

# Contents

<i>Foreword</i>	
Bruno Bettelheim. . . . .	5
<i>Preface</i> . . . . .	7
Two Traditions . . . . .	9
A Backward Glance. . . . .	10
A Forward Glimpse . . . . .	12
Data Collection. . . . .	13
Confidentiality . . . . .	16
Data Presentation . . . . .	17
Acknowledgments. . . . .	17
Chapter 1. <i>An Introduction to the Young Person's View of Learning</i> . . . . .	29
Thinking . . . . .	31
Learning . . . . .	32
Knowing . . . . .	33
The Integration of Thinking, Learning, and Knowing . . . . .	34
Active Learning . . . . .	37
Active Nonlearning. . . . .	38
Learning Disorders Defined and Described . . . . .	40
Learning Deficits and Learning Decisions: Can't versus Won't . . . . .	42
Redefining Deficiencies . . . . .	46
Reactivating Learning. . . . .	49
Chapter 2. <i>Perceptions and Realities</i> . . . . .	51
The Teacher's View . . . . .	51
Labeling Hazards . . . . .	53
Family Myths: The Parent's View. . . . .	54
Parental Realities . . . . .	59

# Contents

<i>Foreword</i>	
Bruno Bettelheim. . . . .	5
<i>Preface</i> . . . . .	7
Two Traditions . . . . .	9
A Backward Glance. . . . .	10
A Forward Glimpse . . . . .	12
Data Collection. . . . .	13
Confidentiality . . . . .	16
Data Presentation . . . . .	17
Acknowledgments. . . . .	17
Chapter 1. <i>An Introduction to the Young Person's View of Learning</i> . . . . .	29
Thinking . . . . .	31
Learning . . . . .	32
Knowing . . . . .	33
The Integration of Thinking, Learning, and Knowing . . . . .	34
Active Learning . . . . .	37
Active Nonlearning. . . . .	38
Learning Disorders Defined and Described . . . . .	40
Learning Deficits and Learning Decisions: Can't versus Won't . . . . .	42
Redefining Deficiencies . . . . .	46
Reactivating Learning. . . . .	49
Chapter 2. <i>Perceptions and Realities</i> . . . . .	51
The Teacher's View . . . . .	51
Labeling Hazards . . . . .	53
Family Myths: The Parent's View. . . . .	54
Parental Realities . . . . .	59

Family Realities .....	60
The Red Herring: The Youngster's View.....	61
Rudy's Red Herring.....	62
Family and School.....	64
School Problems and Special Gifts .....	66
The Young Person's Expression of Talent .....	68
Chapter 3. <i>The Importance of Conceptual Development</i> .....	71
Learning and Autonomy .....	72
Reality Conceptions and Self-Development.....	74
Reality Conceptions and Intrapsychic Actuality .....	75
Useful Piagetian Concepts for the Clinician .....	76
Assimilation .....	76
Transition .....	78
Variation .....	80
Egocentrism and Decentering .....	81
Stages of Cognitive Development .....	83
A Preoperational Girl .....	85
Two Concrete Operational Children .....	87
A Formal Operational Boy.....	89
Cognitive Monitoring.....	90
Integrating Cognitive Appraisal with Phases of Psychoanalytic Psychotherapy.....	91
Establishing Rapport .....	91
Conversing about the Core Learning Conflict .....	93
Assessing Progress in Learning.....	93
Summary .....	94
Chapter 4. <i>Ambivalence about Knowing: Timothy and Annie</i> .....	97
Timothy's Presenting Problem .....	98
Timothy's Family History .....	99
Timothy's Initiation into Therapy.....	100
Early Treatment Progress.....	101
Teacher and Therapist from the Child's Perspective .....	101
Timothy's Secret.....	101
Clinical Issues .....	102
The Pitfalls of Partial Understanding .....	102
Reading and Interpersonal Understanding.....	106
Cognitive Monitoring.....	108
Self-Reflexive Understanding and Renewed Learning .....	112
Self-Development and Egocentrism .....	116
Timothy's Coordination of Opposites.....	118
Annie's Presenting Problem .....	120
Annie's Family History .....	120

