

Do you know anyone having a baby? You could give them a helping hand by passing this newsletter onto them. They can then link into a series of informative and fun antenatal classes and the other services hb doulas offer to the women of Hawke's Bay and their families.

Brainwave presentations also available. Taking bookings now for this fantastic session.

Bronwyn van Hooijdonk
Company Director

It is from a place of security, a place of being attached to baby and baby to parents, that a child can begin to attach to other people.

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antenatal classes

pregnancy, childbirth & early parenting information
13 Porter Drive Havelock North
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continuous physical & emotional support during your labour & birth

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emotional & practical support in your own home after the birth of your baby

for further details or to enrol telephone
hb doulas on **06 8778282** or **027 677524106**
bronwyn@hbdoulas.co.nz

For New Parents - Brainwave Trust

Being a parent is an exciting journey, with lots of magical times and challenges. Here are some things that you could think about that will make a difference to you and your child.

- Your baby will love hearing your voice. Talk, read, sing to them, even when they are really small.
- You can't spoil your baby with too much love and attention. Babies cry because they have wind, or they need to eat, sleep, be soothed or changed, not because they are demanding or spoilt.
- Some babies are more unsettled than others and may need you to experiment with ways that settle them - you could try taking them for a walk, rocking, soft music, gently patting their back or singing softly to them.
- Your role as a parent is to love, teach and guide your child through to adulthood. A big part of this is helping them to explore their world, experimenting with touching, tasting, listening and watching.
- This will mean babies will try to climb things, poke their fingers where they can, taste anything that they come across, put their hands in their food and generally explore. This is good!
- You can manage all this exploring by making sure small things that your baby can choke on are put away, putting precious things up high and making sure hot things can't be pulled off a table or stove.
- Rest when you can. This might mean you have to ask people not to visit for a while if you are getting really tired.
- Your friends and family will want to help. Ask them to take baby for a walk so you can get a bit of sleep, or they can help by making meals or hanging out the washing. They'll all want to hold the baby - but make sure they don't interrupt the routines you're trying to set.
- Being a new parent means you will be learning lots of new things. Ask for help if you need it. There are people who can help - for example Plunket, your GP, other parents.

www.brainwave.org.nz Thursday August 23rd 2007

Brainwave is a charitable trust set up to use the scientific research on brain development to enable children in New Zealand to reach their full potential and to improve their wellbeing as well as that of the families and communities they are a part of. Brainwave's objective is to have every child in New Zealand raised with care and security. Brainwave aims to reach people with vital information on what is happening inside our baby's brain in the first critical years, and how this impacts on adulthood.



Topics covered in a Brainwave session

- How the brain develops
- The effects of drugs, alcohol and stress on the unborn baby's brain
- How connections are formed
- Critical periods for learning skills
- How experience shapes the brain
- How abuse, trauma and neglect change the brain's architecture
- The importance of secure attachment
- How to promote healthy brain development and secure attachment

For more information or to book for this presentation contact :

Bronwyn van Hooijdonk
Hawkes Bay Presenter
06 877 8282
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www.brainwave.org.nz

Encouraging good behaviour: 15 tips

By *Raising Children Network*

Try these tips to encourage the behaviour you want in your child.

Children do as you do. Your child watches you to get her clues on how to behave in the world, so, as a role model, use your own behaviour to guide her. What you do is often much more important than what you say. If you want your child to say 'please', say it yourself. If you don't want your child to raise her voice, keep your voice at a reasonable level too.

Show her how you feel. If you can tell her honestly how her behaviour affects you, she recognises her own emotions in yours, like a mirror, and is able to feel for you. By the age of three, children can show real empathy. So you might say, 'I'm getting upset because there is so much noise I can't talk on the phone.' When you start the sentence with 'I', it gives your child the chance to see things from your perspective.

