

The Infant Voice in Adult Speech: The Transmission of Information about the First Year of Life in Adult Communication

Peter Heinl

London, UK

Keywords: early experiences, communicative body, object sculpt

Abstract: The paper describes a case report illustrating an innovative approach of exploring early life experiences in adults relying on intuitive perception and the use of objects placed by the author in accordance with his perception. The approach described succeeded in bringing to light important aspects of the individual's first year of life even though the individual concerned conveyed no verbal information to the author about her first year of life. In addition, the analysis of the work with objects revealed relevant transgenerational traumatic issues impinging on the individual's first year of life. The findings are discussed against the background of a series of preceding papers by the author. In order to explain the communication of information about early life experiences in the absence of verbal information the concept of the communicative body is put forward. A plea is made for greater awareness and conceptual Integration of the role of neonatal experiences in adult consciousness.

Zusammenfassung: *A voz da criança na fala do adulto: transmissão de informação do primeiro ano de vida na comunicação do adulto.* O artigo descreve um exemplo que ilustra uma maneira inovativa para explorar as experiências de pessoas adultas na sua primeira infância, baseadas nas suas percepções intuitivas e a utilização de objetos colocados no ambiente de acordo com a percepção do autor. A maneira aqui descrita conseguiu trazer à luz aspectos importantes do primeiro ano de vida do indivíduo apesar de que a pessoa em questão não tenha dado qualquer informação verbal ao autor sobre seu primeiro ano de vida. A análise do trabalho com objetos revelou também relevantes questões traumáticas entre gerações (transgeracionais) que influem no primeiro ano de vida do indivíduo. Os resultados são discutidos com base em uma série de artigos anteriores do autor. A fim de explicar a comunicação da informação sobre experiência da primeira infância, na ausência de informação verbal, o conceito do corpo comunicativo apresentado. O autor argumenta sobre a necessidade de uma percepção maior e Integração conceitual do papel das experiências do recém-nascido na consciência do adulto.

*

Correspondence to: Peter Heinl, MD, MRCPsych, 20 Lowood Court, Farquhar Road, London SE19 1SW, UK

Introduction

The reconstruction of early life experiences and the understanding of their long-term impact on adults psychological functioning are a key aspect in mental health and of particular concern in psychotherapeutic work. Well-known obstacles, however, may stand in the way to access early life experiences whilst working with adults. Early life experiences, for instance, may have remained lodged in the unconscious domain and thus remained inaccessible to conscious reflection throughout adult lives.

There is a widespread belief that access to early life experiences in adults requires the framework of a long-term therapeutic relationship and the use of language in order to allow unconscious material about early life experiences to “break” into consciousness. My observations over the last 20 years, however, have shown that access to early life experiences may be achieved surprisingly rapidly, even in the absence of a long-term therapeutic relationship and without the need to resort to elaborate verbal exploration. This approach which relies on the use of what I define as intuitive perception and the use of simple objects and which has been described in a series of papers (Heintl 1998, 1991, 1994, 1998) is illustrated in the following case history which applies the approach to the first year of life.

The Exploration of the First Year of Life

The Clinical Problem

The work described subsequently took place within the context of an experiential seminar designed to explore early life experiences. The seminar was conducted by myself and lasted five days. There were a total of 12 participants who were mainly mental health professionals. The individual whose case is presented in this paper and who will be called A was a psychologist in her late-thirties. A had been living in a stable relationship for the last six years and had no children. A's parents and a sibling were alive.

A's motivation to attend the seminar was based on her wish to explore her ambivalence towards her desire to have children and towards her previous pregnancy. Having lived in a stable relationship she had recently become pregnant for the first time in her life despite the use of contraception. Eventually, however, she took the difficult decision to undergo an abortion, which was carried out six months prior to the seminar. A previous relationship of 16 years duration had remained childless as A had observed “perfect precautions”.

While A gave her account (and I like to emphasize that there had been no previous consultation) I raised only a few questions concerning A's relationships in adulthood. As it became apparent to me that A's request to clarify her ambivalence posed a complex problem I gained the impression that further verbal exploration was unlikely to prove successful. Therefore my attention turned to consider trying to approach the problem from a different perspective, namely resorting to my intuitive perception and the use of objects as described previously (Heintl 1988) whilst hoping that this might lead to a more promising outcome.

