Class #1:
INTRODUCTION TO THE MOTHERS AND BABIES COURSE

CLASS OUTLINE

I. Purpose of the Course

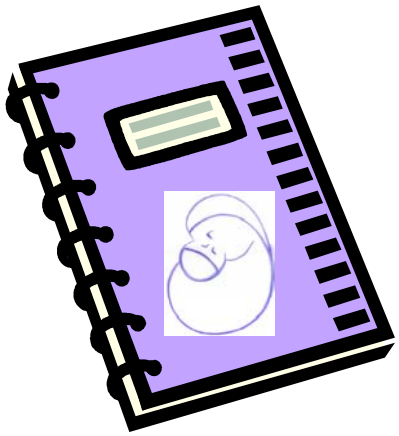
II. Introductions

III. Class Guidelines

IV. New Material

V. Personal Project

I. PURPOSE OF THE COURSE



During the course, you will learn:

1) Ways to think about and interact with your baby to create an emotionally and physically healthy reality for him or her.

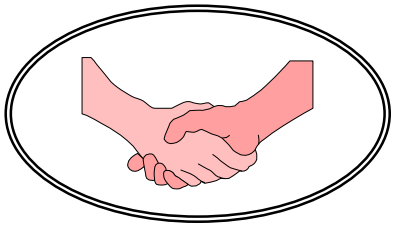
2) Helpful information about your pregnancy and your baby's development.

3) Ways to manage life stress and improve your mood so:

   - you can feel better and enjoy life more
   - you can teach your baby how to manage life stress as he or she grows up
   - you can avoid mood problems such as depression

You will also have the opportunity to talk with other women who are expecting a baby and have a group of people that you can share ideas and concerns with before and after you give birth so you can give your baby the support he or she needs.

II. INTRODUCTIONS



1) What is your name?

2) Where you are from?

3) How long have you lived in this area?

4) How many months are you pregnant and when are you due?

5) Tell us about your family and whether you have any other children.

6) What activities do you like to do in your free time?

7) What kind of mother would you like to be?

8) What would you like to learn from this class?

Notes:

III. CLASS GUIDELINES

1. **Try to come to every class.**
   (If you cannot make it to the class, please call us at 206-5151).



2. **Come on time.**



3. **Respect confidentiality** (what is said in the group stays in the group).
   EXCEPTIONS: Things leaders cannot keep confidential
   - If we hear about child abuse or neglect
   - If we hear an older adult (over 65) is being abused or neglected.
   - If we hear someone is in danger of hurting themselves or someone else in the future



4. **Listen to and support each other.**



5. **Be respectful and respect the point of view of your classmates.**



6. **Share time talking in group.**
   (Share your ideas and let others share theirs).



7. **Complete your personal project for the week.**
   (So you can get the most out of class).



8. **Tell us if you are unhappy with the classes.**



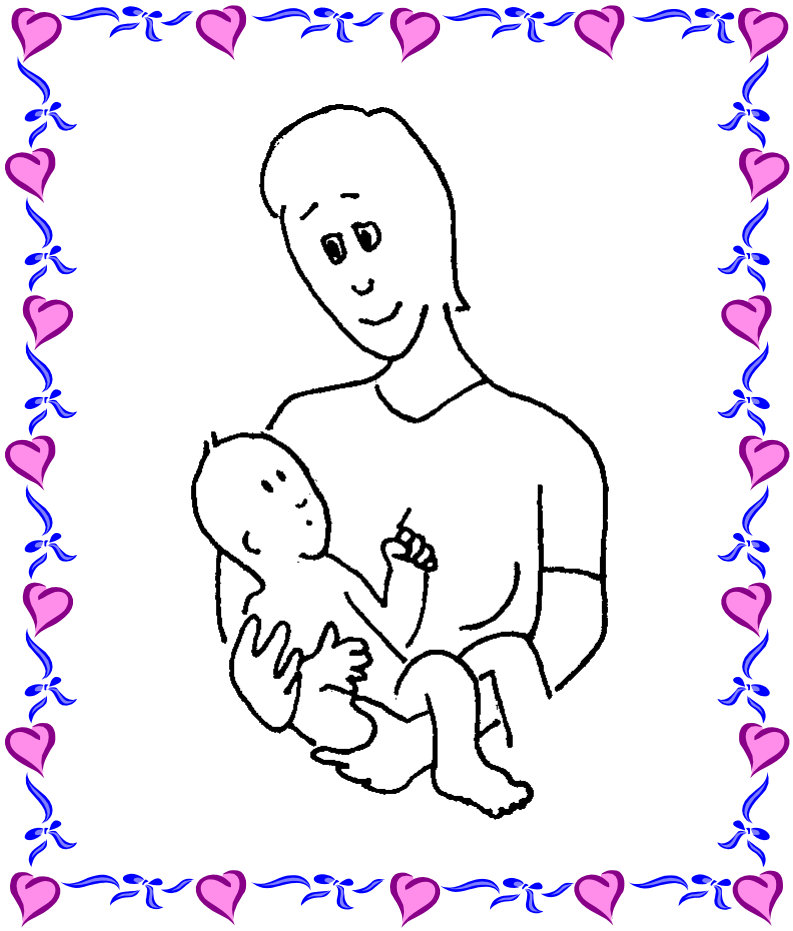
9. **You don't have to do anything you don't want to do.**



10. **Share only what you wish to share and remember that you have the right to keep some things private.**

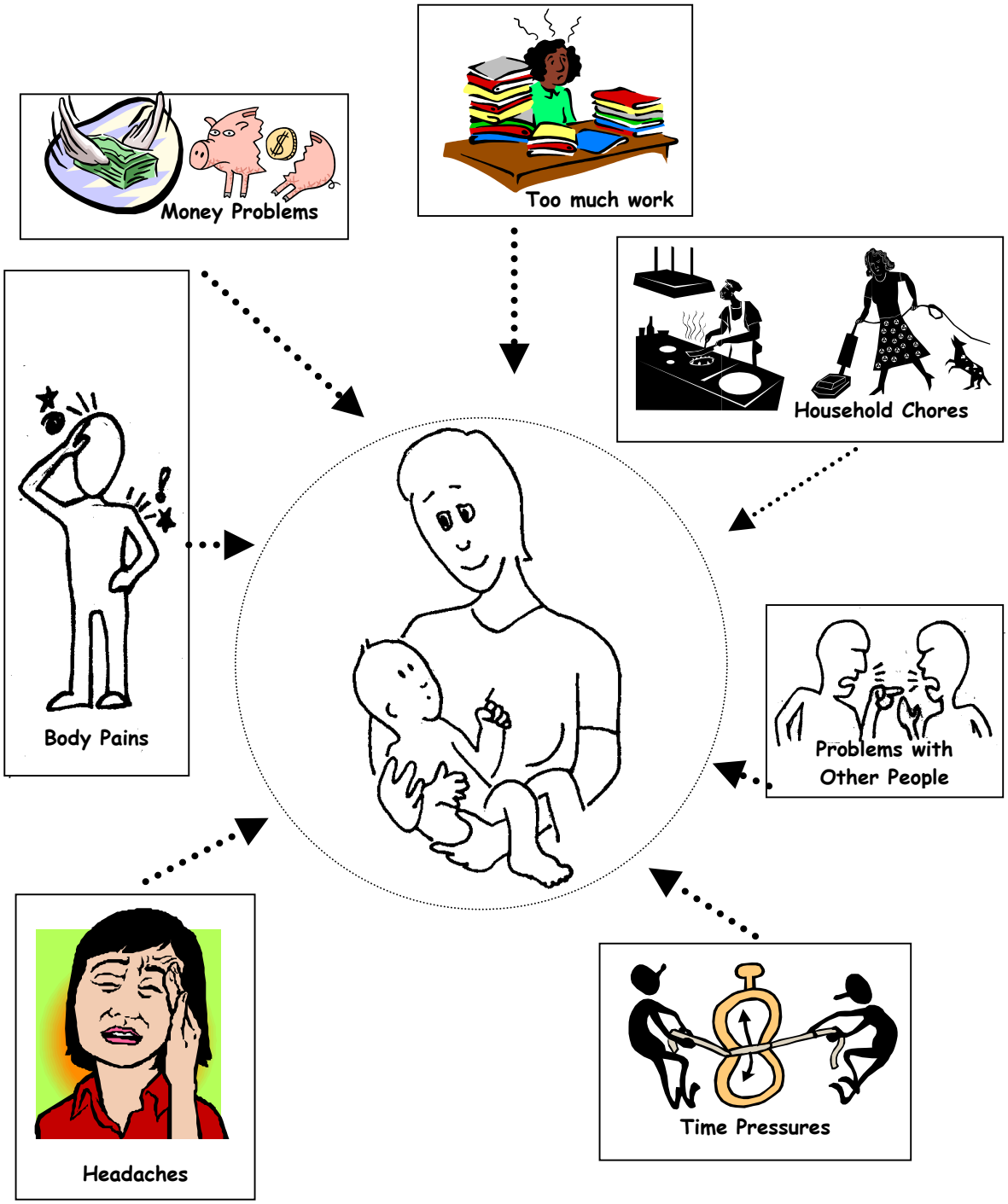


THE MOTHER-BABY RELATIONSHIP

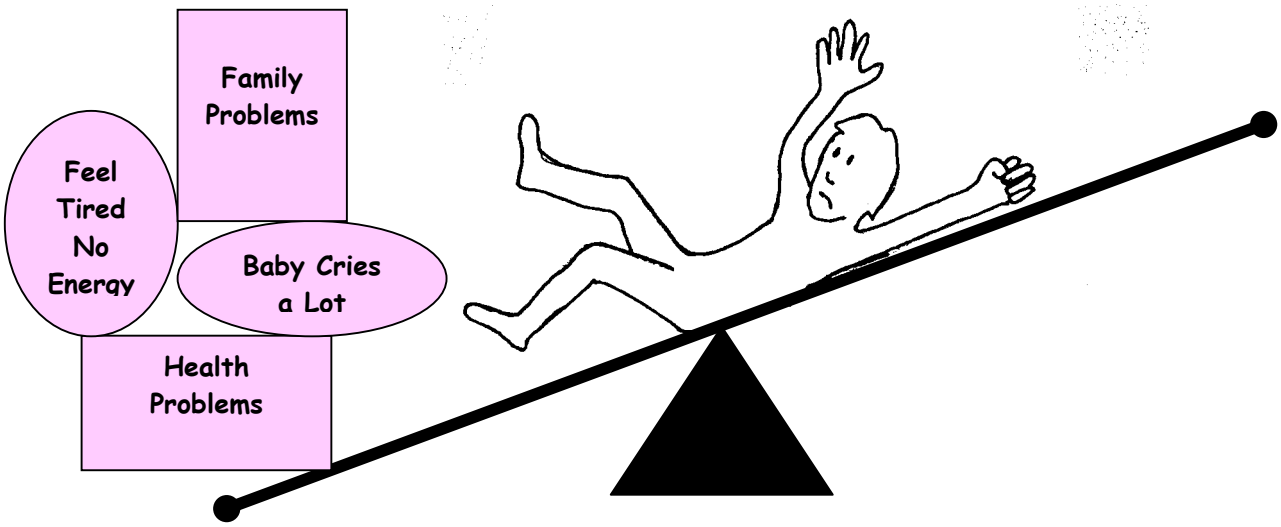


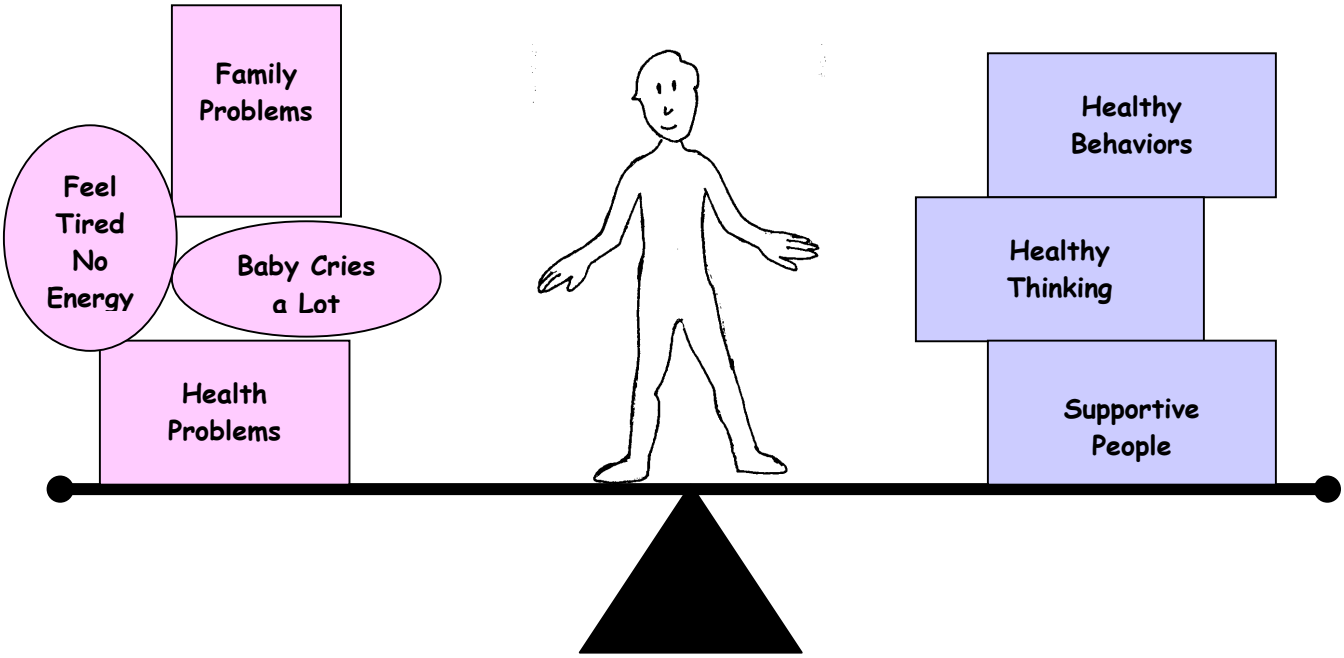
Bonding or Attachment:
Close emotional tie that develops between parents and babies.

IV. New Material:
STRESSORS THAT CAN AFFECT THE MOTHER-BABY RELATIONSHIP



HOW THE MOTHERS AND BABIES COURSE CAN HELP YOU





Stress can bring us down. But we can learn to manage stress and feel better and more balanced by making changes in:

- the way we **behave**
- the way we **think** about and understand the stressors
- the **support** we receive from other people

THE 12 CLASSES OF THE MOTHERS AND BABIES COURSE



ACTIVITIES:

Class # 1 – Introduction to the Mothers and Babies Course.

Class # 2 – Activities and my mood.

Class # 3 – Activities and my baby's mood.

Class # 4 – Pleasant activities help construct a healthy reality for me and my baby.

THOUGHTS:

Class # 5 – Thoughts and my mood.

Class # 6 – How to give myself good advice.

Class # 7 – Fighting harmful thoughts that affect me and my baby.

Class # 8 – Thoughts I want to learn to teach my baby.

CONTACT WITH OTHER PEOPLE:

Class # 9 – Contact with others and my mood.

Class # 10 – How to get support for me and my baby.

Class # 11 – The importance of good communication and preparing for my baby's birth.

Class # 12 – Using the course to build a healthy life for me and my baby.

Video: "MY PARENTS, MY TEACHERS"
The Mother-Baby Relationship






Reactions: What did you like the most? What do you remember the most?

- The first 3 years of your baby's life are the most important.

- Teaching a baby something new makes their neurons (brain cells) grow and make connections.

