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BARBARA BURROWS

PARENTING

M A G A Z I N E

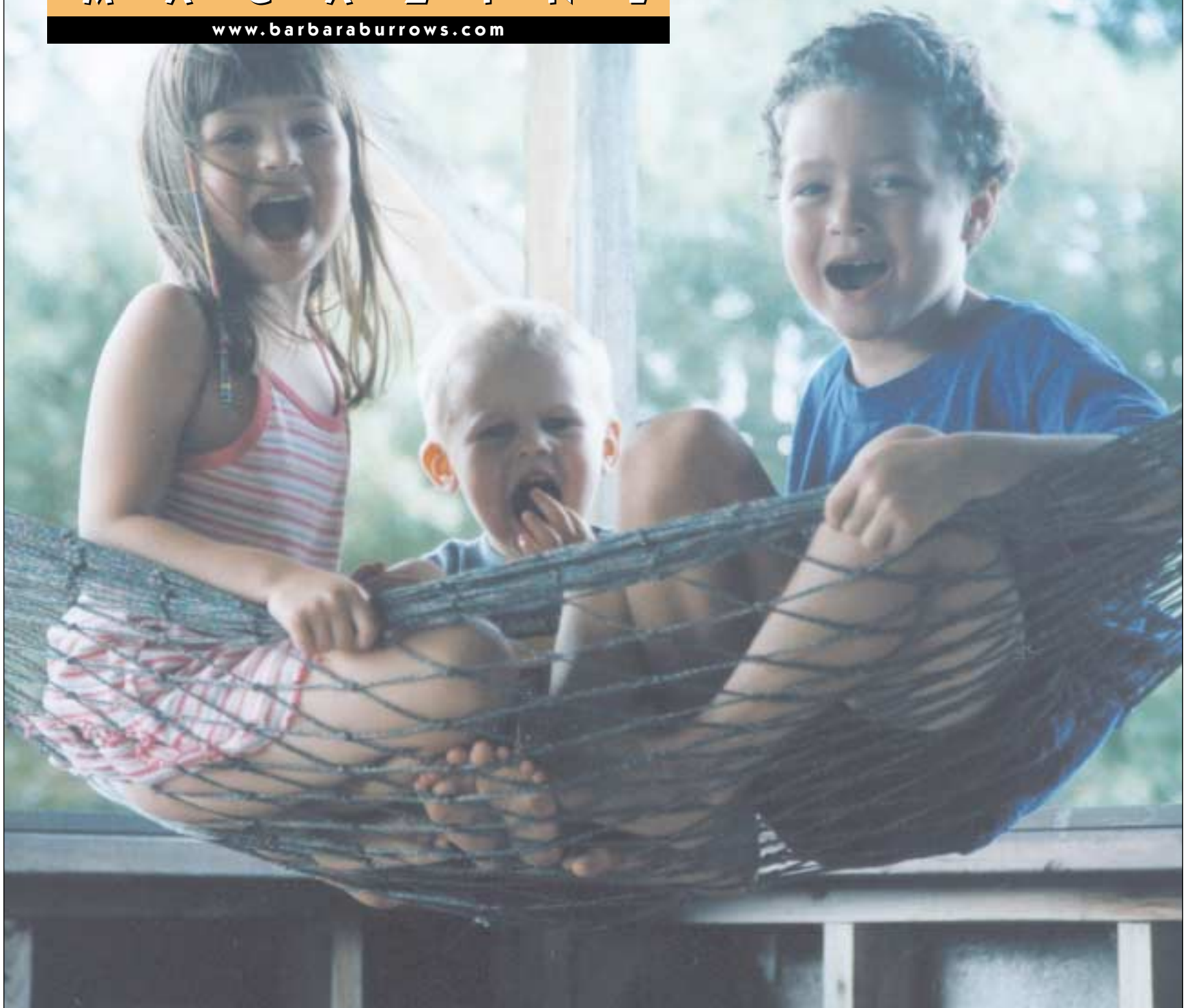
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1ST PRIZE PHOTO:

Jack Mulrooney (centre) hangs out with his cousins Renée and Travis Bigilow

Photographer:

Kevin Mulrooney (Jack's dad)
North Bay, Ontario



See page 00 for other winners

Rock-a-bye baby • Me do it! • Getting too excited about bodies
Comfort habits – are they good, bad or indifferent? – Part 2 – Transitional objects
Privacy please! • Picky Eaters – Becoming self-regulated

CANADA'S LEADING PARENT EDUCATION SERVICE • VALENTINE ISSUE – FEBRUARY 2002

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 February 2002

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Would you marry him again?