Family Realities .....	60
The Red Herring: The Youngster's View.....	61
Rudy's Red Herring.....	62
Family and School.....	64
School Problems and Special Gifts .....	66
The Young Person's Expression of Talent .....	68
Chapter 3. <i>The Importance of Conceptual Development</i> .....	71
Learning and Autonomy .....	72
Reality Conceptions and Self-Development.....	74
Reality Conceptions and Intrapsychic Actuality .....	75
Useful Piagetian Concepts for the Clinician .....	76
Assimilation .....	76
Transition .....	78
Variation .....	80
Egocentrism and Decentering .....	81
Stages of Cognitive Development .....	83
A Preoperational Girl .....	85
Two Concrete Operational Children .....	87
A Formal Operational Boy.....	89
Cognitive Monitoring.....	90
Integrating Cognitive Appraisal with Phases of Psychoanalytic Psychotherapy.....	91
Establishing Rapport .....	91
Conversing about the Core Learning Conflict .....	93
Assessing Progress in Learning.....	93
Summary .....	94
Chapter 4. <i>Ambivalence about Knowing: Timothy and Annie</i> .....	97
Timothy's Presenting Problem .....	98
Timothy's Family History .....	99
Timothy's Initiation into Therapy.....	100
Early Treatment Progress.....	101
Teacher and Therapist from the Child's Perspective .....	101
Timothy's Secret.....	101
Clinical Issues .....	102
The Pitfalls of Partial Understanding .....	102
Reading and Interpersonal Understanding.....	106
Cognitive Monitoring.....	108
Self-Reflexive Understanding and Renewed Learning .....	112
Self-Development and Egocentrism .....	116
Timothy's Coordination of Opposites.....	118
Annie's Presenting Problem .....	120
Annie's Family History .....	120

Annie's Initiation into Therapy . . . . .	121
Treatment Progress . . . . .	121
Clinical Issues . . . . .	125
Psychological Discontinuities . . . . .	125
Inhibitions: Unconscious <i>and</i> Conscious? . . . . .	126
Summary . . . . .	128
 Chapter 5. <i>Overachieving and Underachieving:     Two Misunderstood Children</i> . . . . .	 133
Jeremy: An Academic Overachiever . . . . .	134
Presenting Problem. . . . .	134
Jeremy's Initiation into Therapy . . . . .	135
Treatment Progress . . . . .	136
Jeremy and His Brother . . . . .	136
Jeremy's Understanding of Time . . . . .	138
Characteristics of Underachievers and Their Families. . . . .	141
Betsy: An Overconvincing Underachiever. . . . .	142
Betsy's Initiation into Therapy . . . . .	142
Cognitive Monitoring. . . . .	144
Treatment Progress . . . . .	146
The Interplay in Therapy of Intellect and Affect . . . . .	146
Betsy's Beliefs and Wishes: The Hazards of Conversation . . . . .	150
Betsy's Oedipal Experience . . . . .	151
Sketching Betsy's Cognitive Development. . . . .	153
Imitation and Play . . . . .	153
Betsy's Impersonation . . . . .	154
Learning about Death . . . . .	155
Transition Phases and Therapeutic Intervention . . . . .	157
Summary . . . . .	161
 Chapter 6. <i>Cognition and Communication</i> . . . . .	 163
Interpretations . . . . .	168
Therapeutic Statements: Concepts, Content, and Words . . . . .	173
Verbal Exchanges with Young Children. . . . .	175
Harry's Initiation into Therapy. . . . .	176
Reality and Fantasy. . . . .	177
Harry's Differentiation of "Mad" and "Bad" . . . . .	180
From "Popgun" to "Nerf Rocket" . . . . .	181
Austin and His Friends . . . . .	183
Austin's Use of Concepts. . . . .	184
Young Children and Specific Statements . . . . .	185
Therapeutic Statements and Operativity . . . . .	186
Jamie's View of Birth Order and Intelligence . . . . .	186
Gwen's Reactions to Television. . . . .	189