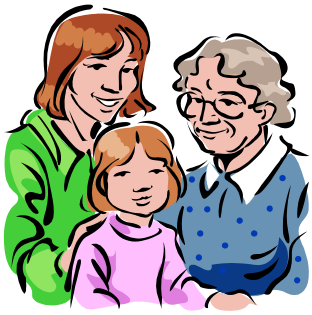
- Each child is different.

- Children's "work" is to play.

- Reading, playing and singing with your baby will help your baby's physical and emotional development.

- Every mother is capable of giving what her child needs.

Activity:
WHAT KIND OF MOTHER DO I WANT TO BE?



- What are some things your parents did which you think helped you and which you want to repeat with your children?
- Are there any things they did which you don't want to repeat?
- Are there helpful or unhelpful parenting skills you have learned from other family members, friends or from observing other parents?

Things I want to remember to do:
Example:
"I want to explain to my child why some things are not good to do, for example, using drugs."

Things I want to avoid doing:
Example:
"I do not want to use words that will hurt my child's feelings."

V. Personal Project: QUICK MOOD SCALE

DIRECTIONS: Track your mood every day using the Quick Mood Scale. It will help you learn to be aware of how you feel so that you can learn to have healthier moods and teach your baby to balance his/her moods.

- The seven columns represent each day of the week.
- Write down the date above each of the seven columns.
- Every night, before going to bed, circle the number (between 1-9), which indicates how you feel on that day. For example,
  - if your **mood is average**, (neither high nor low), circle **number 5**
  - if it is **better than average**, circle **a number higher than 5**
  - if it is **worse than average**, circle **a number lower than 5**
- The number you choose will only reflect how you feel that day—there is no right answer. We find that it is easiest to keep the scale by the bed so that before you go to bed, you can think about your day and rate your mood for the day.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1

OPTIONAL PROJECT (do the following activity if you like)

1) Discuss the Mothers and Babies Course with a friend or a family member. Talk about what you learned in today's class.

NOTES:

Class #2:
ACTIVITIES AND MY MOOD

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Stress can affect your relationship with your baby. You can learn to manage stress by making certain changes in your life. We will talk more about these changes in this course.

- Parents are their children's first teachers. These are some of the things your baby needs from you:
    - Good communication
    - Reading
    - Music
    - Play

- We learn about how to be a good mother from people in our lives. Have you thought more about what being a "good mother" means to you?

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you talk with anyone about the Mothers and Babies Course?

3. If you did not do the personal project, what were some of the obstacles to doing it? What could help you to do it next week?

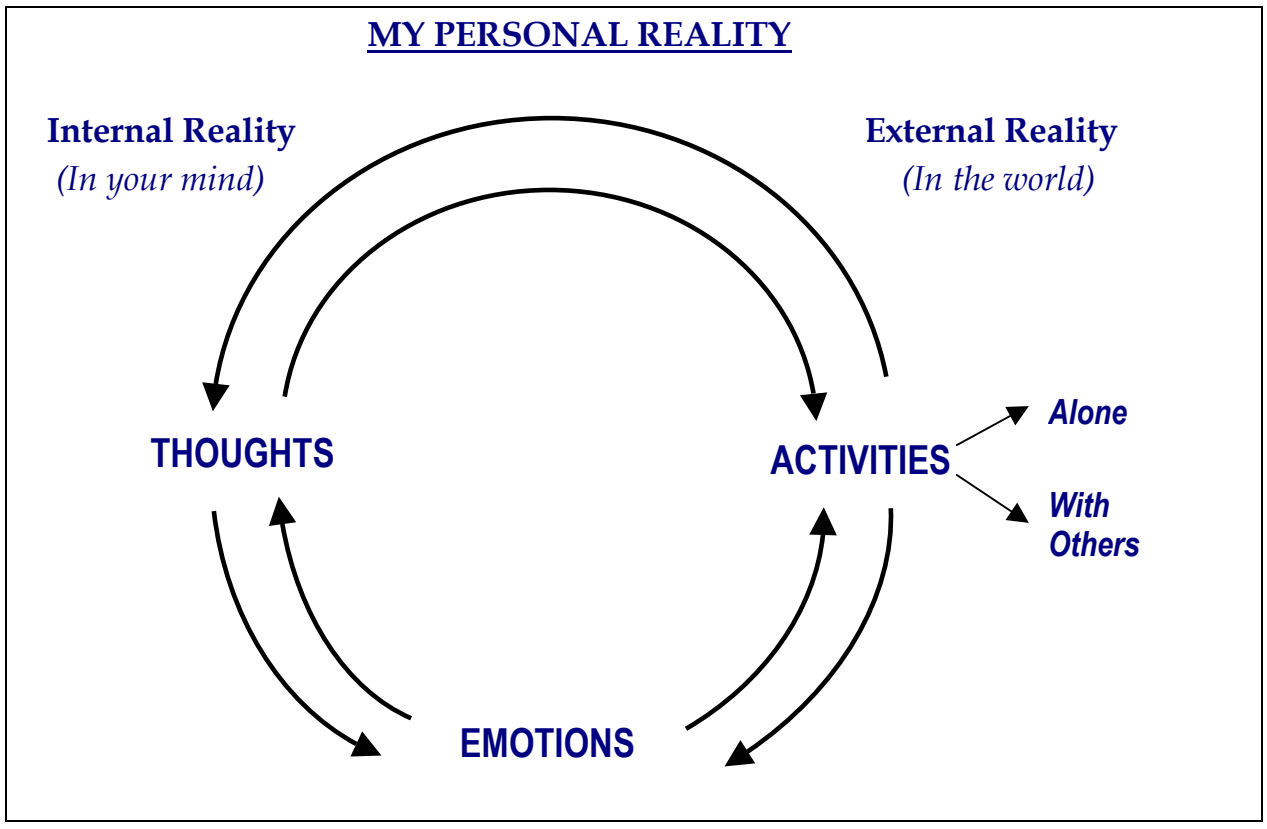
IV. RELAXATION EXERCISE

V. New Material:
YOUR MOOD AND YOUR PERSONAL REALITY

- It is important to understand our moods. How do they influence our lives?
- To have a healthy mood, or positive feelings, it is important to learn to how to manage your own reality.
- Our personal reality is divided into two parts:

1. <u>The reality of our mind:</u>
   - what we think

2. <u>The reality of our world:</u>
   - what we do
   - with whom we relate
   - the condition of our bodies: our health
   - what happens in our world

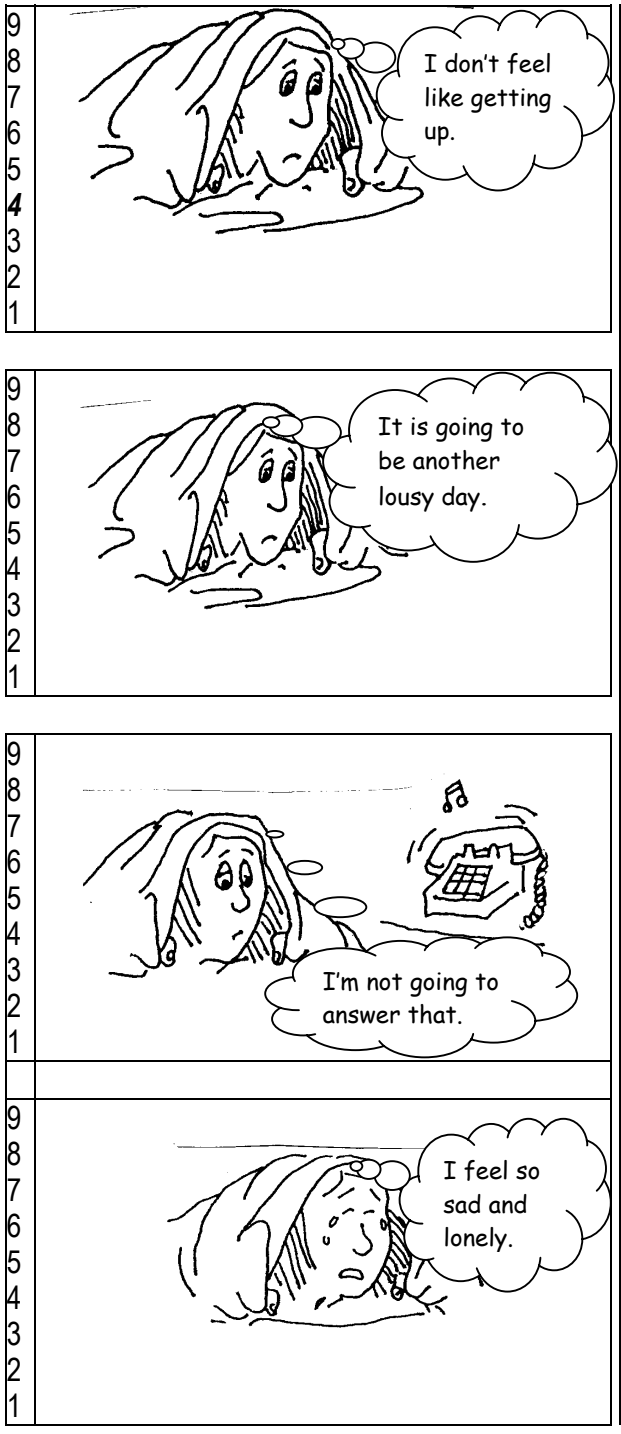


This drawing demonstrates how we understand the relationhip between our personal reality and our mood.

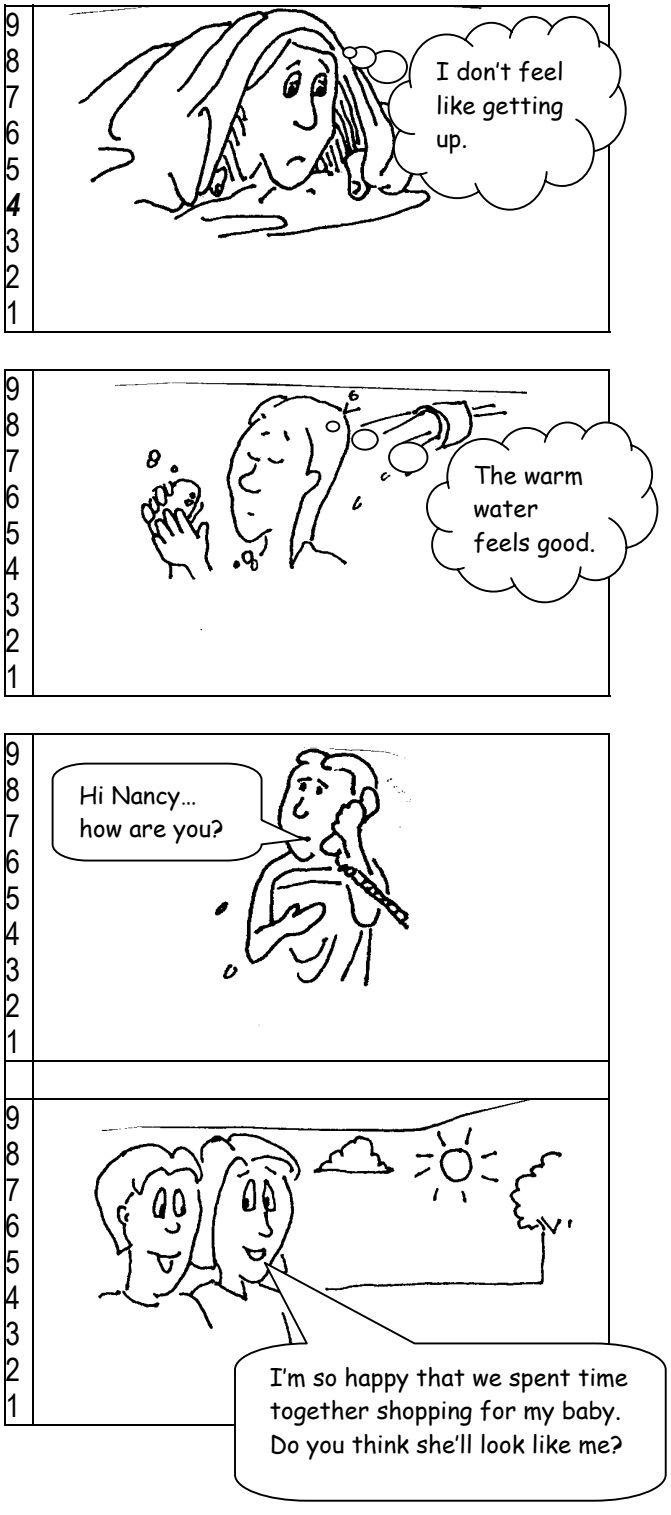
Activity:
VIOLET AND MARY'S DAYS

INSTRUCTIONS: Violet and Mary are both 8 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

VIOLET'S DAY



MARY'S DAY



Activity:
WHAT DO YOU LIKE TO DO?






INSTRUCTIONS: Write down things you enjoy doing. Try to think of some things you can do alone or things you can do with others. There is no right answer- only you know what you enjoy doing!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now write down things you could do after you have your baby. For example, what pleasant activities could you do in the month after giving birth?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



MOOD PROBLEMS AFTER BIRTH

POSTPARTUM BLUES or BABY BLUES	***POSTPARTUM DEPRESSION*** *(Specific type of Major Depression)*	***MAJOR DEPRESSION***
Description: • Mild mood shift • Occurs 3-7 days after giving birth • Symptoms last **less than 2 weeks** ***Symptoms:*** • Mood disturbances - Tearfulness - Anxiety - Sadness - Irritability - Emotional ups and downs • Poor appetite • Fatigue • Headaches • Sleep disturbances/insomnia • Low self-esteem • Negative feelings about family members (including the baby) • Miss being pregnant ***How Common is it?*** • After giving birth, 3 to 8 out of 10 women will have postpartum blues ***What to do:*** • Get help and support from family members, friends, and other mothers • Try to do pleasant activities • If symptoms worsen or persist beyond 2 weeks, see your doctor	***Description:*** • Serious mood disorder • Occurs after pregnancy—up to 4 weeks after giving birth • Symptoms last **more than 2 weeks** ***Symptoms:*** • Similar symptoms as in "Baby Blues" but lasting longer • 5 or more of the symptoms listed under "Major Depression" ***How Common is it?*** • After giving birth, 1 to 2 out of 10 women will have this type of depression. ***What to do:*** • See a doctor, nurse, therapist, or counselor as soon as possible • Get help and support from family members, friends, and other new mothers • Try to do pleasant activities	***Description:*** • Serious mood disorder • Can happen at any point in our lives • Symptoms last **more than 2 weeks** ***Symptoms: (5 or more of these 9 symptoms)*** • Feel depressed nearly every day • Loss of interest or pleasure in activities • Significant change in appetite • Change in sleep (too much/ too little) • Change in the way you move (restless or slowed down) • Constantly tired, fatigued • Feelings of worthlessness or excessive guilt • Hard to concentrate or make decisions • Repeated thoughts of death or suicide ***How Common is it?*** • In a group of 10 women, 1 to 3 will suffer from major depression sometime during her life. ***What to do:*** • See a doctor, nurse, therapist, or counselor as soon as possible • If your symptoms get serious enough that you are afraid you might hurt yourself, you may need to stay in the hospital until these symptoms are treated • Get support from others

HOW DOES WHAT WE DO AFFECT HOW WE FEEL?



- When people do pleasant activities:
  - They often feel happier
  - They are more likely to have positive thoughts about their lives
  - They are more likely to have positive contact with other people (but there are also pleasant activities that people can do alone).

- When you are feeling down or tired, it is often hard to get the energy to do pleasant activities BUT it may help you feel better and less tired.

