-good parental or sibling figures, <u>excluding</u> therapist.</p> <p>- <u>Fewer hostile sibs may indicate difficulties of symbolization separation to come</u>. Thus, after first six months in general no sibs in before-breaks; after 2½ years of therapy, sibling figures reappear in before-break sessions, probably an indicator of benign change.</p> <p><u>Intensification of relational core features and related persecutory phantasy</u></p> <p>- (<u>Early</u> in therapy, in a period of accumulation planned and unexpected breaks): A manifest phantasy of abandonment by an unreliable, sexualised therapist/maternal figure conjoined with a dangerous daddy figure; the parental couple producing filthy babies scared stiff because forced to look at tremendously violent doings</p> <p>(During <u>intense crisis after 3 years</u>, in after-break sessions and session beginnings):</p> <p>- Intense conflict between arriving and leaving, literally stuck at doorstep.</p> <p>- Vicious bodily assaults at therapist.</p> <p>- Droningly, high-pitched shouting which in the</p>	<p>closeness</p> <p><u>Vulnerability to partings</u></p> <p>- Difficulties going to sleep</p> <p>- No visible reaction parting from Bm, St, Fp</p> <p>- When Bf for several months failed visitation at Ri, stopped looking at his picture. When Bm failed visitation, loss of appetite.</p> <p>- May protest parting from St; denies reality. St leaves institution; rejects new St.</p> <p>- After loss second St, by placement Fp, for next two years in a shut-down state all areas of development</p> <p>- At visitations parting from Bm, resigns passively to farewell kiss; rejecting, stiff body. Afterwards severely stressed, unable to eat, sleep, relate; psychosomatic pain anus, can't be consoled, panics and falls apart.</p> <p><u>Early indicators resilience partings</u></p> <p>- At Ri, longs for Bp e.g. asks for Bf pointing to his picture</p> <p>- At Ri, pining for Bm; sometimes protests parting from Bm, sometimes wishfully imagine her to be around</p> <p>- At Ri, when BM fails visitation, at St's lap for comfort, crying, talking.</p> <p>- After loss of first St, at lap of new ST pining for old St; special relationship to doll given by old St at leave-taking, caregiver to this doll.</p> <p>- After placement Fp, sad, moody when Bm fails visitation.</p>	<p>apy)</p> <p>-Vigorous protests travelling to therapy, but eager joy at arrival clinic (First beginning therapy)</p> <p>- Backslide therapy, mixed feelings reuniting, travelling to clinic for first session after break, wanted home, nausea, dizzy; nearer to clinic-train station suddenly irritable; reaching clinic OK (after third summer-break).</p> <p><u>Before and after partings, increased vulnerability and tendency mental-psychosomatic flooding:</u></p> <p>- After visitation Bm and therapy, increased tendency irritability, edgy, raw, falling apart, withdrawal, throwing up, head ache, fever, falling asleep (Beginning + C-break I)</p> <p>- Increased difficulties letting go at night time (Beginning+C-break I)</p> <p>- At parting from Bm stone-face (C-break II)</p> <p>- In summer-break therapy, seeking out male strangers, adhesively ingratiating towards them (third summerbreak).</p> <p>- After first unsupervised visit Bm's place, paranoid fit at school, putting herself at risk of bodily damage (after third summer break)</p> <p>- After therapy sessions, verbal denigration Th, wants meeting</p>	<p>tummy-ache before meeting Bm</p> <p>↓↑</p> <p><u>Resilience reuniting:</u></p> <p>- <u>Immediate joy</u> and eagerness first sight Bm</p> <p><u>Lingering vulnerability partings</u></p> <p>- At perceived risk of loss, traumatic relapse backsliding to adhesive ingratiation e.g. when older Fs moved to his birth-mother; "bending over backwards to please"</p> <p>↓↑</p> <p>- Endured parting from Th well, able to discuss therapy and Th with Fm; in doing so looks peaceful and serene. According to Fm aware that therapy helped her to benign change</p> <p>- Endured death of Bf, able to discuss this with Fm and link it to how she was when she first came to Fp</p>
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	<p>subjective experience of the therapist's mind resonates as lingering, intrusive, painful noise accompanied by imagery of viciously quarrelling, unpredictably violent parental-cum-sibling figures</p> <p><u>At end therapy:</u> Last session, brought a farewell-card made and written by herself in which she acknowledges to mixed feelings.</p>		<p>called to complain (C-break III)  ↑↓  <u>Seems more resilient partings</u>  - Parting from Bm, sometimes sad and protests (C-break II)  - Better able to let go into sleep (C-break II-IV)  - Biking alone to school (C-break III-IV)  - Able to let go of Ts, sharing her with classmates (C-break IV)  - When told that therapy would end following summer, silent, then telling Fm that she will miss Th and make her a present before last session (in C-break IV)</p>	
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## **APPENDIX IV CONSENT FORMS AND ETHICS**

Starting this project, I was not aware of the Tavistock consent form and therefore prepared a form specific to my project, at 27 January 2009 consulting the ethical committee of the Danish Psychological Association on the formulation of this<sup>88</sup>.