Gwen's Metaphors . . . . .	190
The Approach to Adult Thought in the Child in Therapy . . . . .	191
Katherine's "Perfectionism" . . . . .	192
Bridget's "Lazy" Mind . . . . .	194
Therapeutic Discontinuities and Remedies . . . . .	196
Chapter 7. <i>Cognition and Escape: School Phobia</i> . . . . .	199
Cognitive Compromises . . . . .	200
Caroline's College Phobia . . . . .	201
Presenting Problem. . . . .	201
Early Treatment Progress. . . . .	202
Later Developments in Therapy . . . . .	203
The Experience of Contradiction and Therapeutic Possibilities . . . . .	204
Robin's Escape from School. . . . .	205
Presenting Problem. . . . .	205
Robin's Cognitive Compromises . . . . .	206
Early Treatment Progress. . . . .	207
The Transition from Ambivalent Knowing to Genuine Knowing. . . . .	210
Robin's Use of Symbols . . . . .	211
Symbols versus Symptoms . . . . .	212
Robin's Core Problem: Knowing and Cheating . . . . .	213
Theoretical Issues and Childhood Activity . . . . .	217
Cognizance of the Self and Unself-Consciousness . . . . .	218
Robin's Cognizance of the Sorry Game . . . . .	220
Unself-Conscious Intelligence and Preconscious Affectivity. . . . .	222
Levels of Awareness in Understanding Things and People . . . . .	223
Later Developments in Therapy . . . . .	225
Temporary Discontinuation of Robin's Therapy . . . . .	225
Resumption of Robin's Therapy . . . . .	226
Remembering in Therapy and Increased Self-Understanding. . . . .	228
An Overview of Robin's Therapeutic Progress . . . . .	230
Maisie and What She Knew . . . . .	232
Presenting Problem. . . . .	232
Early Treatment Progress. . . . .	233
Knowing and Remembering. . . . .	234
Cognitive Monitoring. . . . .	236
Conclusion of Therapy . . . . .	237
School Escape Attempts and Developmental Levels . . . . .	237
Chapter 8. <i>Cognition and Inhibition</i> . . . . .	243
Transitional Awareness and Preconscious Awareness. . . . .	244
The Problem of Unawareness: Developmental Levels . . . . .	247
Lara's Rejection of School . . . . .	250
Lara's Family History . . . . .	251

Gwen's Metaphors . . . . .	190
The Approach to Adult Thought in the Child in Therapy . . . . .	191
Katherine's "Perfectionism" . . . . .	192
Bridget's "Lazy" Mind . . . . .	194
Therapeutic Discontinuities and Remedies . . . . .	196
Chapter 7. <i>Cognition and Escape: School Phobia</i> . . . . .	199
Cognitive Compromises . . . . .	200
Caroline's College Phobia . . . . .	201
Presenting Problem. . . . .	201
Early Treatment Progress. . . . .	202
Later Developments in Therapy . . . . .	203
The Experience of Contradiction and Therapeutic Possibilities . . . . .	204
Robin's Escape from School. . . . .	205
Presenting Problem. . . . .	205
Robin's Cognitive Compromises . . . . .	206
Early Treatment Progress. . . . .	207
The Transition from Ambivalent Knowing to Genuine Knowing. . . . .	210
Robin's Use of Symbols . . . . .	211
Symbols versus Symptoms . . . . .	212
Robin's Core Problem: Knowing and Cheating. . . . .	213
Theoretical Issues and Childhood Activity . . . . .	217
Cognizance of the Self and Unself-Consciousness . . . . .	218
Robin's Cognizance of the Sorry Game . . . . .	220
Unself-Conscious Intelligence and Preconscious Affectivity. . . . .	222
Levels of Awareness in Understanding Things and People . . . . .	223
Later Developments in Therapy . . . . .	225
Temporary Discontinuation of Robin's Therapy . . . . .	225
Resumption of Robin's Therapy . . . . .	226
Remembering in Therapy and Increased Self-Understanding. . . . .	228
An Overview of Robin's Therapeutic Progress . . . . .	230
Maisie and What She Knew . . . . .	232
Presenting Problem. . . . .	232
Early Treatment Progress. . . . .	233
Knowing and Remembering. . . . .	234
Cognitive Monitoring. . . . .	236
Conclusion of Therapy. . . . .	237
School Escape Attempts and Developmental Levels. . . . .	237
Chapter 8. <i>Cognition and Inhibition</i> . . . . .	243
Transitional Awareness and Preconscious Awareness. . . . .	244
The Problem of Unawareness: Developmental Levels. . . . .	247
Lara's Rejection of School . . . . .	250
Lara's Family History . . . . .	251