*A State of Mind: Intuitive Perception and the Work with Objects
(Object Sculpt)*

I decided to respond to A's request by resorting to the strategy of working with objects. However, it would be wrong to say that my decision was based on rational deliberations. There was a no clearly mapped out plan in my mind. All I could rely on was an intuitive sense of confidence that this approach would yield new and useful information, which might help A in clarifying her problem. As I started with the construction of the object sculpt I would not have been able to convey to A which objects I was going to use and in which order I was going to place them in the seminar room. Nor would I have been able to explain as to what the eventual meaning of my endeavor might be. The reason is as simple as it may sound strange: I would not have known myself how to give any logical explanations or reasoning. Nevertheless I relied on a sense of certainty which guided me as to which objects to select and how to arrange them in the space of the seminar room. Convinced that I had perceived A's problem in an intuitive way without being able to comprehend it in a logical way I proceeded with the arrangement of objects expecting that some kind of meaning would emerge eventually.

Placing the various objects in the seminar room took just a few minutes. To any observer the eventual arrangement of the objects (i.e. object sculpt) which covered a large area of the seminar room (Fig. 1) would have appeared somewhat bizarre. To start with I had placed a series of wooden blocks along a straight line (see bottom of Fig. 1.) Then I added two animal dolls, a rabbit (Letter A in Fig. 1) and a lion (Letter B). Standing at a distance from each other neither doll looked at each other. Instead, they both looked forward towards the other objects to be placed in front of them which were a glass filled with red herbal tea and, a little bit further down to the left, a green spruce branch and to the right branch of red rowan berries. Beyond these objects I created an area composed of seemingly dead objects. In the middle I placed a sharply edged stone which was surrounded by dry branches and pale cones. Further down the room (see top of Fig. 1) I placed two objects, shining in intense colors. These were a glass teapot, again filled with red herbal tea and then, at the end, a colorful flowers pot.

**The Analyses of the Object Sculpt:
Steps Towards the Reconstruction of the First Year of Life**

Being aware that I had constructed the object sculpt without resorting to logical thinking I was more than conscious of the fact that its relevance to A's problem and its meaning- if it possessed any at all- was more than questionable. Indeed, what meaning should have been ascribed to a curious assembly of objects, which had been arranged seemingly outside the domain of rational thinking? However, still filled with a sense of stubborn confidence I indicated to A that the object sculpt which I had developed in front of A's eyes bore a relation to A's problem in the sense that it conveyed an answer to her problem, albeit coded in symbolism.

Still preoccupied with unraveling the question of what the symbolic meaning of the objects might be, a sudden hypothesis formed in my mind to the effect that the object sculpt might represent a panoramic display of A's first year of life. Even though one might have expected that A was at a loss as to the deeper meaning