- Many activities are pleasurable because they offer us the chance to experience a sense of mastery or a sense of meaning.

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Every night, before going to bed, circle the number from 1 to 9 that best represents how you feel each day.

	DATE: _____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1

OPTIONAL PROJECTS (pick one of the following):

1) Do one <u>new</u> pleasant activity next week.

2) Talk to someone who is the mother of a baby and find out two things that babies like to do.

NOTES:

Class #3:
ACTIVITIES AND MY BABY'S MOOD

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last session?

- Your mood and your personal reality: Your thoughts, activities, and mood all affect how you view the world. How does what we do affect how we feel?

- There are several different mood problems that some women have during pregnancy. If your mood is causing you problems, be sure to talk with your doctor about this.

- Doing pleasant activities can improve your mood. Have you thought any more about pleasant activities that you like to do?

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you try a new pleasant activity?

3. Did you talk to a mother of a new baby and find out two things that babies like to do?

IV. RELAXATION EXERCISE

V. New Material:
ACTIVITIES AND MY BABY'S MOOD

HOW DO BABIES LEARN?

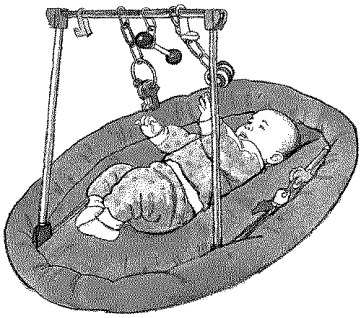


Babies learn by:

- observing and copying what their parents do
- communicating with their parents
- following what their parents teach them
- feeling supported when they try to do new things

Remember you cannot teach what you do not know. So if you want to teach something to your child, you have to learn how to do it first!

Activity:
WHAT DO BABIES LIKE TO DO?



INSTRUCTIONS: Write down things that you think babies like to do. Think of some things babies can do alone and things babies can do with others.

Things babies like to do alone:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

With mom:

1. _____
2. _____
3. _____
4. _____
5. _____

With other people or other babies:

1. _____
2. _____
3. _____
4. _____
5. _____



FROM BIRTH TO AGE 1: SOME THINGS BABIES LIKE TO DO

AGE	WHAT BABIES LIKE TO DO
Newborn	Imitate – make faces, stick out your tongue and watch your baby imitate you Rock – going for a ride in a stroller can also be calming Listen to soft music, a musical toy, or your voice Be touched – gently massage your baby
1 Month	Track objects Watch mobiles Practice exercising feet using bicycle movements
2 Months	Play with hand puppets Gently bounce up and down Hold and play with a rattle
3 Months	Shake a rattle that is on his/her wrist Listen to music with rhythm Play with toys that are attached with strings and practice batting
4 Months	Play peek-a-boo Practice rolling from stomach to back Watching bubbles
5 Months	Looking in a mirror Play with a roly-poly toy (a toy that turns up when knocked over) Swing in an infant swing
6 Months	Play patty-cake Play with other babies Go on piggy back rides
7 Months	Play tug of war Play “look for the toy after you hide it” Looking at books with lots of pictures and colors
8 Months	Learn the sounds that animals make Play hiding games Bang on pots and pans
9 Months	Roll a ball back and forth to you Practice standing up
10 Months	Push a car or truck on the floor Tear magazines Blow bubbles
11 Months	Push things with levers Pour things from one container to another (try cereal) Play in the water
1 Year	Play with a big beach ball Toss bean bags or balls (or crumpled up paper) into a container Play with his or her shadow Explore the world around them

Information taken from Your Child at Play: Birth to One Year by Marilyn Segal, Ph.D., New Market Press, New York.

HOW DOES DOING PLEASANT ACTIVITIES HELP MY BABY?



- Babies who do pleasant activities are more likely to have healthy moods.
- Babies' brains continue to develop. By doing pleasant activities, babies actually learn more and make more connections among their brain cells. They actually get smarter.
- Active babies eat better, sleep better, their digestive system works better, and they grow stronger and healthier.
- Babies learn through play, and through play, they get to enjoy learning.
- When we do pleasant activities with our babies, we strengthen our relationship with them. Doing fun things together leads to enjoying each other more now and in the future.
- When our babies get used to doing pleasant activities with us, they are more likely to want to please us. They are more likely to listen to us, which means fewer discipline problems in the future.
- When mothers and babies do pleasant activities together, their relationship becomes stronger and more positive.

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Every night, before going to bed, circle the number that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many pleasant activities your remember doing each day. See if there is a relationship between how you feel each day and the number of pleasant activities you do each day.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Pick two new pleasant activities and do them this week.

2) Look for places where you'd like to take your baby. Check them out now.

NOTES:

Class #4:
PLEASANT ACTIVITIES HELP CONSTRUCT A HEALTHY REALITY FOR ME AND MY BABY

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Many of the things babies learn as they develop, they learn from us. It is important for us to communicate with our babies and encourage them to explore their environment and learn new things.

- Do you remember some fun things that babies like to do? Have you thought of any more?

- Doing pleasant activities can improve your baby's mood. There are many benefits to doing pleasant activities with your baby, including the fact that they make the mother-baby relationship grow stronger.

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you do two new pleasant activities this week?

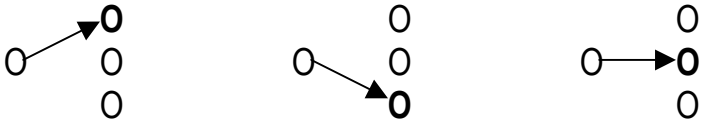
3. Did you go to places where you'd like to take your baby?

IV. RELAXATION EXERCISE

V. New Material:
PLEASANT ACTIVITIES HELP TO CONSTRUCT A HEALTHY REALITY FOR ME AND MY BABY

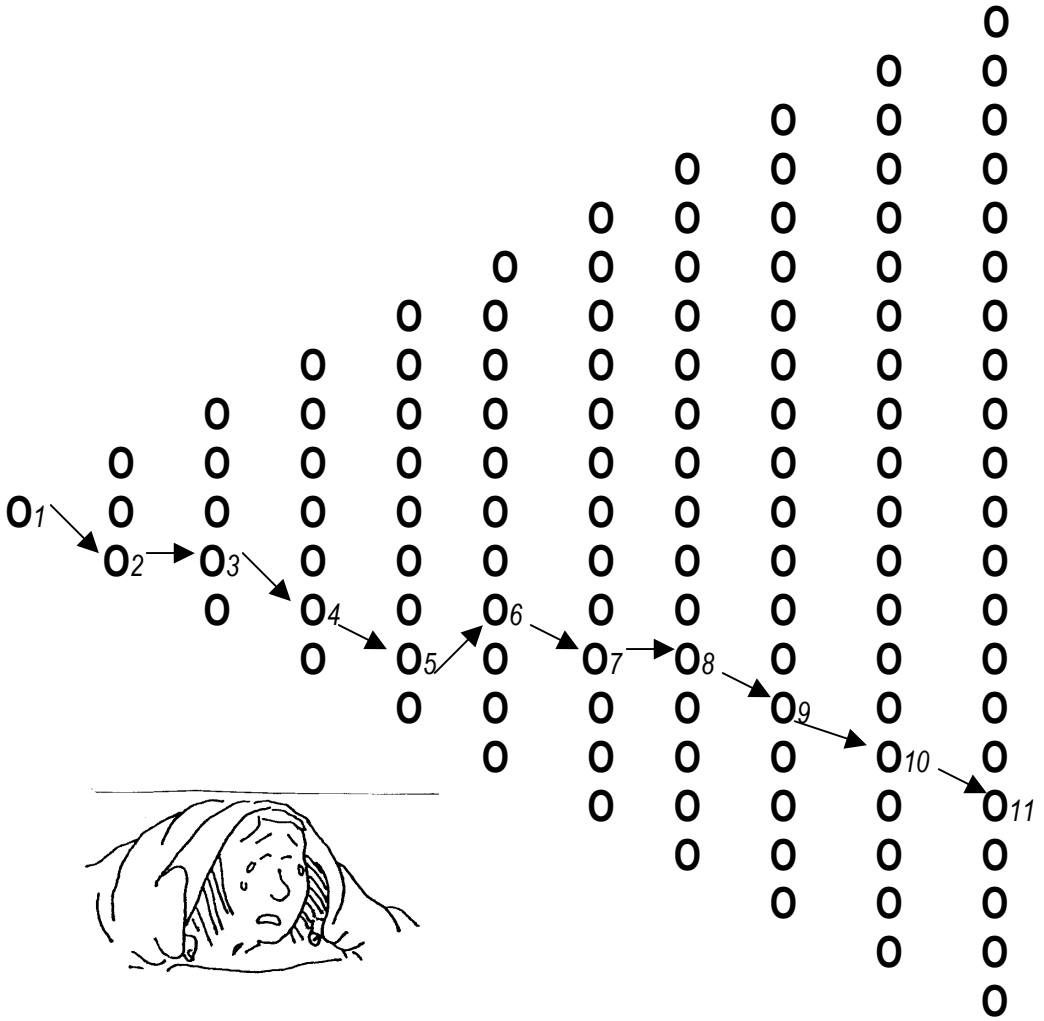
Your personal reality is continually being built or shaped from moment to moment.

- In each moment of our life, we decide what to think, do, say, and how to treat other people.
- Each decision we make improves or worsens our emotional well-being or keeps it the same.



- In general, each decision we make has a minimum effect on us. However, as our decisions accumulate, they can create an strong change in our emotional well-being.

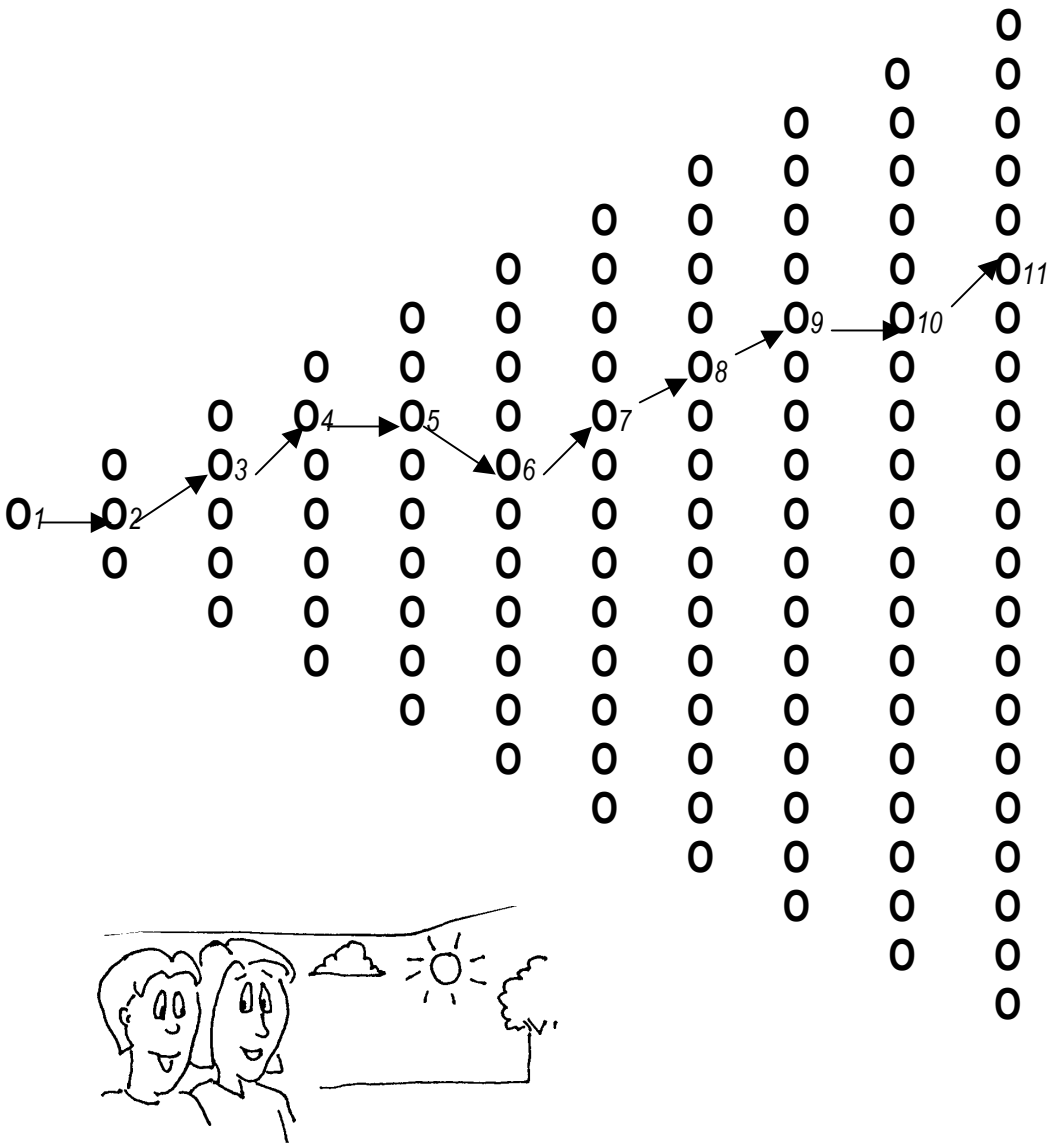
The path that leads to a negative mood:



Example: Violet's Day

1. Wakes up.
2. Stays in bed.
3. Ignores the phone.
4. Stays home.
5. Feels sad and lonely.
6. Starts to cry.

The path that leads to a healthy mood:

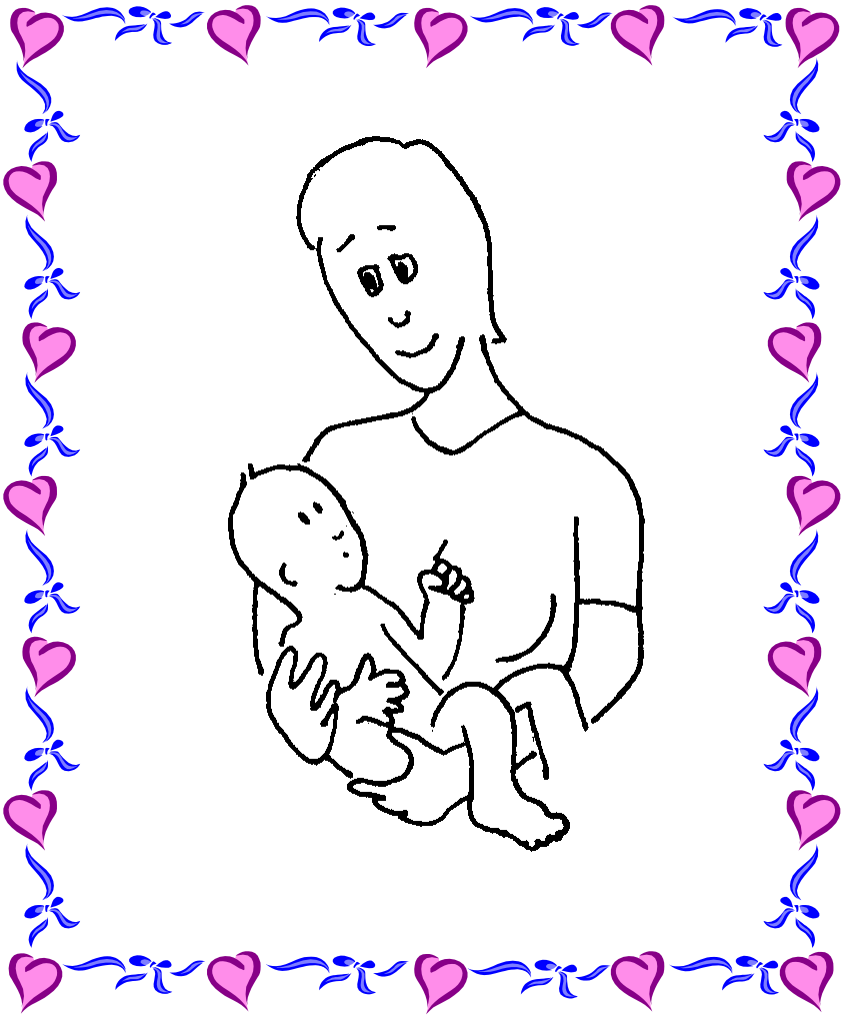


Example: Mary's Day

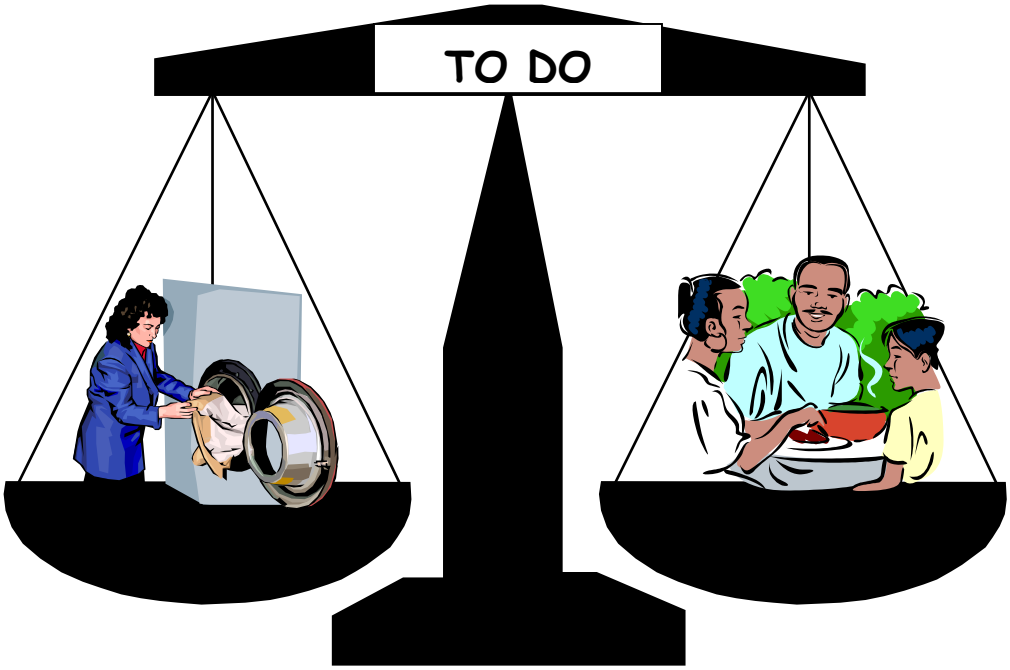
1. Wakes up.
2. Takes a shower.
3. Answers the phone.
4. Talks to a friend.
5. Goes out.
6. Feels better.

The activities that we do each day help us shape the reality of that day!

Pleasant Activities Can Help Make the Mother-Baby Relationship Stronger and Healthier



Activity:
BALANCING STRESS AND FUN



INSTRUCTIONS: There are things that we have to do and things that we want to do in our everyday lives. The key is learning how to balance both of these! Try to come up with a balanced list of things you have to do and things that you want to do.

"I HAVE TO DO"	*"I WOULD LIKE TO DO"*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity:
OVERCOMING OBSTACLES

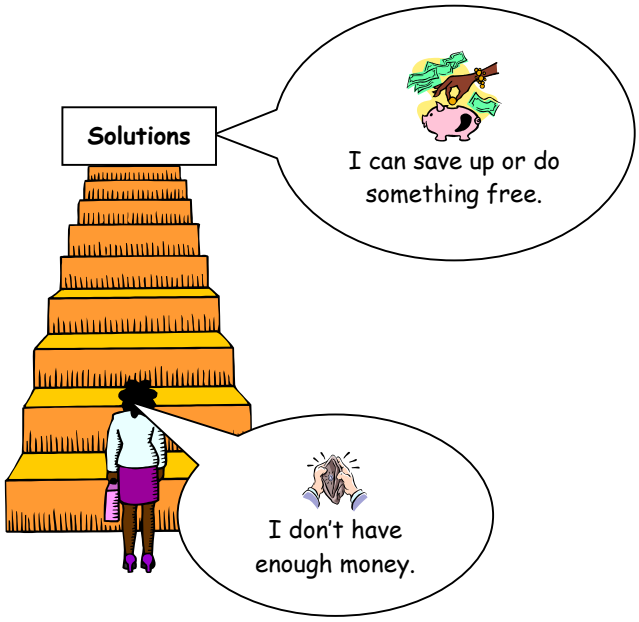
Sometimes even after we decide to do something pleasant, our plans still fall through. We run into an obstacle or problem, and we don't do the pleasant activities that we meant to do.

- Try to think of some possible obstactles and possible solutions to overcome them.

What is keeping me from doing Pleasant activities? (Obstacles/Problems)	**How can I overcome these obstacles?** (Solutions)
_____	_____
_____	_____
_____	_____
_____	_____

SOLVING PROBLEMS AND OVERCOMING OBSTACLES:

1. Identify the problem or obstacle.
2. Think about all the possible solutions.
3. Pick the best solution (the one that's best for you).
4. Try the solution and see how well it works.



VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Every night, before going to bed, circle the number from 1 to 9 that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many pleasant activities your remember doing each day. See if there is a relationship between how you feel each day and the number of pleasant activities you do each day.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Fill out the Personal Commitment Form on the next page and make sure that you schedule and do your pleasant activity.

2) Complete the Pleasant Activity Schedule on the following page and keep track of your pleasant activities.

MAKE A PERSONAL COMMITMENT

1) I plan to do the following: 

_____

_____

_____

_____

2) I will do it by this date: _____.

3) I feel this is important because:

_____

_____

_____

_____

OPTIONAL: use the calendar below to schedule the activity to which you have committed yourself.

DAY:	**DAY:**	**DAY:**	**DAY:**
MORNING	MORNING	MORNING	MORNING
AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON
NIGHT	NIGHT	NIGHT	NIGHT

PLEASANT ACTIVITIES SCHEDULE

	DATE:						
1. Read a book or magazine							
2. Day dream							
3. Watch TV							
4. Prepare a new dish or a special dish							
5. Complete a puzzle or a crossword puzzle							
6. Take a shower or a warm bath							
7. Talk about old times							
8. Write stories, poems or music							
9. Spend time with friends							
10. Sing							
11. Go to church or pray							
12. Read the newspaper							
13. Go to a meeting							
14. Exercise							
15. Solve a personal problem							
16. Listen to music							
17. Work outdoors (ex. Gardening)							
18. Go to a barber or beauty salon							
19. Go for a walk							
20. Go to the library							
21. Practice a relaxation exercise							
22. Go to a fair, zoo, park, etc							
23. Write letter, cards, or notes							
24. Other_____							
25. Other_____							

NOTES:

Class #5:
THOUGHTS AND MY MOOD

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Your personal reality is constructed from moment to moment. Each decision we make can help shape our personal reality. The activities that we do each moment affect whether we will feel better, worse, or the same.

- Doing pleasant activities can help make the Mother-Baby relationship stronger. Sometimes we encounter obstacles that prevent us from doing pleasant activities. It is good to try to find solutions to these obstacles so that we can make sure we do pleasant activities.

- It is important to try to balance stress and fun - to find time to do both the activities that we "have to do" and the activities that "we want to do".

III. PERSONAL PROJECT REVIEW

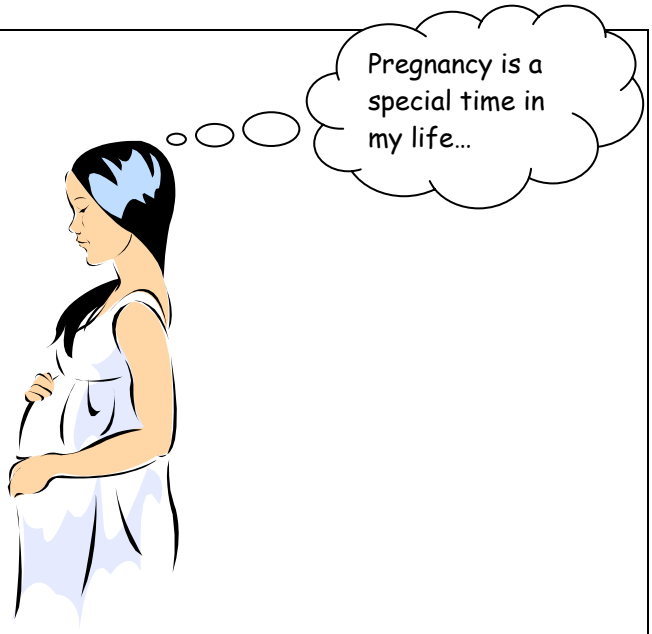
1. Did you complete your quick mood scale?

2. Did you complete the Pleasant Activity Schedule?

3. Did you fill out the Personal Commitment Form?

IV. RELAXATION EXERCISE

V. New Material:
WHAT ARE THOUGHTS?



- Thoughts are all the things we tell ourselves (as if we were having a conversation in our mind).
- We can have several thoughts at any given moment.
- We are conscious of some thoughts and not of others.
- Our thoughts can help us or harm us.
- Our thoughts almost always affect our mood.
- If we can become aware of the many types of thoughts we have, we can learn to use them to achieve a healthier mood.

Activity:
HELPFUL THOUGHTS AND HARMFUL THOUGHTS



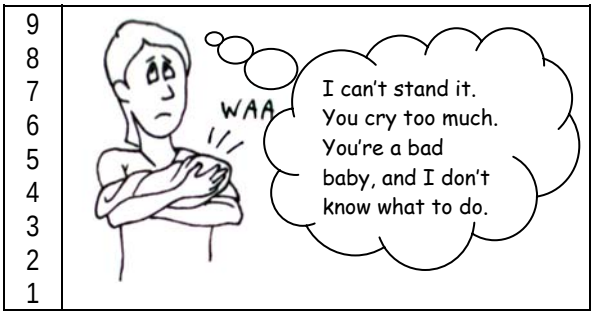
INSTRUCTIONS: Some thoughts help us to feel more positive about our lives—they give us energy and hope. Other thoughts can make us feel more negative—they can make us feel depressed and tired. Try to think of some helpful and harmful thoughts that you may have and list them in the boxes below.

HELPFUL THOUGHTS	HARMFUL THOUGHTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity:
HOW THOUGHTS AFFECT OUR MOOD

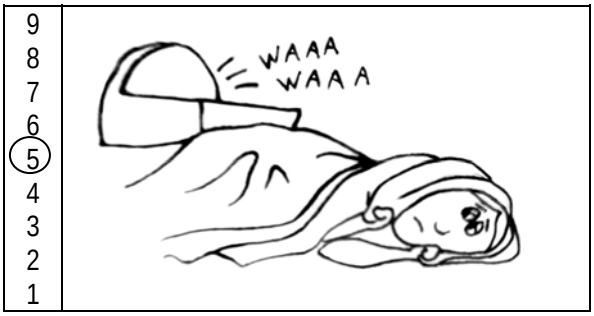
VIOLET'S STORY

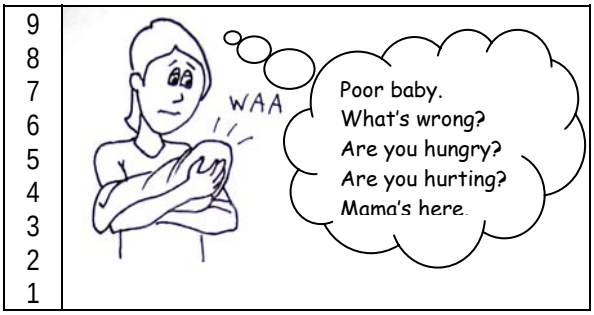






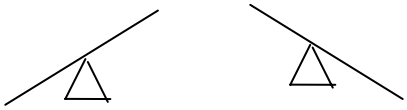
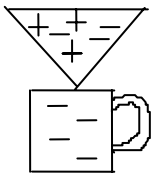
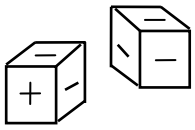
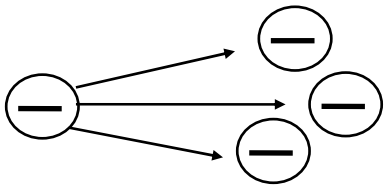
MARY'S STORY

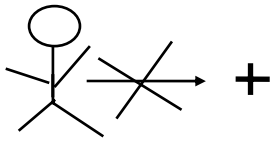
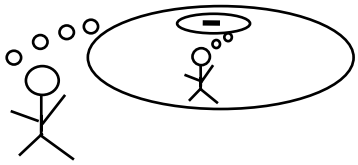
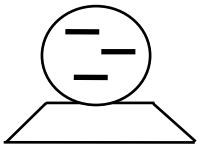
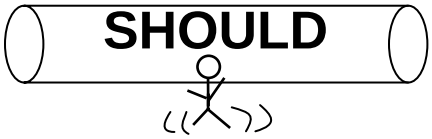






TYPES OF HARMFUL THOUGHT PATTERNS

Symbol:	Harmful Thought Pattern:
	All or Nothing Thinking: Thinking in extremes (can only be at one end of the scale, top or bottom). Not balanced. All good or all bad. The best or worst. Perfect or a failure.
	Negative Filter (Ignoring the Positive): Only remembers and notices negative events. Filters out positive events. Your cup of life ends up very bitter and negative.
	Pessimism: Believing negative things are more likely to happen and positive things are never or hardly ever going to happen.
	Exaggerating: Exaggerating problems and the possible harm they could cause. This undermines your capacity to deal with them. "Mountain out of a mole hill"
	Overgeneralization: Taking one negative characteristic or event and seeing it as a never-ending pattern. Somebody betrayed me. --> I don't trust anyone. I couldn't do this one thing. --> I can't do anything.
	Labeling (either yourself or others): Attaching a negative label, instead of seeing a error or problem. Labels can become self-fulfilling prophecies. For example, calling yourself "stupid" when you make a mistake.

Symbol:	Harmful Thought Pattern:
	Not Giving Oneself Credit: Thinking positive things that happen are either just luck or somebody else's doing and never the results of one's effort.
	Mind Reading: Thinking that you know what others are thinking, and they are usually thinking negatively about you.
	Negative Fortune Telling: Thinking that you can see how things will be in the future and that they are sure to turn out badly.
	"Should"ing yourself: Telling yourself you should, ought, and must do something. This makes you feel overwhelmed and obligated to do things. This creates resentment because you are not in control of your life.

(Adapted from David Burn's Book Feeling Good: The New Mood Therapy. Morrow, 1980)

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column you will find lines where you can keep track of your pleasant activities, healthy thoughts and harmful thought. See if there is a relationship between how you feel each day and these three things.

	DATE: ____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of healthy thoughts	____	____	____	____	____	____	____
Number of harmful thoughts	____	____	____	____	____	____	____
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Use the cards to keep track of your healthy and harmful thoughts this week. Write your healthy thoughts on one side of the card and your harmful thoughts on the other side.

2) Talk to someone about what you learned about thoughts and mood today.