Samantha's birth mother and foster parents were orally informed at home visits of aims and procedures of the research project; informed consent obtained at 2.2.2009. PDF-copies of the original, signed forms filed by the Tavistock PhD-programme authorities together with a translation of the text from Danish into English; copies of the original signed forms shown below in Danish language as presented to birth mother and foster parents. For reasons of confidentiality, I erased the signatures from these copies. Below also appears an English translation of the text together with the answer from the chairperson of the Ethical committee of the Danish psychological Association concerning the ethics of this project.

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<sup>88</sup> A copy of my original question and answer from the chairman of the committee appear below.

## IV.1 Consent forms

### *Consent form signed by foster parents*



**Liselotte Grünbaum**  
autoriseret psykolog  
specialist og supervisor i psykoterapi og børnepsykologi

Undertegnede

[Redacted signature]

giver hermed vores tilladelse til, at journalmateriale fra den legeterapeutiske behandling af vores plejedatter

[Redacted signature]

anvendes af Liselotte Grünbaum i et forskningsprojekt, hvis formål er at belyse udviklingen af det terapeutiske kontaktforhold samt betydningen af pauser i terapien for børn, der blev set i længerevarende psykoanalytisk legeterapi, og hvis tidlige opvækst indeholdt psykosocial belastning, f.eks. tilknytningsbrud, traumatisering, relationsforstyrrelse og/eller mangelfuld følelsesmæssig omsorg.

Vi er informeret om, at forskningen vil inddrage materiale vedrørende det enkelte barns terapiforløb, de under og efter forløbet afholdte samtaler med biologiske forældre, plejeforældre og eventuelt andre personer, oplysninger om barnets baggrund fra kommunens akter samt notater fra netværksmøder afholdt i forbindelse med behandlingen.

Vi er endvidere informeret om, at forskningsprojektet omhandler afsluttede legeterapiforløb, der er gennemført i overensstemmelse med almindelig klinisk og psykoterapeutisk praksis på området.

Endelig er vi informeret om, at alle personlige oplysninger, der vil kunne genkendes af udenforstående, vil blive anonymiseret eller udeladt inden en eventuel offentlig formidling og publicering af resultaterne.

Dato 4/2-09

Underskrift

[Redacted signature]

Postadresse: Borgergade 42 st. th., 1300 København K  
Tlf 33 36 33 23 / mobil 21 42 04 29 - hverdage 8.30-9.30. e-mail: liselotte\_grunbaum@get2net.dk



## Consent form signed by birth mother



**Liselotte Grünbaum**  
autoriseret psykolog  
specialist og supervisor i psykoterapi og børnepsykologi

Undertegnede

[Redacted signature]  
Liselotte Henriksen, CPR nr. 060920-0742  
c/o Peder Lykkes Vej 81, 1. etage, 101  
2300 København S

giver hermed min tilladelse til, at journalmateriale fra den legeterapeutiske behandling af min datter

[Redacted signature]

anvendes af Liselotte Grünbaum i et forskningsprojekt, hvis formål er at belyse udviklingen af det terapeutiske kontaktforhold samt betydningen af pauser i terapien for børn, der blev set i længerevarende psykoanalytisk legeterapi, og hvis tidlige opvækst indeholdt psykosocial belastning, f.eks. tilknytningsbrud, traumatisering, relationsforstyrrelse og/eller mangelfuld følelsesmæssig omsorg.

Jeg er informeret om, at forskningen vil inddrage materiale vedrørende det enkelte barns terapiforløb, de under og efter forløbet afholdte samtaler med biologiske forældre, plejeforældre og eventuelt andre personer, oplysninger om barnets baggrund fra kommunens akter samt notater fra netværksmøder afholdt i forbindelse med behandlingen.

Jeg er endvidere informeret om, at forskningsprojektet omhandler afsluttede legeterapiforløb, der er gennemført i overensstemmelse med almindelig klinisk og psykoterapeutisk praksis på området.

Endelig er jeg informeret om, at alle personlige oplysninger, der vil kunne genkendes af udenforstående, vil blive anonymiseret eller udeladt inden en eventuel offentlig formidling og publicering af resultaterne.