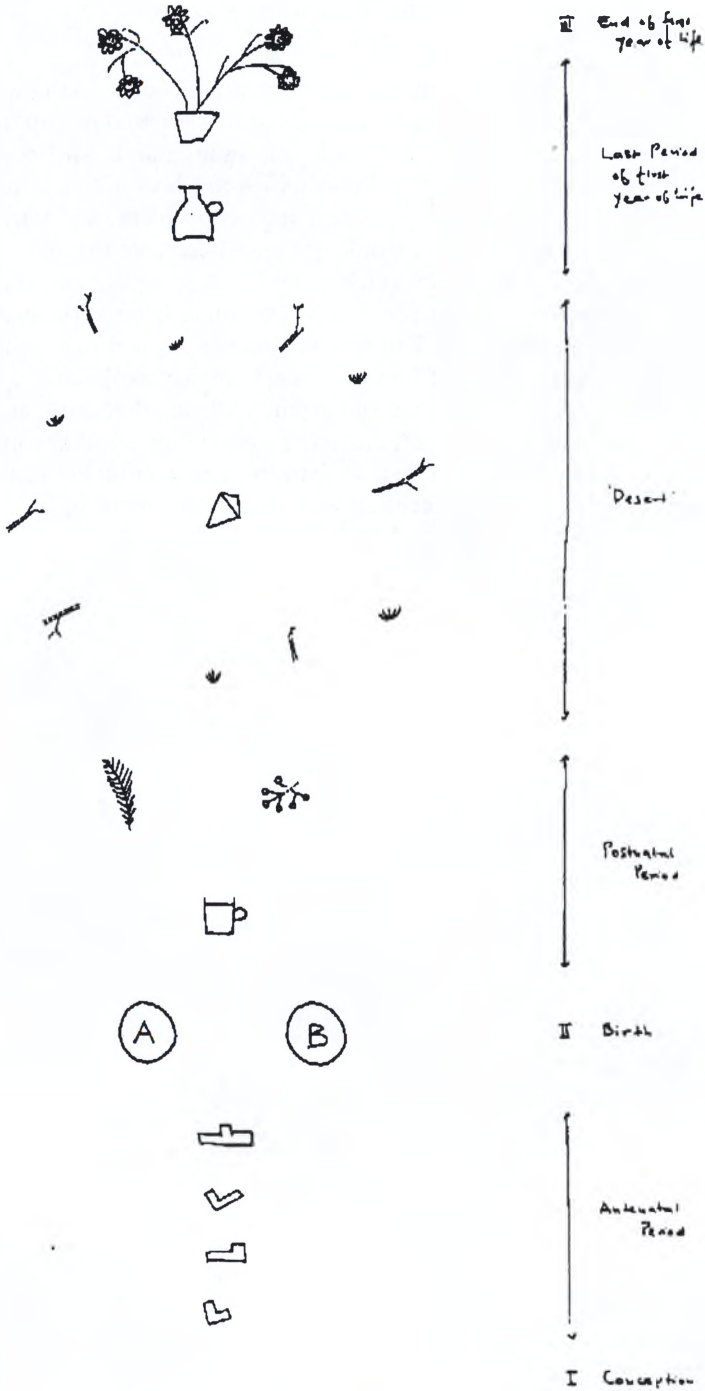


Fig. 1. Object sculp (Schematic drawing by the author). From bottom to top: Series of wooden blocks; Animal dolls: A = Rabbit, B = Lion; Glass filled with red herbal tea; Green spruce branch (Left) and red rown berries (Right); Area with stone in the middle surrounded by dry branches and cones; Glas tea pot filled with red herbal juice; Flower pot; Vertical lines at the right indicating phases of A's first year of life.

of a random collection of objects she appeared captivated by the visuo-spatial pattern of the object sculpt. Even more, she realized that the “silent language” of the objects represented her first year of life. Finding words to describe this very first moment of attaching a meaning to the object sculpt she wrote later in her subsequent report: “The beginning was clear. The lion and the rabbit (i.e. representing father and mother) were separate. There was the scarcity, the desert. *Without knowing at the moment, I felt this was my first year of life.* The desert was most important.”

Having found a surprisingly speedy confirmation for my hypothesis it appeared tempting to explore whether further meaningful links could be established between individual components of the object sculpt and A's early life experiences. This exploration developed in form of a dialogue between A and myself.

Having established an understanding that the whole of the object sculpt represented A's first year of life it seemed now plausible to assume that the object sculpt was structured along an invisible time axis running from the bottom of Fig. 1 to the top. Such a hypothesis would imply that individual objects might not only convey their individual meaning but that they would also be set in relation to particular phases during A's first year of life. Having applied such a time-axis-hypothesis successfully in the analysis of a previous early life exploration (Heinl 1988), I felt confident that such an approach might prove fruitful in A's case, too.

Therefore it was assumed that the series of wooden blocks at the bottom of Fig. 1 might represent A's period before birth, e.g. anti natal period.

The point at which the rabbit and the lion stood was defined as A's birth (see II in Fig. 1). The remainder of the sculpt was assumed to reflect A's first year of life up to its end at III (see Fig. 1). A herself had identified the lion and rabbit dolls as symbolic representations of her parents. They were now the point of departure for the subsequent analysis whose aim consisted of creating meaningful links between the objects and aspects of A's early life. As Fig. 1 shows the lion and the rabbit had been placed at a distance from each other. As their gaze was directed towards the scenario in front of them there was no eye contact between them. A commented spontaneously that this spatial arrangement of the animal dolls reflected the nature of the relationship between her parents, which was characterized by a distant quality. An interesting piece of evidence underlying A's comment emerged when she remembered that her younger sibling had to sleep for years between the parents. Despite the distance existing between her parents their position and presence at a point in time which had been defined as corresponding to A's birth also fitted in with A's perception as she was certain that she had been a wanted child by both parents. This was underlined by the fact that her mother had consulted her GP more than once in order to obtain his advice on how to become pregnant.