NOTES:

Class #6:
HOW TO GIVE MYSELF GOOD ADVICE

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

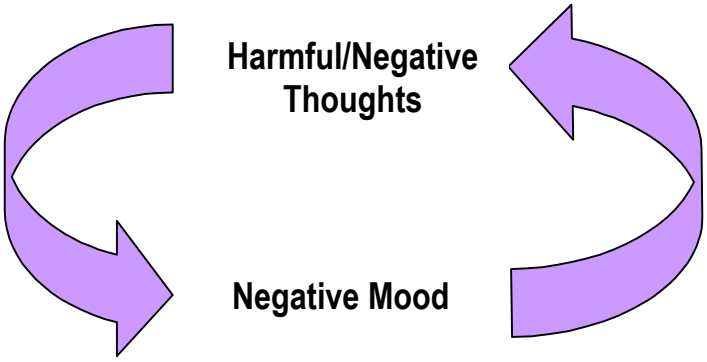
VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Your thoughts affect your mood.
- This means that our negative thoughts make us feel bad. This turns into a vicious circle:



- If we can learn to identify when we are having certain types of thoughts, we can learn to manage our moods better.
- There are several different types of harmful thoughts. Did you go through the list and see if you use any of these?

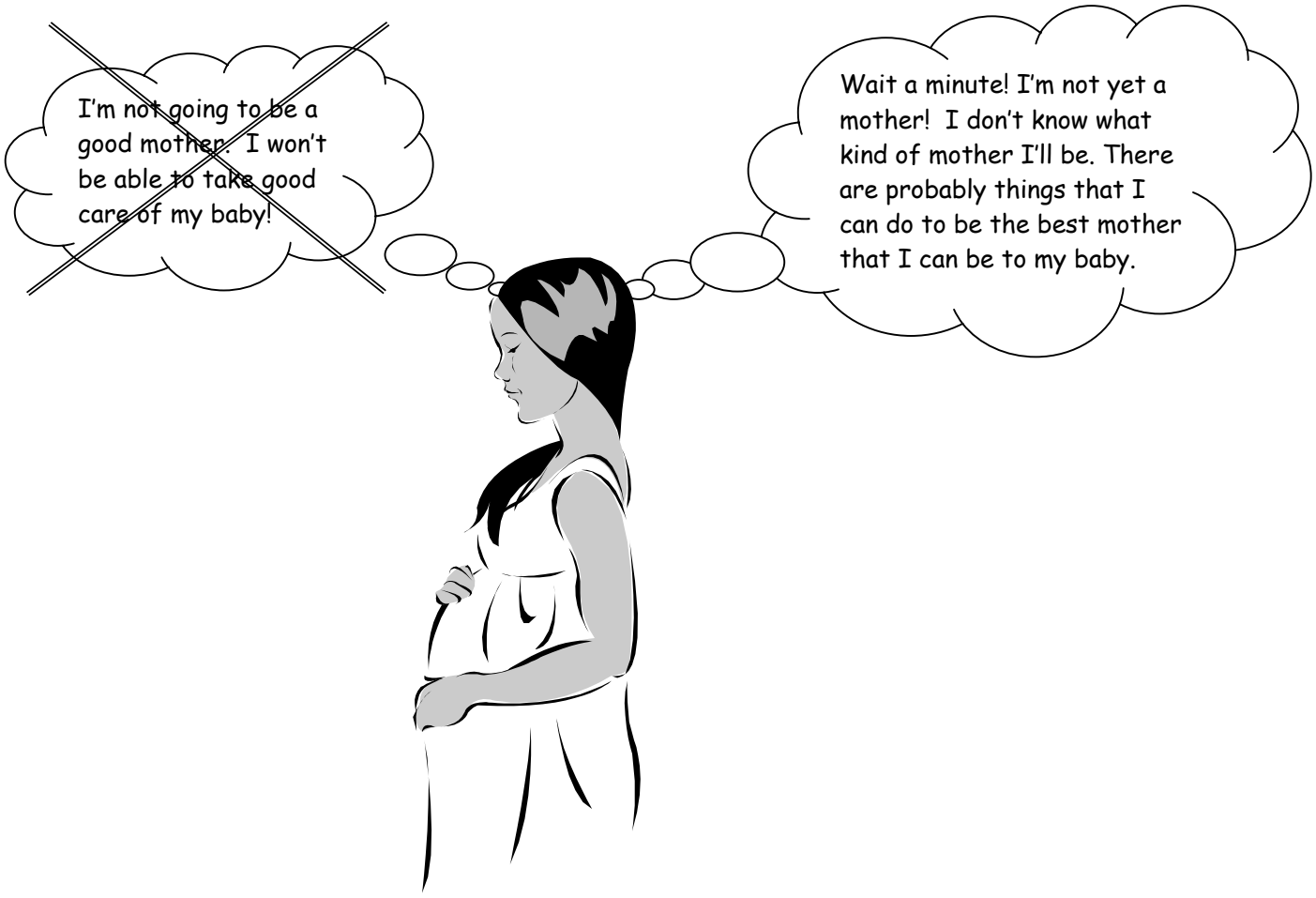
III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?
2. Did you keep track of your helpful and harmful thoughts on the cards?
3. Did you talk to someone about what you learned about thoughts?

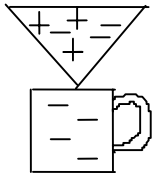
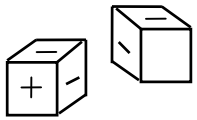
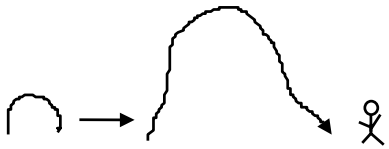
IV. RELAXATION EXERCISE

V. New Material:
HOW TO GIVE MYSELF GOOD ADVICE

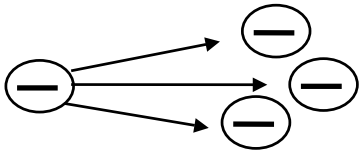
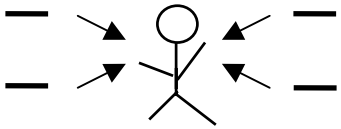
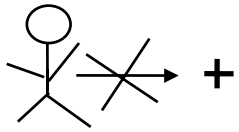
- You can learn ways to decrease harmful thoughts throughout your day.
- You can learn to talk back to harmful thoughts to improve your mood.



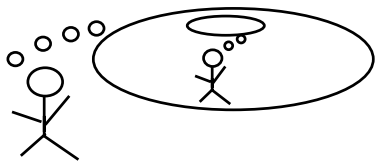
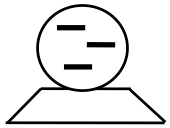
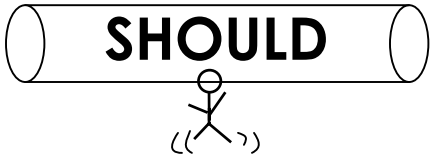
HARMFUL THOUGHT PATTERNS AND THEIR ANTIDOTES

Symbol:	Harmful Thought Pattern:	Antidote:
	All or Nothing Thinking: Thinking in extremes (can only be at one end of the scale, top or bottom). Not balanced. All good or all bad. The best or worst. Perfect or a failure.	Try to engage in more balanced thinking. What's in the middle? Are there shades of gray?
	Negative Filter (Ignoring the Positive): Only remembers and notices negative events. Filters out positive events. Your cup of life ends up very bitter and negative.	Try to catch the positive. For every negative thing you think of, try to also focus on a positive thing. Write down positive things on cards. Carry the cards with you and look at them throughout the day.
	Pessimism: Believing negative things are always or more likely to happen and positive things are never or hardly ever going to happen	Am I ignoring positive things? Am I really giving positive and negative things an equal chance?
	Exaggerating: Exaggerating problems and the possible harm they could cause. This undermines your capacity to deal with them. "Mountain out of a mole hill"	How big is this problem really? Where is it likely to really lead? How might I deal with this problem?

HARMFUL THOUGHT PATTERNS AND THEIR ANTIDOTES (continued)

Symbol:	Harmful Thought Pattern:	Antidote:
	Overgeneralization: Taking one negative characteristic or event and seeing it as a never-ending pattern. Somebody betrayed me => I don't trust anybody. I couldn't do this one thing. => I can't do anything.	Ask yourself: Am I assuming that every situation and every person are the same? This is just one situation, one person. Can I remember other situations and people that were different?
	Labeling (either yourself or others): Attaching a negative label, instead of seeing an error or problem. Labels can become self-fulfilling prophecies. For example, calling yourself "stupid" make a mistake.	What is it specifically that I can't do or that I am upset about. What did I do vs. what kind of person am I? What did my baby do instead of how is my baby. Example: "My baby doesn't like doing that" instead of "My baby is stubborn."
	Blaming Oneself: Thinking that when negative things happen, they are always entirely your fault.	Am I to blame for <u>everything</u> that turns out badly? Do <u>only</u> bad things happen to me? Remember the good that has happened to me and that I have achieved.
	Not Giving Oneself Credit: Thinking positive things that happen are either just luck or somebody else's doing and never the result of one's effort.	Am I overlooking my strengths and accomplishments? It would be good to pat myself on the back for what just happened. I contributed in some way.

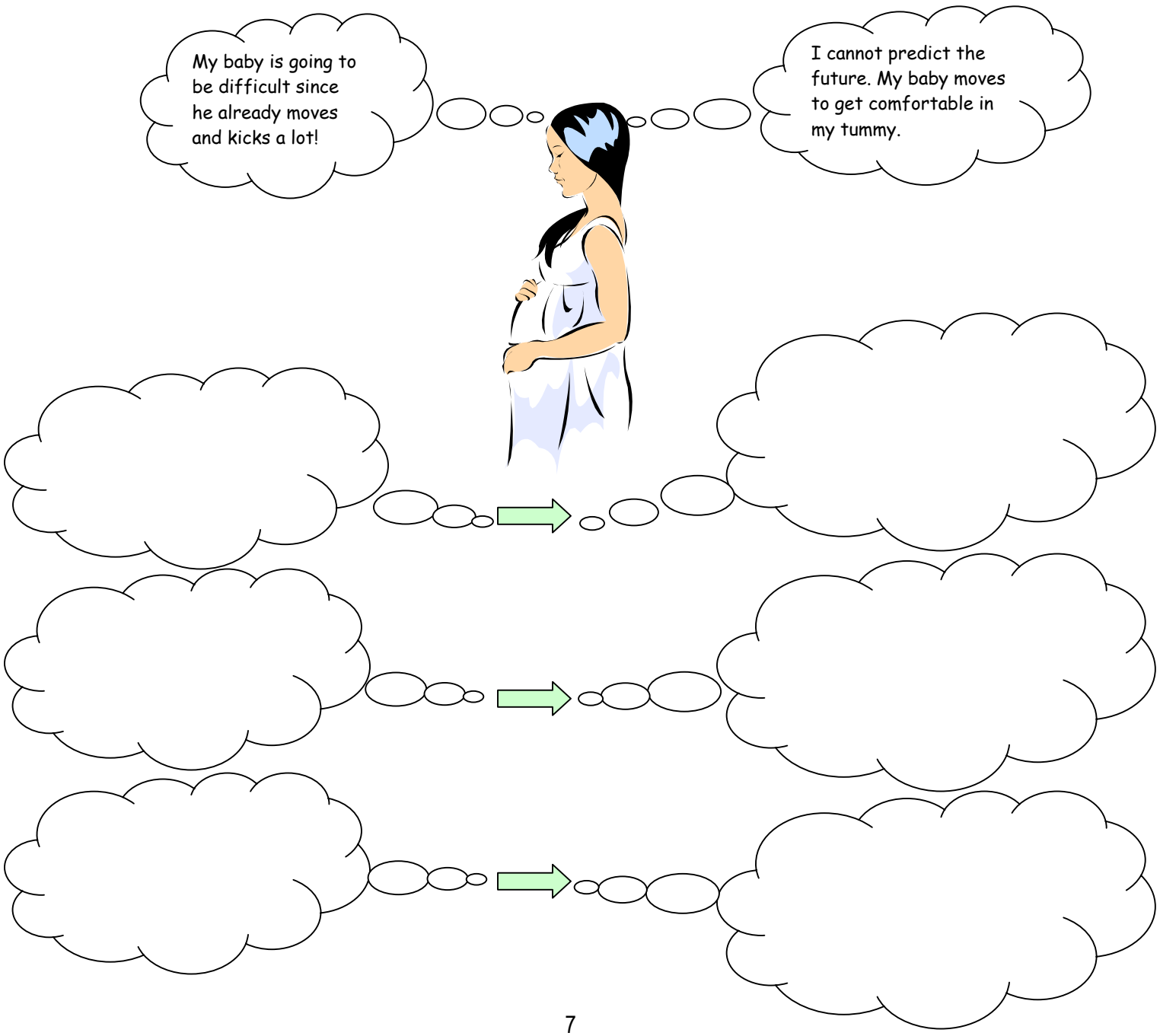
HARMFUL THOUGHT PATTERNS AND THEIR ANTIDOTES (continued)

Symbol:	Harmful Thought Pattern:	Antidote:
	Mind Reading: Thinking that you know what others are thinking, and they are usually thinking negatively about you.	Can we really know what others are thinking? What are possible alternatives to why they might be behaving the way they are behaving? Most people are probably more focused on their own problems than on you.
	Negative Fortune Telling: Thinking that you can see how things will be in the future and they are sure to turn out badly.	Can I really predict the future? Why not find out how it will turn out rather than just imagine the worst? Things could change.
	"Should"ing yourself: Telling yourself you should, ought, and must do something. This makes you feel overwhelmed and obligated to do things. This creates resentment because you are not in control of your life.	I do not <u>have</u> to do anything and things do not <u>have</u> to turn out the way I want. It would be nice if things were perfect. You don't have to be perfect, or have a perfect life, to have a healthy, happy life.

Activity: ANTIDOTES TO HARMFUL THOUGHTS

INSTRUCTIONS: Think about some harmful thoughts that you sometimes have and write them in the small bubbles. Then write your antidotes to the thoughts in the big bubbles. These antidotes can be a method you use now or would like to try in the future.

My Harmful Thoughts	My Antidotes



VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your pleasant activities, healthy thoughts and harmful thoughts, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these three things.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of healthy thoughts	____	____	____	____	____	____	____
Number of harmful thoughts	____	____	____	____	____	____	____
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Use the cards to keep track of your helpful and harmful thoughts this week. Write your helpful thoughts on one side of the card and your harmful thoughts on the other side.

2) Choose two of the methods to dispute negative thoughts and practice them.

NOTES:

Class #7:
FIGHTING HARMFUL THOUGHTS THAT AFFECT ME AND MY BABY

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- You can learn to decrease the number of harmful thoughts by talking back to them in your mind.

- Do you remember any of the harmful thought patterns and their antidotes?

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you use the cards to keep track of your helpful and harmful thoughts?

3. Did you review the antidotes and try out two of these methods to dispute your harmful thoughts?

IV. RELAXATION EXERCISE

V: New Material:
PASSING ON PATTERNS OF THINKING



- Our thoughts affect the way we perceive life and how we will be as mothers.

- As you become a mother, you can decide what kind of mother you will be. For example, you can decide:
  - how to think about you, your baby and your relationship
  - how you wish to treat your baby and what to teach him or her
  - what you want to feel for your baby and those emotions you like to teach him or her

- Remember that learning to think is like learning to talk. Babies learn to think and talk by observing how their mothers think and talk.

