



Magdeburger Ausbildungsinstitut für
Psychotherapeutische Psychologie



Ambivalent Experiences in the Psychosexual Development of Children for Professionals

Session Trust Dynamics in Children`s Lives

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Content

- Introduction
- Question, methods and research process
- Outcomes for professionals
- Pretest with family
- Perspectives

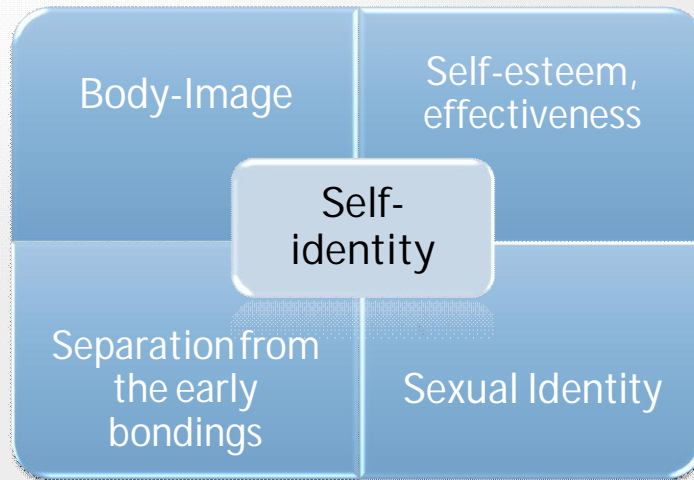


Introduction

- experiences in the psychosexual development of children for parents and professionals
- especially in the first years, children discover and understand their bodies in an uncommitted fashion.
- attention to children's bodies, and how these function, are experienced and constructed by each child individually
- influenced by the relationships in which the children are involved

- young children are reliant on the habits of their parents, the behavior of their siblings and peers and the rules of professionals
- my theoretical interest concerns the social practice and emotional circumstances under which children's physical personification arise
- children experience themselves simultaneously *in* and *as* their bodies
- accepting the physical changes and finding the appropriate balance of personal well-being and the acceptance of social norms

Between the age of 4 to 6 :



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Interest

- paper deals with the connection between body image and emotion in the early childhood
- There is hardly any literature about psychosexual development for early childhood carers
- There is hardly any integration in early education programs (in G)
- There is hardly any reflection in pedagogical practice
- There is no holistic look at children as entity of body, mind and mental health during growing up in early childhood

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Research Questions

- Which emotions do occur in social encounters and influence physical experiences of children, parents and professionals?
- Which feeling rules spread out in micro-, meso- and possibly in makrosystemic social arenas?
- Do an emotional occupation of the body image arise?
- How the children themselves take notice of it?

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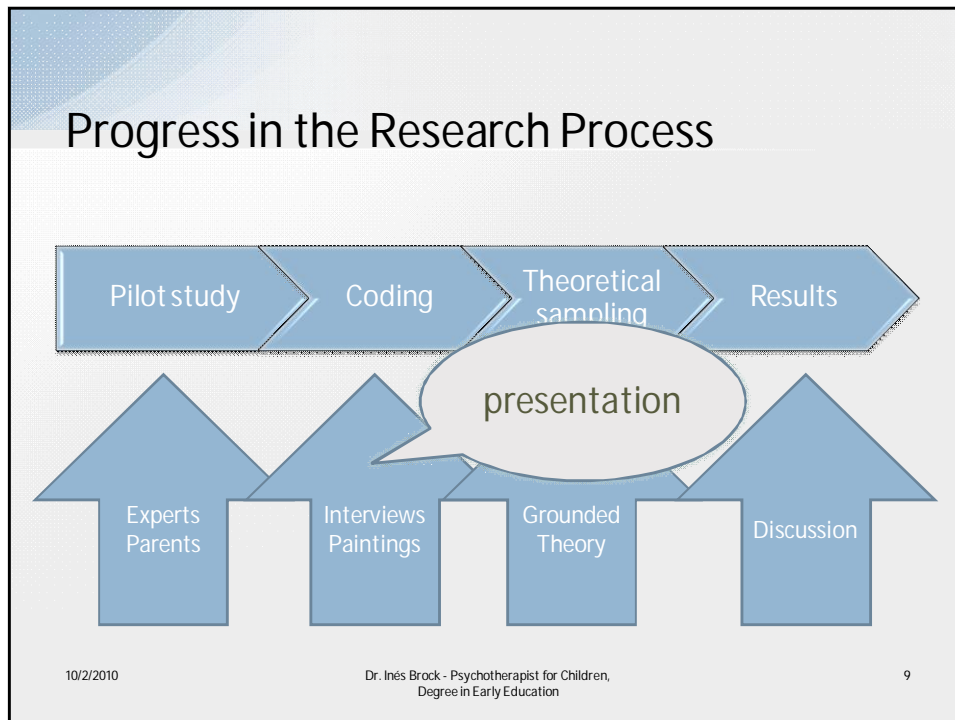
Methods - Generating of the data