I had laid out several wooden blocks at the start of the object sculpt. If, indeed, this segment of the object sculpt represented A's anti natal period of life then the lifeless and barren sequence of wooden blocks seemed to contradict the impression of a fulfilled pregnancy. Even though A was certain that she had been a wanted child she now remembered that her mother's pregnancy had been overshadowed by sadness if not depression. There was further evidence as she remembered photographs showing her mother's sadness while she was pregnant with A.

Encouraged by the results so far the search for correlations between the object sculpt and A's early life moved further up again towards the postnatal period where a glass filled with red herbal tea, a green spruce branch and a branch with red rowan berries had been placed-, objects which radiated a colorful contrast to the pale wooden blocks. I hypothesized that this might indicate that A's postnatal period might have been a cheerful and happy one, a view which was immediately confirmed by A. Having established a meaningful link between this set of three objects and a sense of happiness in A's postnatal period I was curious to see whether more detailed links could be traced between each of these objects and aspects of A's early life.

The evidence was forthcoming quickly. A stated that she had been born in the spring and that the small green spruce branch reminded her of the fact that her mother had often taken her in a push chair to nearby forests and open fields during the first months of her life. The other two objects, the glass filled with tea and the berries made me wonder whether they might refer to nutritional experiences in A's early life. I put it to A that the tea glass might refer to liquid food, e.g. breast feeding, and the berries to solid food. Such an idea would, however, create an intricate problem. Bearing in mind the notion of a time axis the change from breast feeding to solid food would have occurred at the rather early stage of 2-3 months.

A did not appear to be convinced by this hypothesis which, incidentally, illustrates that she preserved her own judgment throughout the process of exploration. In order to clarify this question I suggested to A to try to obtain the relevant information from her mother – if that was possible. A was willing to contact her mother who confirmed to A's surprise that she had, indeed, breast-fed A, but only until the age of about 2-3 months. Unusually, A was then put on a diet of solid foodstuffs such as potatoes and cabbage. This happened in contrast to her younger sibling who was breast-fed for much longer. A was stunned by these discoveries, as she had had no conscious recollection of these facts regarding her early life. I, too, was quite surprised by these revelations brought about by objects, which had been chosen without any logical reason.

Moving further up the time axis a spacious area stretched out whose lifeless features were in stark contrast to the sense of life conveyed by the three objects just referred to. There was a stone in the middle surrounded by irregularly arranged pieces of dead branches and dry pinecones. Nothing seemed to exude life in this part of the object sculpt which had nevertheless captivated A's imagination with the metaphor of a desert. So much had this desert affected her that she described a sense of relief in a subsequent account when she noticed the flowers placed at the other end of the desert. If what had been established so far was relevant then the desert was likely to correspond to a phase in A's early life which must have started at about the age of 2-3 months and which must have lasted for several months. If the atmosphere created by the desert conveyed any meaning then it seemed plausible that it suggested an extended period of early life devoid of liveliness, warmth and color and possibly even a period overshadowed by early depression-, features which reminded me of findings described in an earlier paper (Heint 1988).

However, such a view posed the question of what might have caused such a significant change in fortunes in A's early life. What might have caused the change from the warm and lively environment of the postnatal period with its spring time outings to the deprived emotional landscape of the desert? If the desert was the symbolic reflection of an early life experience, what was the nature of that experience? There was no answer to these questions because A did not seem to be able to provide an explanation, which would have accounted for the metaphor of the desert. However, there was an important piece of evidence, which suggested that the desert was not a fiction of imagination as A was certain that the desert reflected her perception of the true state of affairs in infancy.