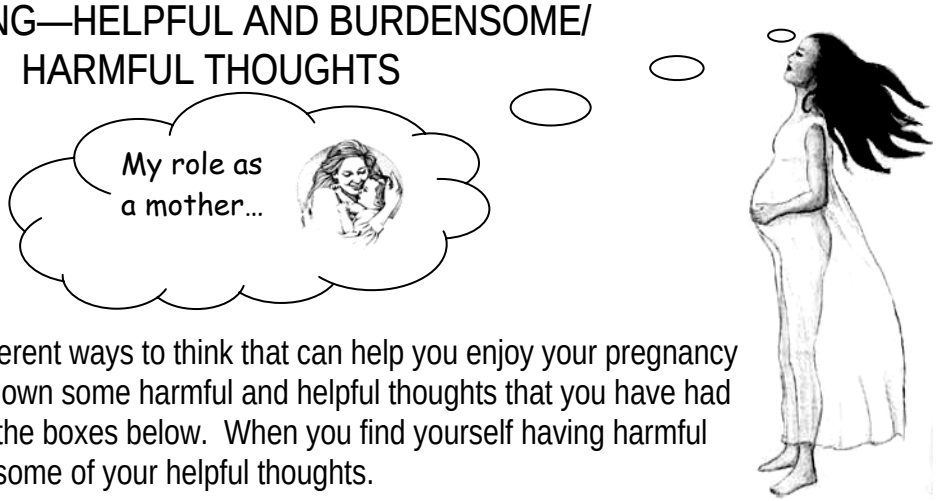
- If the baby is raised listening to words of affection, the baby will learn to be affectionate.

- Your baby will learn from you. Remember, you are his/her first teacher!

- You can teach your baby to think in such a way that he/she would feel good about himself or herself.

- As a mother, you could be an example to your baby. You could help him/her "shape" his/her thoughts so that he or she develops a healthy internal world.

ACTIVITY:
PARENTING—HELPFUL AND BURDENSOME/ HARMFUL THOUGHTS



DIRECTIONS: There are different ways to think that can help you enjoy your pregnancy and your baby more. Write down some harmful and helpful thoughts that you have had about becoming a mother in the boxes below. When you find yourself having harmful thoughts, remind yourself of some of your helpful thoughts.

Helpful Thoughts About Being a Parent

Harmful/Burdensome Thoughts about Being a Parent	Antidote
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Helpful thoughts during pregnancy:



This is a very special time in my life.
I am getting ready to be a good mother.
I am so happy I am bringing a new life into this world.
I want to take good care of myself so I can have a healthy baby.
Giving birth is such a normal process; I don't need to be so nervous.

Helpful thoughts prepare us to become mothers:



I am so eager to hold my baby in my arms.
From birth, my baby will know he/she is loved.
I am so excited about all the things I am going to teach my baby.
I will teach my baby to be proud of herself, her family and her culture.
I am going to teach my baby to be polite, respectful, and above all to enjoy life!

COPING WITH DIFFICULT SITUATIONS WITH MY BABY



What are some difficult situations you might face?

- Baby is crying and you don't know what to do
- Baby won't sleep at night
- Baby doesn't want you to leave the house
- Baby has a temper tantrum when you say no

What can you do?

Step 1: Try to understand the meaning behind the behavior
Babies do not have the words to tell us what they need, so they tell us through cries and through behavior. Babies do not try to be annoying. They become difficult when they are tired, needing attention, hungry, wet, in pain, or worried.

Step 2: Label the possible problem and feeling
You can help by just saying something like "oh baby you are crying. Are you trying to tell me how tired you are?" Giving words to feelings helps the baby learn words for the way she is feeling and might help you in feeling like you understand your child.

Step 3: Figure out what to do based on what you think the problem is.
So, if you think your baby is crying because she is tired, you might say "oh baby it's time for sleep. Mama will rock you and help you sleep."

Step 4: If it doesn't work. Maybe we didn't get it right. Maybe there is something else the baby is trying to say.

Step 5: Get help and support
We can't fix all things. Sometimes we just need support, so we can hold a crying baby or have them hold her while we sleep.

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your pleasant activities, healthy thoughts and harmful thoughts, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these three things.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of healthy thoughts	____	____	____	____	____	____	____
Number of harmful thoughts	____	____	____	____	____	____	____
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Begin to reflect on how you would like to think. We will discuss this next week.

2) Talk to someone about what you learned today about thoughts.

NOTES:

Class #8:
THOUGHTS I WANT TO LEARN TO TEACH MY BABY

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Your thoughts can affect your mood. There are tools that you can learn to decrease your harmful thoughts and increase helpful thoughts.

- As a parent, you can help shape your child's thoughts to help him/her develop a healthy internal reality.

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you begin to reflect on how you would like to think?

3. Did you talk to someone about what you learned about thoughts?

IV. RELAXATION EXERCISE

V. New Material:
WHAT KIND OF THOUGHTS I WANT TO LEARN TO TEACH MY BABY



Our mind is our internal reality, our inner world, and our personal environment.

- The way we think is shaped by many influences since childhood.
- What we see, what we hear, the ways we are treated shape our internal reality.
- What we learn can be useful or it can be harmful. Some cause us great burdens or even pain and sorrow.
- Now that we are adults, we can decide (no one can force us) if we want to continue thinking in the manner we were taught as children.

Now that you are about to have a baby, you can decide how you would like to teach your baby to think.

- You can choose:
  - from the things your parents and family members taught you and choose the helpful ones
  - from your culture (in your country of origin, if you were not born here)
  - from the society you live in now

While there is no way of guaranteeing that your child will think in one way or another, there are ways of increasing the possibility that your baby will think in a certain way.

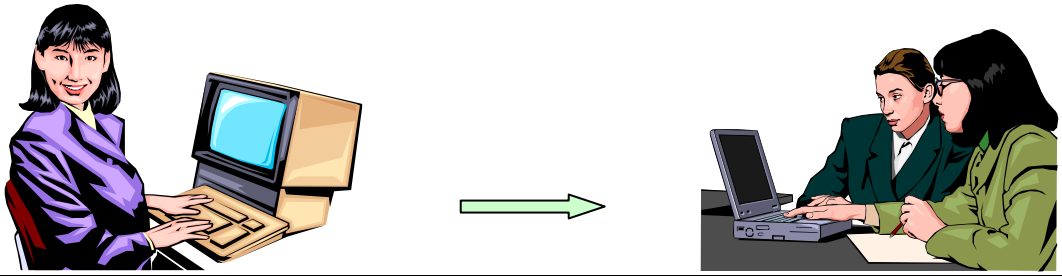
- Unfortunately, parents sometimes teach their children to think, to talk, and to behave in unhealthy ways without being aware that they are doing this.
- In this course, you can reflect on how you think and talk, so, even before your baby is born, you can decide what you want to teach him or her.

VI. Activity:
THINKING ABOUT YOUR FUTURE

INSTRUCTIONS: Think about what kind of life you would like to have in the future, for example 5 years from now, and what kinds of things you want for yourself and don't want for yourself. Then think about the steps you need to take now in order to have the life you really want.

Example:

"I would like to have a great computer job" *"I will sign up for a computer class now"*



My Ideal Future (5 years from now)	
What I want: _____ _____ _____ _____	**What I need to do now:** _____ _____ _____ _____
What I don't want: _____ _____ _____ _____	**What I need to avoid doing now:** _____ _____ _____ _____

VII. Activity:
THINKING ABOUT YOUR BABY'S FUTURE

INSTRUCTIONS: Think about what kind of life you would like your baby to have. Then think about the steps you need to take now in order to help your child have an ideal future.

Example:

" I want my child to enjoy reading".



"I will read to my child now"



My Ideal Future (5 years from now)	
What I want for my baby:	**What I need to do now:**
_____	_____
_____	_____
_____	_____
_____	_____
What I don't want for my baby:	**What I need to avoid doing now:**
_____	_____
_____	_____
_____	_____
_____	_____

VIII. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your pleasant activities, healthy thoughts and harmful thoughts, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these three things.

DATE:	____	____	____	____	____	____	____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
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	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of healthy thoughts	____	____	____	____	____	____	____
Number of harmful thoughts	____	____	____	____	____	____	____
Number of pleasant activities	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Make a list of ways you would like to teach your baby to think.

2) Try to notice when you are having a harmful thought and use any of the methods we have discussed to change that thought into a more helpful thought.

NOTES:

Class #9:
CONTACT WITH OTHERS AND MY MOOD

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project REview

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- You can communicate in healthy way with your baby verbally and non-verbally to help your baby learn to think about himself/herself and the world.

- By spending time now to think about how you would like your baby's future to be, you can improve your baby's chances of having a healthy life.

III. PERSONAL PROJECT REVIEW

1. Did you complete your quick mood scale?

2. Did you make a list of ways you would like to teach your baby to think?

3. Did you practice any of the methods to change harmful thoughts into helpful thoughts?

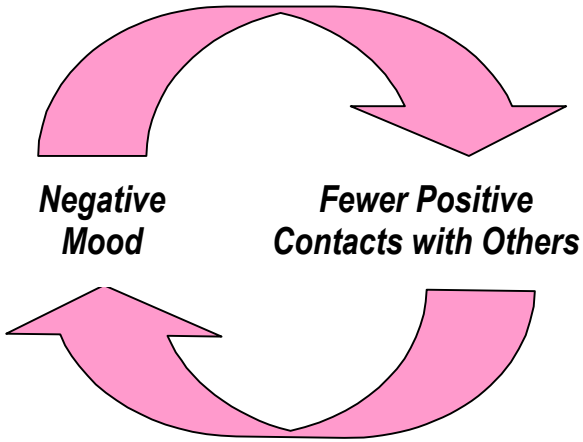
IV. RELAXATION EXERCISE

New Material: YOUR MOOD AND YOUR CONTACT WITH OTHERS

- What kind of people contacts do you have when you are feeling down?
- How does your mood affect your contacts with people?
- When you isolate yourself from others, how does this affect your mood?
- How does having more conflict or tension with others affect your mood?

When we are feeling down we usually:

- Have less contact with others, and we avoid them
- Have lower tolerance, feel more irritable
- Act quieter and are less talkative
- Become more sensitive, others' behavior affects us more
- Trust others less



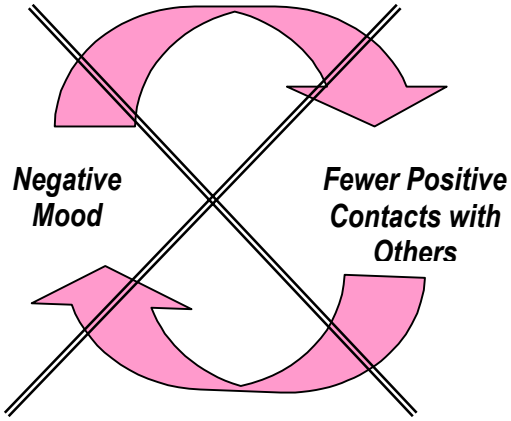
When we have fewer positive contacts or more negative contacts with others we usually:

- Feel lonely
- Feel sad
- Feel angry
- Feel like no one cares
- Feel more depressed

Does a negative mood cause people to be less sociable or does being less sociable causes a negative mood?

The answer is probably both. When we feel down, we are less likely to socialize. When we feel depressed, we do even fewer things with people. This continues until we are so depressed that we spend much of our time feeling alone.

HOW CAN WE BREAK THIS VICIOUS CYCLE?



We are able to break this vicious cycle by:

1) Improving our mood:
   - doing pleasant activities
   - changing the way that we think

2) Reducing negative/harmful contacts with others

3) Having more positive/helpful contacts with others



Activity:
VIOLET AND MARY'S DAYS

INSTRUCTIONS: Violet and Mary are both 8 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.



SOCIAL SUPPORT



Human beings are social by nature and need a social support system. By social support system, we mean the people who are near you and with whom you share moments of your life, both positive, negative. This can include your family, friends, neighbors, co-workers, and health-care providers. In general, the stronger your support system, the better you will be able to face tough situations and address other relationship problems.

- When we have positive contacts with others, we have a good source of support to handle tough life problems and manage our mood.
- We also have people with whom we can share pleasant moments in life.
- Contacts with people can have <u>either</u> positive or negative effects on our mood, thoughts, behaviors, and physiological reactions.
- We can make choices about with whom we spend time.

The Class as Support

- Participating in the class can provide positive contact with people when there is understanding and trust.
  - How has it been helpful to you to be in the class?
  - What were your fears and concerns about participating in the class?

Your Community as Support

- Being an active part of your community can also provide support.
  - What resources are there in your community that provide support?

Activity:
PEOPLE IN MY LIFE AND THE WAYS THEY SUPPORT ME



INSTRUCTIONS: Each square is for a different type of support that people can give you. Think about the people who fit each square and write their names in the square. The same person can be written in more than one square.

PRACTICAL SUPPORT	**ADVICE OR INFORMATION**
Whom will you ask to: - drive you to the hospital? - call to lend you something you need? _____ _____ _____	Whom will you ask for advice/information - when you don't feel well? - when you don't understand how to do something? _____ _____ _____
COMPANIONSHIP	**EMOTIONAL SUPPORT**
Who will: - walk around the park with you? - spend the afternoon with you? - help you with chores? _____ _____ _____	Who will you look for to: - encouragement? - understanding? - helping you when you're feeling down? _____ _____ _____

(Adapted from Brugha's Preparing for Parenthood manual, 1998)

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your positive and negative contacts with people, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these contacts.

DATE:	_____	_____	_____	_____	_____	_____	_____
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	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of positive people contacts	_____	_____	_____	_____	_____	_____	_____
Number of negative people contacts	_____	_____	_____	_____	_____	_____	_____

OPTIONAL PROJECTS (pick one of the following):

1) Keep track of your positive and negative contacts with people on the lines above.

2) Do a pleasant activity with someone who is supportive of you.

NOTES:

Class #10:
HOW TO GET SUPPORT FOR ME AND MY BABY

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

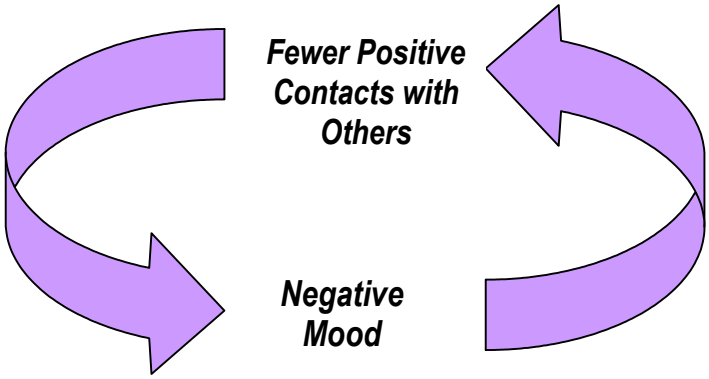
VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from last week?

- Negative mood can cause people to have fewer positive contacts with others, and/or more negative contacts with people, and having fewer positive contacts with people can lead to negative moods.