First Impressions of Lara and Clinical Hypotheses . . . . .	254
Early Treatment Progress . . . . .	257
Death and Knowing . . . . .	259
Knowing the Self and Defense . . . . .	263
Clinical Issues . . . . .	267
Triadic Relationships and Conceptual Development . . . . .	267
Egocentrism versus Repression . . . . .	268
Recreating the Triad . . . . .	269
Repression and Cognition . . . . .	271
Later Developments in Therapy . . . . .	271
Individuation and Increased Repression . . . . .	271
Conclusion of Lara's Therapy . . . . .	275
Lara Two Years Later . . . . .	279
Chapter 9. <i>Cognition and Overcoming Inhibition</i> . . . . .	281
Reconstruction versus Construction of the Past . . . . .	282
Childhood Inhibition and the Meaning of Foolery . . . . .	283
Children's Statements about Forgetting and Remembering . . . . .	286
Robin's Forgettings and Their Undoing . . . . .	288
Lara's Inhibitions and Their Undoing . . . . .	289
Decentering and the Undoing of Forgetting and Repressing: Developmental Levels . . . . .	291
Chapter 10. <i>The Determination to Learn</i> . . . . .	299
School Failure and School Success . . . . .	300
Family Myths and Actualities . . . . .	303
Correcting Family Myths . . . . .	304
The Decisions of Children and Adolescents . . . . .	308
<i>Appendixes</i> . . . . .	313
Appendix A. Mean IQ Score by Grade among Children Tested . . . . .	314
Appendix B. Screening Tests . . . . .	315
Appendix C. Number of Screening Tests by Grade among Children Tested . . . . .	316
Appendix D. Piagetian Interview Tasks . . . . .	317
Appendix E. Follow-Up Data . . . . .	323
<i>References</i> . . . . .	325
<i>About the Author</i> . . . . .	329
<i>Index</i> . . . . .	331

First Impressions of Lara and Clinical Hypotheses . . . . .	254
Early Treatment Progress . . . . .	257
Death and Knowing . . . . .	259
Knowing the Self and Defense . . . . .	263
Clinical Issues . . . . .	267
Triadic Relationships and Conceptual Development . . . . .	267
Egocentrism versus Repression . . . . .	268
Recreating the Triad . . . . .	269
Repression and Cognition . . . . .	271
Later Developments in Therapy . . . . .	271
Individuation and Increased Repression . . . . .	271
Conclusion of Lara's Therapy . . . . .	275
Lara Two Years Later . . . . .	279
Chapter 9. <i>Cognition and Overcoming Inhibition</i> . . . . .	281
Reconstruction versus Construction of the Past . . . . .	282
Childhood Inhibition and the Meaning of Foolery . . . . .	283
Children's Statements about Forgetting and Remembering . . . . .	286
Robin's Forgettings and Their Undoing . . . . .	288
Lara's Inhibitions and Their Undoing . . . . .	289
Decentering and the Undoing of Forgetting and Repressing: Developmental Levels . . . . .	291
Chapter 10. <i>The Determination to Learn</i> . . . . .	299
School Failure and School Success . . . . .	300
Family Myths and Actualities . . . . .	303
Correcting Family Myths . . . . .	304
The Decisions of Children and Adolescents . . . . .	308
<i>Appendixes</i> . . . . .	313
Appendix A. Mean IQ Score by Grade among Children Tested . . . . .	314
Appendix B. Screening Tests . . . . .	315
Appendix C. Number of Screening Tests by Grade among Children Tested . . . . .	316
Appendix D. Piagetian Interview Tasks . . . . .	317
Appendix E. Follow-Up Data . . . . .	323
<i>References</i> . . . . .	325
<i>About the Author</i> . . . . .	329
<i>Index</i> . . . . .	331