This posed the challenge, namely to try to trace life events and, possibly traumatic events whose impact on A's infant mind might have been such as to leave the mental imprint of a desert in her adult psyche. A whole spectrum of possible factors such as loss, separation due to death, illness, hospitalization, placement in a children home were quickly ruled out as possible causes. In fact, it appeared that there were no adverse external adverse life events affecting A's early life or, for that matter, that of her mother at the time. Aware of the fact that A had stated that she had been a wanted child there seemed little support for the notion that the attitude of A's mother towards her infant daughter should have changed after the first couple of months. This left very little else in terms of possible explanations to account for the desert except for the possibility that A's mother might have suffered an as yet unexplained stress, possibly brought about by the experience of interacting with her first child which, in turn, might have brought about a deterioration of her maternal capacity for care. With other words: I wondered whether, even though A had been a wanted child, A's presence might have "stirred" up an as yet unresolved and unconscious trauma in her mother which then produced a vicious circle of declining maternal care. I speculated that such a decline might not have been clinically manifest but might have been sufficient to affect the developing internal world of the infant in such a way as to leave shadows well into adulthood. In order to prove my hypothesis, namely that A's presence had triggered an unresolved trauma in A's mother I speculated that A's presence had acted as a kind of transgenerational trigger which activated an early unresolved trauma or traumata in her mother. However, how would it be possible to prove what had happened in A's mother's early life? Suddenly the challenge of proving a hypothesis shifted decades into the distant past. Would it not stretch the imagination too far to link early events of an adult to the early world of her mother?

However, it emerged surprisingly quickly that one of the first associations A had had when looking at the object sculpt referred to the early death of her maternal grandmother who had died of meningitis at a time when A's mother was only nine months old. A's mother who had thus experienced a traumatic loss in infancy was subsequently raised by relatives. This, however, was not the whole story. When I inquired about A's maternal grandfather A stated that she did not know anything about him except the fact that he had been killed during World War I. A neither knew when or where he had died. Even though it was by now clear that A's mother had lost both parents early on in life A was only able to obtain the exact circumstances of her grandfather's death after the seminar. A's grandfather had left his wife at the outbreak of World War I when his wife (A's grandmother)

was pregnant with his child (A's mother). He was never to see both of them again. A wrote a moving account describing how she sat down with her mother to read letters which her grandfather had sent to his wife from the battle fields. The letters were affectionate and loving. However, the tone of the letters became increasingly distressed until the letters ceased altogether as A's grandfather was killed in action, witnessed by a fellow soldier. A discovered where her grandfather found his death: in Syria, in the desert.

The evidence of early bi-parental loss affecting A's mother supported the notion of a transgenerational transmission of early traumatic experiences. The metaphor of the desert which was relevant to A's early life, also reflected the emptiness caused by the traumatic losses in A's mother's early life and represented the image of the real desert which had cut short her grandfather's life. Decades shrank as the distant tragedies became painfully palpable and present in the seminar room lending support to the hypothesis that witnessing the new life in her infant daughter had reactivated an unresolved unconscious trauma in A's mother, which, in turn, had overshadowed A's early life.

A expressed a sense of relief when she noticed the colorful objects placed towards the end of her first year of life (see Figure 1, top end). The atmosphere of renewed life conveyed by the teapot, filled with red tea and the flowers were concordant with A's perception of an improved emotional climate towards the end of her first year of life. The cause for the lifting of spirits after the "crossing" of the desert remained unclear. Possibly A's aunt assumed greater emotional significance for her at that time.

A's Visual Representation of Her First Year of Life

On my suggestion A produced a drawing aimed at representing her perception of her first year of life through the visual medium. This was done a day after the exploration of the object sculpt. A's drawing and its composition provided a striking similarity in terms of content and timing to what I had arranged with the help of objects without having had any prior knowledge of A's first year of life. A represented her mother through a brown circle and her mother's pregnancy through a brown line. The choice of the color brown was intended to characterize her mother's sadness during pregnancy as a "bundle of sadness". A red circle enhanced by blue colors inside was the symbol, which she allocated to herself. The choice of colors emphasized her perception of having been very much a wanted child.

The subsequent segment of the drawing caught the spirit of a lively and radiant postnatal period reflected by the symbol of a rising red "life line" and other symbols such as musical notes. The exuberant spirit, however, faded with a falling "life line" and the rich symbols gave way to the lonely landscape of the desert. However, there was a reemergence of vitality towards the end of the first year of life where two big hearts and two plants symbolized a new ascent of life reminiscent of the immediate postnatal period.

Emotional Impact and Change

A's response to the object sculpt provided clear evidence of a significant impact on her consciousness. 1. Seeing the objects enabled A to perceive them as a symbolic representation of her early life, embedded in a time-space framework. 2. The sight of the objects triggered off specific memories such as the death of her maternal grandmother and activated an important metaphor, namely that of the desert. 3. Constructing a link between unresolved childhood issues and the present helped her to understand better her ambivalence towards pregnancy.