Dato

Underskrift

2/2-09

[Redacted signature]

Postadresse: Borgergade 42 st. th., 1300 København K  
Tlf. 33 36 33 23 / mobil 21 42 04 29 - hverdage 8.30-9.30, e-mail: liselotte\_grunbaum@get2net.dk

## *Translation of signed consent forms from Danish to English*

“I, (name), hereby agree that Liselotte Grünbaum may use the information included in her case file concerning the child psychotherapy of my daughter (name) for a research project. The aim of this project is to learn more about how the therapeutic relationship develops and the meaning of breaks in the therapy with children, who were seen for long-term psychoanalytic play psychotherapy, and whose early life were taxed by psychosocial strain e.g. related to loss, trauma, disturbed relationships and/or emotional neglect.

I am informed that the research includes information about the psychotherapy of the child; about the dialogues before, during or after the therapy with birth parents, foster parents, and other parties; about information about the family received from the community case worker; and about dialogues at network meetings between the involved professionals and parents/foster parents.

I am informed that the research concerns already concluded psychotherapy, carried out in accordance with ordinary clinical and psychotherapeutic practice in this field.

Lastly, I am informed that in case of a public communication or publication of results from the research project, any identifiable personal information, possible to recognise by others, will be completely anonymized, or left out.

Date            Signed”

## **IV.2 Confirmation of approval from the University Ethics Committee (UREC)**

27 March 2014

Dear Ms Grunbaum

**University of East London/The Tavistock and Portman NHS Foundation Trust: research ethics**

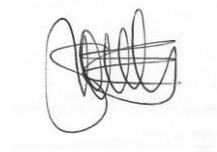
**Study Title:** A Systematic Study of Child Psychotherapy with a Young Child who had suffered Early Abuse and Neglect.

I am writing to inform you that the University Research Ethics Committee (UREC) has received the abstract of your thesis, which you submitted to the Chair of UREC, Professor Neville Punchard. We note that no evidence of ethical approval has been provided. Please take this letter as written confirmation that had you applied for ethical clearance from our UREC, before the research had begun, it is likely it would have been granted. However, as in fact you did not submit an application for ethical approval prior to the research commencing, permission from an ethics committee has not been obtained. Please note this does not place you in exactly the same position you would be in had clearance been obtained in advance. Therefore, when responding to any question on the matter you must of course make reference to and explain your situation regarding the absence of ethical approval in an open and transparent way.

You will be aware from David Woodhouse's letter dated 11th December 2013 that there were other procedural matters relevant to your programme in addition to matters relating to ethical clearance. For the avoidance of any doubt, or misunderstanding, please note that the content of this letter extends only to those matters relating to ethical clearance. Any other outstanding matters, if not yet resolved, will be dealt with entirely separately as they fall entirely outside the remit of our University Research Ethics Committee.

If you are in any doubt about whether, or not, there are any other outstanding matters you should contact Mr William Bannister at the Tavistock and Portman NHS Foundation Trust (e-mail [WBannister@tavi-port.nhs.uk](mailto:WBannister@tavi-port.nhs.uk)).

Yours sincerely



pp: Catherine Fieulleateau  
Ethics Integrity Manager

**For and on behalf of**

Professor Neville Punchard

Chair of the University Research Ethics Committee (UREC)

Tel.: 020 8223 6683 (direct line)

E-mail: [c.fieulleateau@uel.ac.uk](mailto:c.fieulleateau@uel.ac.uk)

c.c. Mr Malcolm Allen, Dean of Postgraduate Studies, Tavistock and  
Portman NHS Foundation Trust  
Mr Will Bannister, Associate Director, Education and Training, Ta-  
vistock and Portman NHS Foundation Trust  
Professor John J Joughin, Vice-Chancellor, University of East Lon-  
don  
Professor Neville Punchard, Chair of the University of East London  
Research Ethics Committee  
Dr Alan White, Director of the Graduate School, University of East Lon-  
don  
Mr David G Woodhouse, Associate Head of Governance and Legal

## IV.3 Correspondence with Ethical committee of the Danish psychological Association

Side 1 af 1

### Liselotte Grünbaum

**Fra:** "Jørn Nielsen" <jn@kliniskpsyk.dk>  
**Til:** "Liselotte Grunbaum" <liselotte\_grunbaum@mail.dk>  
**Sendt:** 31. januar 2009 20:46  
**Emne:** SV: etikspørgsmål

Til  
Liselotte Grunbaum

Tak for mail.

De etiske principper for nordiske psykologer omtaler kun i begrænset forskning som et særskilt område. Derfor må vi arbejde ud fra, at de almene faglige meta-principper er vores retningslinier. Ud fra dette kan jeg ikke se, at der skulle være nogle etiske problemer forbundet med dit projekt; især hvis/når de gennemgribende anonymiseres.