- Informants
 - Early Child Carer/ Professionals
 - Parents
 - Children at the age of 4-6 in the kindergarden
 - Children at the age of 4-10 in the family (siblings)
- Methods
 - Interviews with an open guide about emotions and bodily aspects
 - Beginning with emotions, physical perception and early experiences with sexual aspects
 - Group session with children – paintings and discussion about

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- ## Access for coding
- emotional and physical expressions
 - Interpretation of words' connotation
 - analysing the descriptions of behaviour
 - implicit meaning and explicit narration of feelings
 - looking for primary (basic affects) and secondary emotions (mentally occupied, assessed)
 - Bodily needs (satisfied, keen interest)
 - social interaction (body-contact, conversation)
 - role of being naked
 - etc.
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Outcomes with regard to professionals

- Emotions occur in the field of early childcare very often but it depends on the attitude and on the experiences of the Educational qualified person (EQP)(mostly informal)
- Children so far understood as social actors – influencing the behaviour of the EQP (girls as girls, boys as boys)
- Psychosexual development is only (a small) part in body-related education
- Peer-interaction provoke interaction between child and EQP – social practice and emotional involvement

Visual tools

Codesystem	weiblich-pädFK-1	männlich-leiter-2	weiblich-pädFK-3	weiblich-pädFK-4	weiblich-pädFK-5
Gefühle					
Mut		5			
stolz	2	2			1
Angst	2	4	3		
Lust	3	2			3
Scham	1		3		3
Ärger	2	1	1		
Freude	9	3	4	3	5
Traurigkeit	1	7	8	4	3
Geborgenheit	5	2	3	2	1
Zufriedenheit	2				
Wut	5	2	6	2	