These points are best illustrated by A's own account in which she stated: "Without knowing at that moment in my life I had the feeling that this (i.e. object sculpt) was the representation of my first year of life. The desert was most important. Soon afterwards I remembered that my mother had lost her own mother through death when my mother was very young. I also recalled that after my abortion I had briefly talked in my therapy about my thoughts that a child would have confronted me with my own early experiences. Seeing the display of the objects after the desert ... had simply a soothing effect on me."

However, it is clear from A's account that the effect of the object sculpt on A's consciousness was not just of a fleeting, short-lived nature. It triggered a prolonged phase of facing and realizing the true nature of aspects of her childhood, which she had idealized and it stimulated the working through of the sadness, which had so far been unresolved. This is reflected in A's own words: "Contrary to all logic I had idealized the early phase of my life. I used to attribute my mental stability and good physical health to the fact that I had been a wanted child. This belief began to be shaken when my mother conceded that she had become aware of how little she had caressed us because she herself had received so little. After the seminar a period of great sadness began. The sadness recurred in a wave and I had the feeling of consisting of nothing but deficits. At first I tried very hard to bring this process of mourning to an end thinking that I knew everything by now. This approach, however, failed and for a long time I felt without strength and exhausted."

Over the course of several months A's sadness receded gradually and she began to recover her strength. Changes took place. She questioned her tendency to fulfil other peoples rather than her own needs, a process, which clarified the relationship to her family of origin. She began to feel more separate yet able to seek contact if she felt like doing so. She became more conscious of what she could and of what she could not expect. She managed to bring the idealized relationship to her father and sibling to a more realistic level. As far as the relationship to her mother was concerned there were more conversations about her mother's early life, which included the joint reading of her grandfather's letters.

Some time later she wrote to me saying that she was pregnant enjoying her pregnancy.

Discussion

The Concept of the Communicative Body

While bearing in mind that the work described in this paper took place a) in the context of a first encounter, i.e. without any previous consultation, b) without A conveying any information about her early background and c) within a very short space of time, i.e. an hour, the findings described in this paper support those made in a series of previous publications (Heint 1988, 1991, 1994, 1998) in a number of ways.

1. Early life experiences can be accessed even in the absence of an established framework of a long-term psychotherapeutic relationship.
2. The exploration of early experiences may be successful without relying on verbal language as a key instrument.
3. The exploration of the early experiential space may take place speedily, i.e. literally within an hour.
4. Such an approach is capable of catalyzing processes of change in terms of conscious awareness and readjustment.
5. The explorative approach does not rely on any of the established methods but on what may be defined as intuitive perception and internal thought processing which feed into the work with objects.

These findings suggest a number of conclusions. If an individual conveys information about his or her early background without conscious reference to this particular background nor, indeed, any conscious intention of doing so, it has to be concluded that such information is conveyed through other channels such as, for instance, non-verbal communication and/ or particular speech patterns. The transmission of information about mental states without explicit and conscious reference to the exact nature of a given mental state as such is nothing new and, indeed, a well-known phenomenon. Empathy, for instance describes the ability of one individual to decode another individual's emotional state, without the latter describing or being able to describe the precise nature of the experienced emotional state. This demonstrates the very capacity of human communication, namely to convey contents without the need to "wrap" them into conscious language. Such a communicative transmission of emotional "data" is not only a prerequisite for successful psychotherapeutic work but equally relevant for the successful negotiation of a wide spectrum of human interactions, in particular of interactions between adults and infants who are not able to convey their signals in a verbal manner.

When it comes to assess the findings described it has to be borne in mind, however, that the object work by far exceeded the correct identification of an individual's emotional state *at present*. The fact that the object work unraveled the scenario of a very early emotional landscape even though the individual concerned did not talk about her early childhood at all, suggests the capacity of adult communication to convey time sensitive "data" about an individual's *early life*. Such a conclusion would imply that human communication is not just defined by a particular content or emotional flavor but also shaped by the "fingerprint" of early experiences. The example of a Stradivari violin may illustrate this point as the sensitive ear of an expert will not only be able to recognize the origin of a piece of music but may also be able to identify accurately the "biographical" identity of the Stradivari violin itself.