III. PERSONAL PROJECT

1. Did you complete your quick mood scale?

2. Did you keep track of your positive and negative contacts with people throughout the week?

3. Did you do a pleasant activity with someone who is supportive of you?

IV. RELAXATION EXERCISE

Activity:
PEOPLE WHO WILL PROVIDE SUPPORT FOR ME AND MY BABY



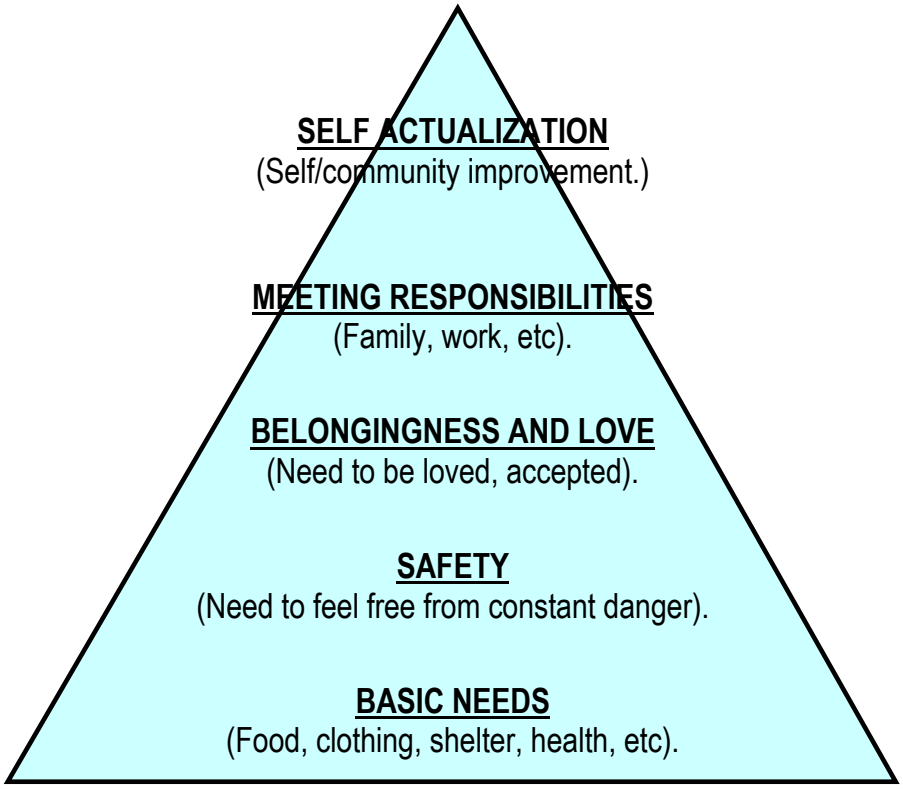
INSTRUCTIONS: Each square describes a different type of support that people can give your baby. Think about the people who fit each square and write their names in the square.

PRACTICAL SUPPORT	**ADVICE OR INFORMATION**
Whom will I ask to: - help with babysitting if I don't feel well and need to rest? - would take me to the hospital if my baby gets sick? _____ _____ _____	Whom will I ask for advice/information - when my baby is sick? - when something about my baby worries me? _____ _____ _____
COMPANIONSHIP	**EMOTIONAL SUPPORT**
Who will: - play with my baby? - teach my baby new things? _____ _____ _____	Who will: - comfort my baby? - make my baby feel loved? _____ _____ _____

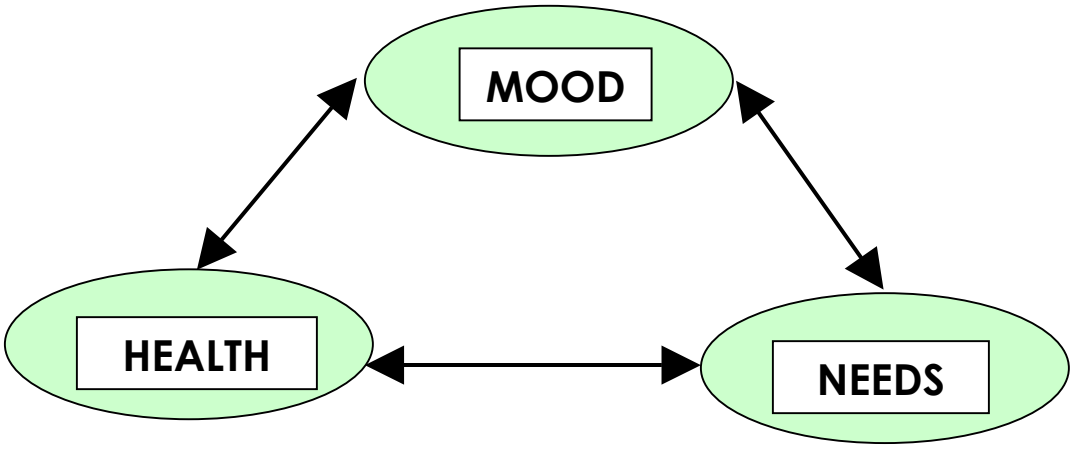
(Adapted from Brugha's Preparing for Parenthood manual, 1998)

THE HIERARCHY OF NEEDS

We all have needs. Some needs take priority over others. Once you have a baby, his/her needs also have to be considered. Fulfilling lower level needs, such as basic needs and safety needs, may make it easier to fulfill higher level needs. We often have times when we are working on several needs at different levels.



The Relationship between Mood, Health, and Needs



THE ATTACHMENT or BONDING RELATIONSHIP BETWEN PARENTS AND BABY



Bonding or Attachment:
Close emotional tie that develops between parents and babies.



"Bonding allows you to transfer your life-giving love for the infant inside to caregiving love for the one outside. Inside, you gave your blood; outside, you give your milk, your eyes, your hands, your voice – your entire self"
(Sears & Sears, 1993, p. 43).

HOW TO MEET YOUR BABY'S NEEDS

PHYSICAL NEEDS



1. **Feed your baby when he/she is hungry and change your baby when he/she is soiled or wet.**
   - Hold and talk to your baby as you feed him/her. Make eye contact, smile often, and speak in a soothing voice.
   - Talk to your baby about what you are doing as you change him/her. Sing little songs or nursery rhymes. You will be bonding and helping your baby hear the rhythm of language.

2. **Put your baby down to sleep when he/she is tired.**
   - Speak soothingly to him/her as you lay your baby down.
   - Play soft music or sing to lull your baby to sleep.

3. **Give your baby variety in his/her day.**
   - During alert times, occasionally alter your baby's physical position to give him/her a different view of his/her surroundings.
   - Carry your baby around with you when possible.
   - Alternate quiet activities with more vigorous ones such as reading your baby a book and taking your baby for a walk.

EMOTIONAL NEEDS



1. **All children need to be comforted when they are upset.**
   - Hold your child.
   - Speak soothingly and calmly.

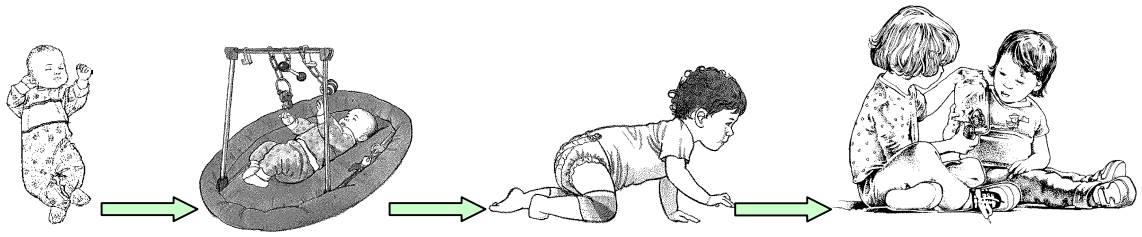
2. **Spend time with your child and help her explore her world and get to know the people around her.**

3. **Young children need consistent routines.**
   - Have a few routines and stick to them. This helps your baby make sense of the world and become confident that events happen in an orderly fashion. For example, having a bedtime routine can make falling asleep easier for your baby.

4. **Be attuned to your baby.**
   - Let your baby see you happy or sad when he/she is feeling these emotions.
   - Your baby will learn that you can share the same emotions he/she has. This will help your baby learn to have empathy for others.

(Source: www. enfagrow.com)

BABIES' NEEDS CHANGE AS THEY GROW



As children grow, they:

- Become interested in their immediate surroundings
- Develop a sense of self and of belonging to a family
- Develop trust
- Develop a communication system with their parents
- Learn to separate from their parents
- Develop ways to show their emotions
- Watch other children play from a distance
- Play near other children but not with them – often imitating the actions of others
- Play with other children
- State their desires and wants
- Share and take turns
- Use words to solve conflicts and develop control of their emotion
- Learn that it is okay to make a mistake
- Develop self-confidence and self-respect
- Develop respect for others and feelings of empathy

LEARN ABOUT YOUR BABY'S TEMPERAMENT

Not all babies are alike. Babies have different ways of responding to the world, something that we call **temperament**.

TYPES OF BEHAVIORS THAT MAKE UP TEMPERAMENT:

1. **Activity Level:**
   Are you always moving and doing or do you have a more relaxed style?

2. **Biological Rhythms:**
   Are you regular in your eating and sleeping habits or somewhat haphazard?

3. **Approach/Withdrawal:**
   Do you "never meet a stranger" or do you tend to shy away from new people or things?

4. **Mood:**
   Do you often feel negative or are you generally a positive person? Does your mood shift frequently or are you usually pretty even-tempered?

5. **Intensity of Reaction:**
   Are you very vocal about your positive or negative reactions to situations or calm and quiet?

6. **Sensitivity:**
   Are you bothered by stimuli such as loud noises or bright lights or do you tend to ignore them?

7. **Adaptability:**
   Can you change your routine or plans easily or do you need lots of time to change?

8. **Distractibility:**
   Are you easily distracted from what you are doing or can you shut out external distractions and stay with your current activity?

9. **Persistence:**
   Do you give up as soon as you have a problem with a task or do you keep on trying?

(Source: Child Care Video Magazine: Flexible, Fearful, or Feisty)

THREE TYPES OF TEMPERAMENT: EASY, SLOW TO WARM UP, AND DIFFICULT

The traits described above combine to form three basic temperament types. There are many variations within these three, but here are the basic tendencies of each.

1. EASY (Flexible)



- Easy children are generally happy. They like to have regular routines but they can adapt to new situations easily. They usually do not make a fuss when their needs are not met. They talk quietly and are not pushy even when they want attention. These children have the same strong feelings as other children but they are quieter about expressing their needs and will easily wait for their turn. They are not usually bothered by outside stimuli and they react calmly to situations. Their mood tends to be positive.

- As a parent, you will be very pleased with the simplicity of caring for an easy child. This child just needs for you to observe her, provide appropriate activities, and spend some special time with her every day.

- It is important not to ignore them, as they need your attention as much as other children do.

2. SLOW TO WARM UP (Fearful)



- Slow to warm up children need time to adapt to new situations. They are often called shy or fearful and they will withdraw if pushed too fast. They need a routine for security. They need an adult that they can depend on to help them with difficult situations.

- As a parent, you need to be calm and patient and give your child time to observe situations and slowly enter. Your calmness and nearness will slowly give your child the confidence she needs to participate. If your child is in childcare, talk to the teacher and ask her to go slowly with your child. She can make your child comfortable by letting her have a special place to keep her things and the same primary caregiver every day.

3. DIFFICULT (Feisty)



- Feisty children are easy to spot because they are very active and vocal. When they are happy or sad, the whole world knows it. Whatever they feel, they feel it with great intensity. They are very sensitive to stimuli and easily distracted. Feisty children are moody and aggressive. They do not react well to change so give them lots of advance notice. They are also irregular in their eating and sleeping habits.

- As a parent of a difficult child, you will often feel that you have your hands full. The key for you is to be very flexible with this child. She will move from activity to activity and by being patient and observing her to see what she is interested in, you can slowly expand the length of time she will spend on an activity. Because feisty children are often aggressive, you will need to set limits on unacceptable behavior.

- Try redirecting your child when you notice a developing situation. You redirect by finding an alternative toy, book or activity for her. As your child gets older, you can help her learn to use her words to negotiate and not her fists.

- It is also important to keep yourself and your child's home environment as calm as possible. Take her/him to places where she can be very active like the park or a swimming pool.

- Enjoy your time while she/he is napping.

- It is a time for you to recharge your energy. Remember, this child feels emotions very strongly so you will also receive lots of strongly felt love from her.

FOR YOUR INFORMATION: *About 70% of children fall fairly neatly into one of these three categories. The other 30% are a mixture and every child is an individual and should be treated as one. Look at the world through your child's eyes. Watch your child's reactions to situations. Knowing and understanding how temperament affects our children helps us interact with them in ways that will help them learn to accept themselves in positive ways.*

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your positive and negative contacts with people, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these contacts.

	DATE:						
BEST MOOD	9	9	9	9	9	9	9
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WORST MOOD	1	1	1	1	1	1	1
Number of positive people contacts	____	____	____	____	____	____	____
Number of negative people contacts	____	____	____	____	____	____	____

OPTIONAL PROJECTS (pick one of the following):

1) Plan and do an activity with someone that you think will improve your mood. Notice your mood before and after the activity.

2) Look at the "Hierarchy of Needs" and write down examples of needs that are important to you in each category.

NOTES:

Class #11:
THE IMPORTANCE OF GOOD COMMUNICATION AND PREPARING FOR MY BABY'S BIRTH

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Personal Project

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- Mothers and babies need many different types of support.
- We all have different kinds of needs, which can affect your mood and health.
- The attachment/bonding relationship between mother and baby is very important.
- Your baby has physical and emotional needs that change as he/she develops.
- There are three temperament types: Easy, Slow to Warm Up, and Difficult.

III. PERSONAL PROJECT

1. Did you complete your quick mood scale?
2. Did you do an activity with someone that improved your mood?
3. Did you write down examples of needs that are important to you?

IV. RELAXATION EXERCISE

Activity: ACTIVE LISTENING

(How to communicate with others to obtain support for you and your baby)



"Listening is the key in any relationship."

INSTRUCTIONS: Get together in pairs. Each person will have 2 minutes (uninterrupted time) to describe the kind of person she wishes to become.

If you are the speaker:

- Is your partner listening to you?
- How do you know your partner is listening to you?
- How do you feel?
- What was good about what your partner did?
- What was not so helpful about what they did?

If you are the listener:

- Try to make your partner really feel that you are listening to him/her.
- Did you understand what your partner said?
- Repeat what you heard and ask your partner if you really understood what he or she was trying to say.
- Did you understand how your partner felt?
- Notice how your partner communicates (verbally and non-verbally).
- Check out whether you understood how he or she felt by asking your partner about his/her feelings.
- What part of what your partner said about the kind of person he or she is trying to become is most important to your partner?

Activity:
COMMUNICATION STYLES AND YOUR MOOD

What's in the box?



3 TYPES OF COMMUNICATION STYLES

COMMUNICATION STYLES	*Respects wishes of others*	*Respects own wishes*
Passive	Yes	No
Aggressive	No	Yes
Assertive	Yes	Yes

1. What is your main communication style?

2. How does your communication style affect your mood?

3. How does your communication style affect your relationships with others?

Activity:
GETTING YOUR NEEDS MET



- It is okay to ask for what you need.
- This will help others know what you need so that they can try to help you.
- There is a better chance (but no guarantee) that you will get what you want.
- The person may say "yes" or "no." You may need to compromise.
- To get your needs met, it can help to make positive, clear, and direct requests.

STEPS:	MY EXAMPLE:
1. What do I need?	_____ _____
2. Who can help me?	_____ _____
3. Ask for what you need in a way that is clear and direct	_____ _____
4. Respect the other person's right not to do what you request	_____ _____
5. Be willing to compromise	_____ _____

WHAT KEEPS YOU FROM EXPRESSING YOUR NEEDS?



1. Are you afraid of expressing yourself because:
   - you will be ignored, or rejected?

   - you will be in physical danger?
     (For example, you are afraid you will be hit or humiliated).

2. If at any moment it becomes dangerous to speak your thoughts and feelings in a relationship, ask yourself:
   - is there evidence that the relationship is non-reciprocal, not mutually respectful and that your partner threatens or hits you?

   - what steps could you take to ensure your sense of emotional and physical safety?

REMEMBER: YOU HAVE THE RIGHT TO FEEL SAFE!!!



If you or someone you know it is being affected by domestic violence, there are services in the community that specialize in helping people with these problems. Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically.