Catch her being 'good'. This simply means that when your child is behaving in a way you like, you can give her some positive feedback, for example, 'Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table'. That works better than waiting for the blocks to come crashing to the floor before you take notice and bark, 'Hey, stop that'. This positive feedback is sometimes called 'descriptive praise'. Try to say six positive comments (praise and encouragement) for every negative comment (criticisms and reprimands) — the 6-1 ratio keeps things in balance. It also pays to remember that if left with a choice between no attention or negative attention, children will seek out negative attention.

Get down onto her level. Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking. It also helps them focus on what you are saying or asking for. If you are close to her and have her attention, there is no need to make her look at you.

'I hear you.' Active Listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can't express themselves well enough verbally, so when you repeat back to them what you think they might be feeling, it helps to relieve some of their tension and makes them feel respected and comforted. It can diffuse many potential temper tantrums.

Keep promises. Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you. So when you promise to go for a walk after she picks up her toys, make sure you have your walking shoes handy. When you say you will leave the library if she doesn't stop running around be prepared to leave straight away if she continues. No need to make a fuss about it — the more matter of fact, the better. This helps her feel more secure, as it creates a consistent and predictable environment.

Reduce temptation. Your glasses look like so much fun to play with — a child can hardly remember to stop themselves. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight

Choose your battles. Before you intervene in anything your child is doing, ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but reserve them for the most important things.

Whining: be strong. Kids don't want to be annoying. By giving in to their annoying persistence we are unintentionally training them to do it more. 'No' means 'no', not maybe, so don't say it unless you mean it. If you say 'No' and then give in, they will be even more persistent with whining the next time, hoping to get lucky again.

Keep it simple and positive. If you can give clear instructions in simple terms, your child will know what is expected of her. ('Please hold my hand when we cross the road.'). Stating things in the positive gets their heads thinking in the right direction: 'Please shut the gate', rather than 'Don't leave the gate open'.

Responsibility and consequences. As children get older, you can increasingly give them responsibility for their own behaviour and the chance to experience the natural consequences of that behaviour. You don't have to be the bad guy all the time. For example, if she forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence and it won't hurt her to go hungry just that one time. Sometimes, with the best intentions, we do so much for our children that we don't allow them to learn for themselves. At other times you need to provide consequences for unacceptable or dangerous behaviour. For these times, it is best to ensure that you have explained the consequences and that your children have agreed to them in advance.

Say it once and move on. It is surprising how much your child is listening even though she may not have the social maturity to tell you. Nagging and criticising is boring for you and doesn't work. Your child will just end up tuning you out and wonder why you get more upset. If you want to give her one last chance to cooperate, you can remind her of the consequences and start counting to three.

Make her feel important. Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household. This will make her feel important and she'll take pride in helping out. If you can give your child lots of practise doing a chore, she will get better at it and will keep trying harder. Safe chores help them feel responsible, build their self-esteem and help you out too.

Prepare for challenging situations. There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around her needs with advance notice and transition time and talk to her about why you need her cooperation. Then she is prepared for what you expect.

Maintain a sense of humour. Another way of diffusing tension and possible conflict is to use humour. You can pretend to become the menacing tickle monster or make animal noises. However, humour at her expense won't help; young children are easily hurt by parental 'teasing'. Humour that has you both laughing is great.

Woman-Centered Birth

We must relearn to trust the feminine, to trust women and their bodies as authoritative regarding the children they carry and the way they must birth them. When women and their families make their own decisions during pregnancy, when they realize their own wisdom regarding birth and its place in their lives, they have a foundation of confidence and sensitivity that will not desert them as parents.

There is an inverse relationship between the amount of technology used in a woman's birth and her subsequent self-esteem: The greater the number of interventions, the less well she regards herself postpartum. On the other hand, women happy with themselves in birth eagerly go on to embrace the responsibilities of mothering. The triumph of birthing on their own terms leads to new depths of self-love and self-respect, emotions readily translated to their babies.

Elizabeth Davis Excerpted from "Autonomy at Work: Woman-Centered Birth and Midwifery," *Midwifery Today*, Issue 42