Attempting to apply this notion to human communication I have put forward the concept of the communicative body (Heinl 1991). In essence this concept is based on the idea that human communication is the result of a developmental process as, for that matter, any facet of human life. The learning processes of language acquisition as well as the organization of the acoustics of speech production are the result of developmental “programming” and of course, influenced by whatever forces may enhance or hinder this sensitive and complex development. Human communication is therefore likely to convey on one hand content information of whatever nature and on the other hand the “background noise” of early developmental influences which leave their mark on the fine tuning of a given individual’s communicative “soft- and hardware”, thus shaping the communicative body of a given individual.

The concept of the communicative body would not only explain why it has been possible to detect crucial material about early lives as described in the papers quoted and also adults who had been subject to war traumata in their early lives (Heinl 1994). This concept would also explain why the detection of early experiences can occur speedily and without relying on a particular conventional psychotherapeutic method. If the Stradivari expert is able to detect the history of a given violin then, likewise, it would depend less on adherence to a particular school of thinking but more on sensory awareness, intuitive perception and mental processing in order to be able to detect the subtle cues of an individual’s communicative body which refer to his or her early background and which are interwoven into the texture of an adult’s verbal speech and non-verbal patterns of language.

Findings from attachment research appear to provide support for the concept of the communicative body developed above in the sense of human communication providing the vehicle for content transmission as well as transmission of early life experiences. Different types of attachment behaviour between children and parents have been demonstrated which are discernible, show stability over time and is carried into adulthood (Bretherton 1985; Main et. al. 1985).

Outlook: the Challenge of Linking the Neonatal and Adult World

Living in an age characterized by breathtaking advances in information and communication technology of such magnitude that they will change human lives (Cairncross 1997) the fascinating facets and sophisticated spectrum of human communication deserve even more attention than ever before, as societies in which networks of information and communication assume an ever increasing role will require a better understanding of the bio-psycho-social complexities of human communication.

If the results presented in this paper have any possible relevance beyond what has been suggested in terms of the concept of the communicative body and if one were to speculate on future applications then they would probably point towards the need for a greater awareness of the intricate connection between neonatal and adult stages in terms of communicative development and capacities. The notion of a boundary between the early and adult world would therefore have to be ques-

tioned and be replaced by a holistic approach, which emphasizes the continuum of the human experience.

There is a growing awareness of overcoming conceptional divisions and of creating a unitary conceptual space for body and soul, as well as for the rational and emotional sphere in adults but it appears that a holistic view has also to be applied towards integrating the early spectrum of experience into the adult experience by way of creating a peaceful coexistence between the two worlds. A truly holistic approach would thus overcome the boundaries between adulthood in both directions, i.e. conceptualizing the adult individual as being linked by a network of experience with its early past and, equally, conceptualizing the infant as an early stage of adulthood, whose adult potential will only be fulfilled if as many resources as possible, and many more resources than deemed necessary at present, will be invested for the neonatal potential to flourish. The technological communications revolution may then be matched by a revolution in terms of fully understanding human communication, its evolutionary roots and the requirements for a flourishing development of this fascinating human ability.

Acknowledgment. I wish to thank Mrs. A for her permission to report on the work with her, to quote from her account and for making her drawing available to me.

References

- Bretherton I (1985) Attachment Theory: Retrospect and Prospect. In: Bretherton I, Waters E (eds.) *Growing Points of Attachment Theory and Research*. Monographs for the Society of Research in Child Development, Vol. 50, No. 1–2, The University of Chicago Press, Chicago
- Cairncross F (1997) *The Death of Distance*. How the communications revolution will change our lives. Orion Business Books
- Heint P (1988) Object sculpting, symbolic communication and early experience: a single case study. *J of Family Therapy* 10: 167–178
- Heint P (1991) Therapie im sprachlosen Raum: HWS-Trauma in der Kindheit. *Prax Psychother Psychosom* 36: 324–330
- Heint P (1994) "Maikäfer flieg, dein Vater ist im Krieg . . ." Seelische Wunden aus der Kriegskindheit. Kösel, München
- Heint P (1998) Sich selbst organisierendes Denken in der Exploration früher familiensystemischer Erfahrungen. *Systema* 12: 44–55
- Main M, Kaplan N, Cassidy J (1985) Security in infancy, childhood and adulthood. In: Bretherton I, Waters E (eds.) *Growing Points of Attachment Theory and Research*. Monographs for the Society of Research in Child Development, Vol. 50, No. 1–2, The University of Chicago Press, Chicago