PREPARING FOR MY BABY



INSTRUCTIONS: The following checklists should help you get organized as you prepare to welcome a new member into your family. Don't be overwhelmed by a long shopping list of "things" for the baby. These are only suggestions -- you may not need or want some of these items. Please be sure to follow the recommendations of your doctor or midwife. Most of what your baby really needs you already have—a warm heart, strong arms, lots of love, and endless patience—and these don't cost any money.

Baby's first clothes:
- ❑ 4 terry-cloth sleepers
- ❑ 3 pairs of socks/booties
- ❑ 2 receiving blankets
- undershirts
- ❑ 3 lightweight tops
- ❑ Other: _____

Diapering needs:
- ❑ Many diapers
- ❑ Cotton balls, cotton swabs
- ❑ Pre-moistened disposable baby wipes
- ❑ Diaper-rash cream
- ❑ Other: _____

Bedding supplies:
- ❑ Crib or bassinet sheets
- ❑ Covers
- ❑ Soft comforter
- ❑ Blankets
- ❑ Other: _____

Bathing supplies:
- ❑ 2 soft washcloths
- ❑ 2 terry-cloth towels with hoods
- ❑ Mild soap and shampoo
- ❑ Baby bathtub
- ❑ Baby brush and comb
- ❑ Baby nail scissors or clippers
- ❑ Other: _____

Feeding supplies:

Bottle-feeding items
- ❑ 4 bottles
- ❑ 4 nipples, orthodontic type
- ❑ Utensils: tongs, bottle brush, sterilizing pot, measuring pitchers, spoons
- ❑ Other: _____

Breastfeeding helpers
- ❑ Nursing bras
- ❑ Breast pads
- ❑ Nursing blouses & dresses
- ❑ Baby sling
- ❑ Footstool to prop feet while feeding
- ❑ Other: _____

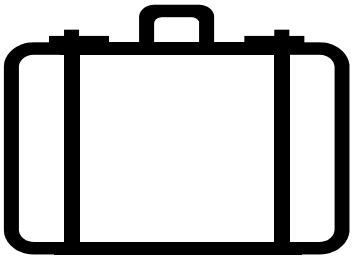
Other equipment for the baby:
- ❑ Bassinet or cradle
- ❑ Crib and accessories
- ❑ Changing table or padded work area
- ❑ Car seat
- ❑ Diaper bag
- ❑ Other: _____

Toiletries & medical supplies for the first couple of months:
- ❑ Mild laundry soap
- ❑ Petroleum jelly
- ❑ Rectal thermometer
- ❑ Antiseptic for cord care
- ❑ Nasal aspirator
- ❑ Antibacterial ointment
- ❑ Cotton balls, cotton swabs
- ❑ Vaporizer, type recommended by doctor
- ❑ Penlight, tongue depressors for checking mouth (sores)
- ❑ Calibrated dropper, syringe, or spoon for administering medicine
- ❑ Other: _____

Ref: Sears & Sears (1993). The Baby Book. Boston: Little, Brown, & Co.

PACKING FOR BIRTH

What do you need to be ready for the birth?





Clothing for mother: ❑ 1 Bathrobe ❑ Nightgown ❑ Loose-fitting clothes for going home ❑ Slippers ❑ Warm socks ❑ Nursing bra ❑ Nursing gown	**Homecoming clothes for baby:** ❑ 1 undershirt ❑ Socks or booties ❑ Receiving Blanket ❑ 1 gown ❑ cap ❑ Infant car seat ❑ Diapers
Labor-saving things: ❑ Your favorite pillow ❑ Your favorite blanket ❑ Watch for timing contractions ❑ Cassette player with favorite music ❑ Massage lotion ❑ Your favorite snacks ❑ Your favorite charms or religious things	**Toiletries:** ❑ Soap, deodorant, shampoo, conditioner (avoid perfumes; may upset baby) ❑ Hairbrush ❑ Toothbrush, toothpaste ❑ Cosmetics ❑ Glasses or contact lenses
Other items: ❑ Camera ❑ Medical/hospital forms ❑ Change for telephone calls ❑ Your address book ❑ Favorite book or magazines ❑ Cab fare ❑ Other: _____	

Ref: Sears & Sears (1993). The Baby Book. Boston: Little, Brown, & Co.

MY BIRTH PLAN





- When I am ready to go to the hospital, I will call:

- I will have the following person(s) at my birth delivery:

- I want my birth delivery to be like:

- I want the following person(s) to visit and be at the hospital with me:

- The following person(s) take me home:

- I will have the following person(s) help me during the first few days after birth:

VI. Personal Project: QUICK MOOD SCALE

INSTRUCTIONS: Circle the number that best represents how you feel each day. Also try to keep track of your positive and negative contacts with people, using the lines at the bottom of the scale. See if there is a relationship between how you feel each day and these contacts.

	DATE:						
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of positive people contacts							
Number of negative people contacts							

OPTIONAL PROJECTS (pick one of the following):

1) Practice expressing your needs by making clear and direct requests. How do people respond?

2) Go over the preparation lists for your baby's birth. Make a list of items you still need to get. Talk to people about your Birth Plan to let them know what you would like them to do.

NOTES:

Class #12:
USING THE COURSE TO BUILD A HEALTHY LIFE FOR ME AND MY BABY

CLASS OUTLINE

I. Announcements & Agenda

II. General Review

III. Personal Project Review

IV. Relaxation Exercise

V. New Material

VI. Class Review

VII. Graduation Celebration

I. Any Announcements?

II. GENERAL REVIEW

What do you remember most from the last class?

- There are three main kinds of communication styles:
  - Passive
  - Aggressive
  - Assertive

- Preparing for my baby's arrival

III. PERSONAL PROJECT REVIEW

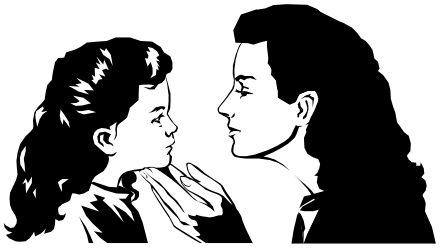
1. Did you complete your quick mood scale?

2. Did you practice expressing yourself in a clear and direct fashion? How did this go?

3. Did you review the preparation lists for your baby's birth?

IV. RELAXATION EXERCISE

Activity:
ROLE MODELS FOR ME AND MY BABY



Role models have different meanings for different people. For some people, role models are people (fictional or real) who have positive qualities that make others look up to them and want to be like them. For other people, role models are people who inspire them to behave in ways that make their lives healthier and happier. As a parent, you are your baby's first teacher and your baby's first role model!

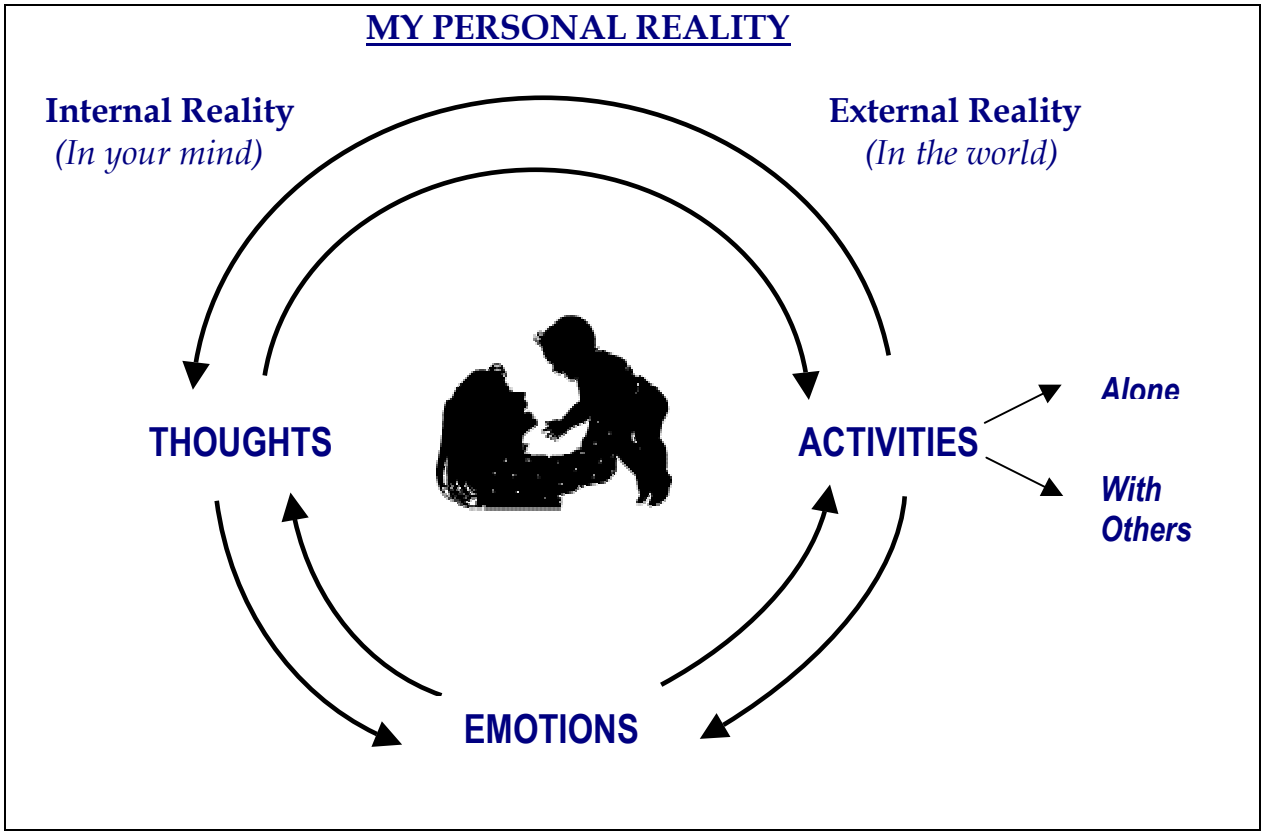
1. What are role models?

2. Who are your role models?

3. Who would you like your baby to have as role models?

4. How do you protect yourself and your baby from negative or unhelpful influences in your life (example: violent characters on TV)?

VI. Class Review:
EXTERNAL AND INTERNAL PERSONAL REALITY



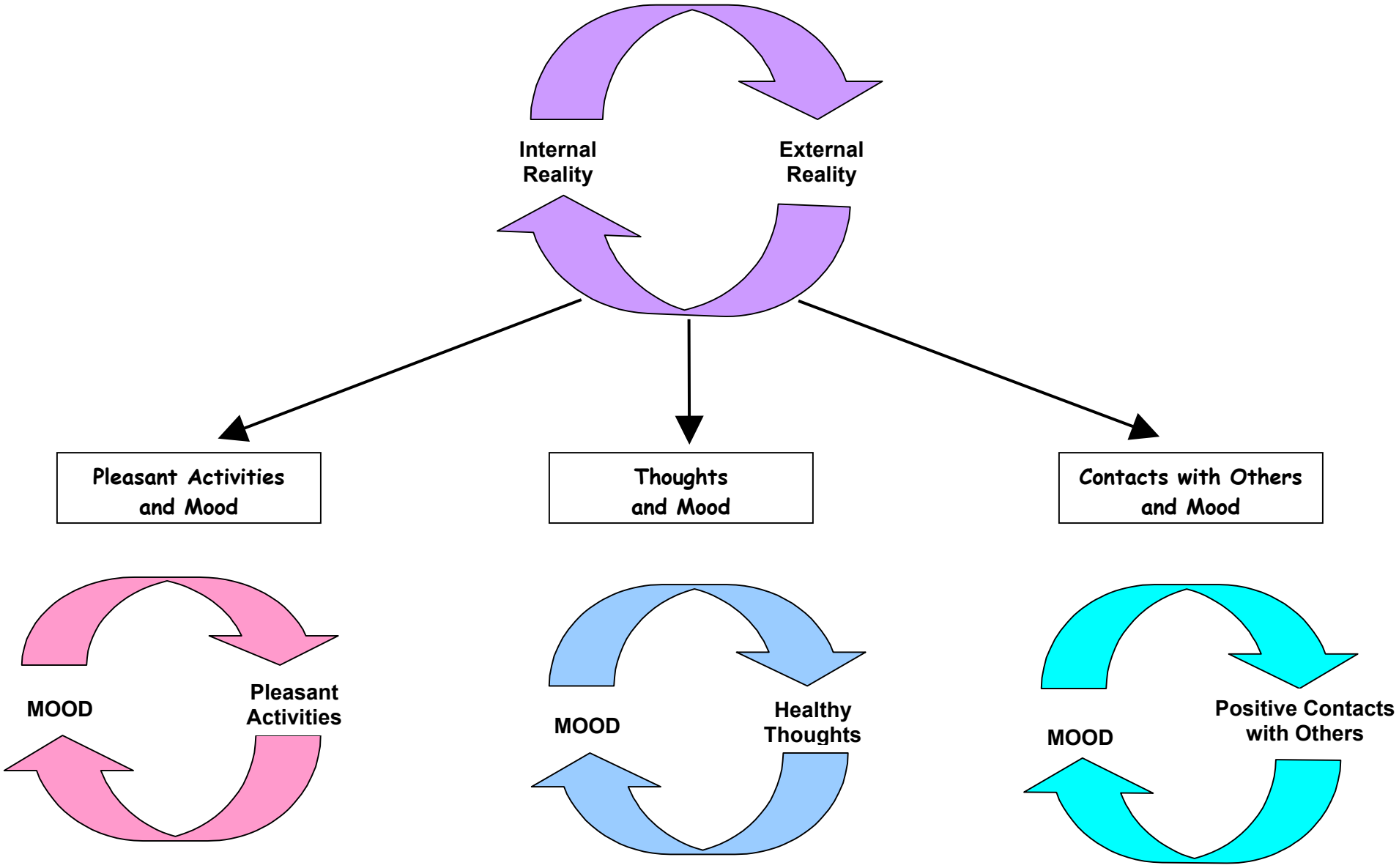
External Reality: The facts: parts of your reality that are observable and measurable.

Internal Reality: The world of your mind, which is yours: not observable by others. Only you have the "key" to your internal reality!

Remember: Your internal and external reality can affect your mood. These realities affect the activities that you do, your thoughts, and your contact with other people. All these things affect:

- You
- Your baby
- The relationship between you and your baby

CREATING A HEALTHY REALITY FOR ME AND MY BABY



Booster Classes:
PLANNING FOR THE FUTURE



What kinds of topics would you like to see in the booster classes?

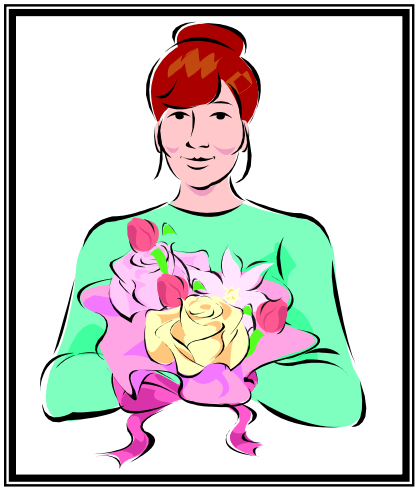
Booster Class # 1: (Postpartum month 1)
Individual meeting with you and your baby

Booster Class # 2: (Postpartum month 3)
Class Discussion: Strengths and difficulties of mood management and parenting

Booster Class # 3: (Postpartum month 6)
Class Discussion: Importance of support for you and your baby

Booster Class # 4: (Postpartum month 12)
One-year reunion

Final Activity:
WHAT OTHERS LIKE ABOUT YOU!



VII. GRADUATION CEREMONY AND CELEBRATION

CONGRATULATIONS ON COMPLETING THE MOTHERS AND BABIES COURSE!!!