DP's etiknævn skal og kan jo ikke forhåndsgodkende forskningsprojekter, så ovenstående er blot en umiddelbar kommentar til din forespørgsel.

Dp's etiknævn har som sådan ikke grundlag for at vurdere, hvilke projekter der skal godkendes af videnskabetiske komiteer. Det er min egen og umiddelbare vurdering, at dit projekt ud fra dets karakter ikke behøver godkendelse - men hvis du er i tvivl kan du jo med fordel rette en forespørgsel til netop disse videnskabetiske komiteer.

Håber, dette er tilstrækkeligt - ellers er du velkommen til at vende tilbage. Held og lykke med dit spændende projekt.

Mvh

Jørn Nielsen, klinisk psykolog, Ph.d., Fmd. for DP's etiknævn  
Torvegade 4, 1.th.  
7100 Vejle  
Tlf. 75-882244, mobil 21-450844

-----Oprindelig meddelelse-----

**Fra:** Liselotte Grunbaum [mailto:liselotte\_grunbaum@mail.dk]  
**Sendt:** 27. januar 2009 13:31  
**Til:** JN@kliniskpsyk.dk  
**Emne:** etikspørgsmål

Kære etikudvalg

Jeg er ved at planlægge et mindre kvalitativt forskningsprojekt, hvis empiriske materiale stammer fra afsluttede børneterapier, som jeg selv har haft. De anvendte cases vil blive gennemgribende anonymiseret inden eventuel publicering. Jeg har tænkt mig indhente skriftlig tilladelse fra forældre, plejeforældre og barnet selv (hvis over 15 år) - se vedhæftede udkast til sådan en tilladelse.

Jeg vil være taknemmelig, hvis I vil se på den vedhæftede fil og give mig jeres mening, om hvorvidt denne fremgangsmåde er i orden - eller om der er andre ting, jeg skal gøre?

Jeg har selv tænkt, at da det er et lille eksplorerende projekt, som alene inddrager behandling jf. almindelig praksis, vil det ikke være nødvendigt at få projektet godkendt af videnskabetiske komiteer - men hvad mener I?

Projektet vil formentlig blive udført under supervision fra Tavistock klinikken i London samt East London University, men det er ikke helt faldet på plads endnu.

Venlig hilsen  
Liselotte Grünbaum  
Rosenvængets Alle 42B, 2.th  
2100 København Ø  
Tlf. 2142 0429.

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31-01-2009

*Translation from Danish to English of correspondence with the Ethical committee of the Danish psychological Association<sup>89</sup>:*

“Dear Ethical Committee

I am planning a small qualitative research project; for which the empirical data come from concluded child psychotherapy cases of my own; all included case-information thoroughly anonymized in the report. Before starting the project I intend to ask birth parents, foster parents, and maybe the child (if more than 15 years of age) for informed consent – Please find attached to this mail a preliminary draft of such a letter of consent.

I will be grateful if you please will look at this material and let me know, if you find this way to ask for informed consent acceptable – and if anything else ought to be done.

I believe that since this project is small and explorative, solely including treatment carried out in accordance with ordinary good practice, it will not be necessary to get an approval from the formal research ethics committees. But please, let me know if you agree on this?

I hope that the Tavistock Clinic, London, and East London University will supervise the project. However, the agreement on this is not yet finalized”.

The answer:

“The ethical principles of the Nordic Psychologists only sparsely address research as a topic in its own right. Therefore, we must take as our starting point that the general professional meta-principles are our guidelines for any work.

Based on this, I do not think that your project implies any ethical problems; especially if/when, participants’ anonymity completely secured.

The Ethical Committee of the Danish Psychological Association shall not and cannot formally beforehand approve of research projects, and therefore the above merely is an immediate reaction on the face of your inquiry.

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<sup>89</sup> Represented by Chairperson Jørn Nielsen, clinical psychologist, Ph.D., Chairman the Ethical Committee Danish Psychological Association.

The Ethical Committee of the Danish Psychological Association does not as such have the formal foundation to assess which projects need an evaluation from the research ethics committees<sup>90</sup>. My own and immediate assessment is that judged from its character, your project does not need this evaluation – however if you are in doubt, you may profitably ask just these committees.

I hope this is sufficient – if not you are welcome back. Good luck with your interesting project.”

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<sup>90</sup> The research ethics committees: These Committees formed in 1980 and function within a Parliament act on clinical trials in biomedical research; Terms of reference and description of the tasks of these committees clearly place my project outside their domain, wherefore I did not establish contact. Further information on the research committees: <http://www.cvk.sum.dk/CVK/Home/> (download of March 2013).