Types

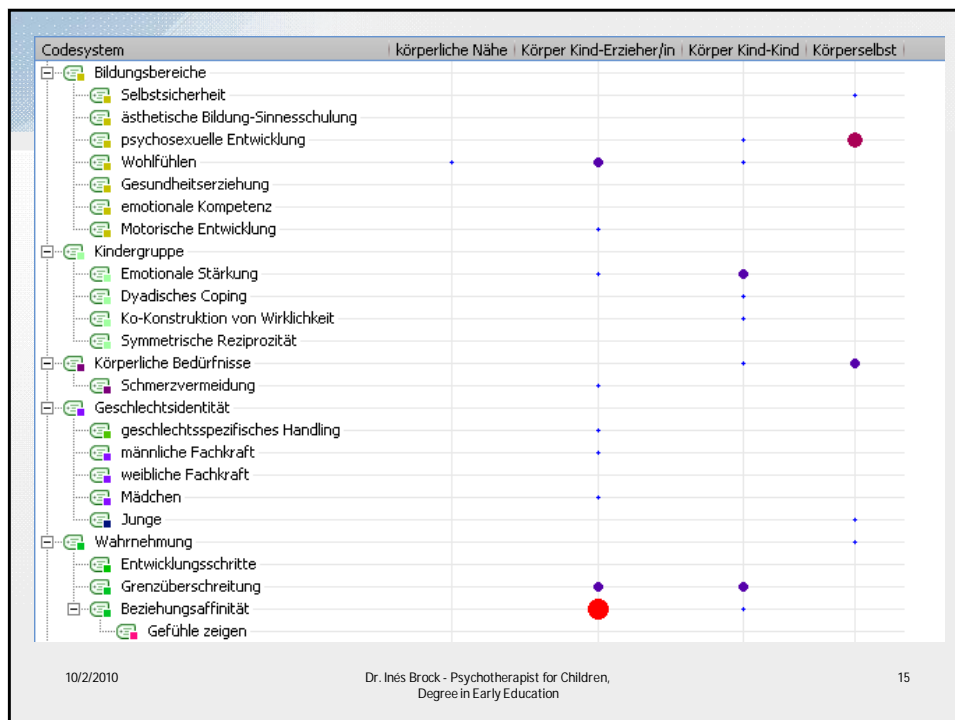
Educational Qualified Person

conscious
manager of
emotions

emotional
professional
committed
person

aim-
oriented
manager of
relations

instinctively
regulating
person



Three aspects highlight here

- ambivalence does not occur in the EQP themselves nor in the microsystem – ambivalence come from encounter of two systems – mesosystematical emotional ambivalence
- informal rules and private attitudes influence the behaviour - less conceptualisation of bodily images in early childhood and psychosexual development – in particular – child's body-self (physical needs and stimulation)
- exceed the private limits is a very important issue in handling of EQP (towards themselves and between children)

Conclusion - Childcare setting

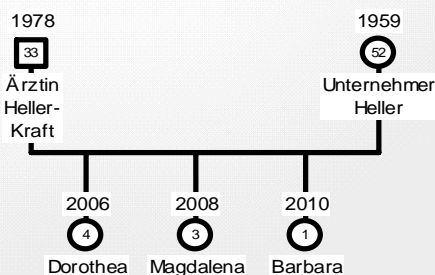
- Codes of behaviour play a more important role than feeling rules
- the motive of action of the EQP is mostly instinctive or intuitive
- EQP perceive needs and managing emotions – often for preventing hurt, pain or sorrow
- self assurance, well-being development of emotional competence and bring forward motor skills are much more in awareness than the development of body images and gender identity
- potty training, sleeping after lunch and phases of transition are mostly occupied by emotions
- basic emotions like anger, sadness and happiness more often occur in early childhood than social emotions like shame, proudness, and fear

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Pilot-Family



- Approach on children's perspective
- Inner notions – siblings strong bonded
- clothing are very important – bodily image (swimsuit, raincoat, gumboots, trousers, skirt)

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Hypothesis from family point of view - Pretest

- bodily involvement plays an important role – between siblings and by the parents
- as well beating and hustle as conjoint rampage und snuggle
- differences and similarities were perceived – with regard to temperament (confident children)
- parenting style – slow down of emotional breakthrough with the help of talking and physical intervention
- Parents notice strong dyadic coping between the sisters in and out of the child care

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Example

Mrs HELLER-KRAFT: „She had wet her clothes awhile, when she weared a pair of trousers, so that we've sad, shoulnd she takes the skirt... And she says, I'm a girl and a woman and women are wearing skirts. Although nobody in her surround wears skirts. The nursery nurse is wearing trousers, I'm wearing trousers.“

Mr HELLER: „She is very couscious about this physicalness , and she is occupied of this.“

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Crucial perspectives for Child Care Professionals

- a strongly need of professional escort and supervision
- consciousness and emotional realization of psychosexual development in early childhood
- climate of self-reflection

Next steps:

- more focus on family perspective
- difficulties of generating data from the children themselves
- painting after an story imagination – not so authentic
- video-observation
- group discussions with children