Valentine's Day - February 14th makes us think about relationships. (Let me thank everyone who sent his or her photos depicting relationships.) Relationships make me think of marriage. At coffee the other day, some of my friends were discussing whether we would marry our husbands again. I guess Valentine's Day can do this to us. Would I? Let me think... Love definitely is in the air this month - well maybe love is in the kitchen, but when everyone's talking romance, it's nice to think it's all around us. My husband thinks that dinnertime in the kitchen is the perfect time to stop and hug. It doesn't matter that the pasta is boiling over or the dogs and kids are panting at the counter - for him, the kitchen is the best place for spontaneous expressions of love. And the busier I am, the better. I would think that after twenty-two years of 'okay but I do have to make the dinner, do the dishes and help the kids with their homework' kind of hug, he would have figured out that I don't find the kitchen chaos all that romantic.

As couples go, thankfully, we are a match in many other areas. We do agree that hugging in the mall is best left for the teen crowd, the dogs should never sleep on the bed (any extra room is reserved for the cat) and it's just as romantic now to call each other during the day and say 'I love you' as it was when we were first married.

Of course, I love my husband more today than yesterday. Yesterday he really ticked me off. I am not sure why he likes to see how far we can go on an empty tank of gas, but I still think we should fill up before we run out, not after. Today he filled up the car and had it all clean and ready for me - I can't help but love his

for that!

I love my husband more this month that last. Last month he was really helpful when he accidentally threw salt on my prized Rhododendron while de-icing the sidewalk. This month while on a short business trip he sent flowers home. I love a good grovel bouquet!

I love my husband more this year than last. This year he lost 35 pounds. I, on the other hand, have been trying to loose 10 pounds since the last baby was born, 13 years ago. He says I look more beautiful today than the day we married. I love it when he lies.

I love my husband more now than the day we married 22 years ago. The day we got married he thought the heart-shaped bed in the honeymoon suite was the ultimate in romantic love. Now he knows what it takes to romance a hard-working mother of three - dinner reservations!

Yes - I'm making light of an important topic. Marry him again? You bet! Despite the ups and downs of married life, every day, month and year is better with Jim in my life.

I hope, as we think about love and Valentine's Day, romance will fill the air at your house, and that when all is said and done, you and your sweetie would also marry again.

And remember, nothing warms the love kitchen more than a few hugs just when you think it's time to clean out the fridge, wash the floor, clean the oven...♥

What's Up?



ANGELA GREENWAY
 Managing Editor

Angela

FEBRUARY 2002

What's inside?

All of the following information may not appear in this edition, but is available at www.barbaraburrows.com after February 15, 2002.

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 Cambridge Reporter
 Georgetown Independent
 Guelph Mercury
 Kitchener-Waterloo Record
 North Bay Nugget
 Orangeville Banner
 Orillia Packet and Times
 Sault Star
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 Timmins Free Press

Darling 3 year old cannot sleep without cuddling with grandparents or parents

Dear Barbara

Our darling, bright 3 year old granddaughter lives in another city and her mother doesn't read your column but I hope you might have some ideas I could share with her parents about how to help her sleep better at night. Consistently she wakes up at 3:00 AM and just cannot get back to sleep unless she cuddles right in with one of her parents, or with us when my husband and I visit.

My son and his wife have tried many different approaches. They have tried leaving her in her room, but she cried from 3 until 6:00 am when left alone and they couldn't bear it. They have made a little bed on the floor with a pillow and sleeping bag in their room which satisfied her for awhile but now she doesn't want the bed on the floor and will only settle when right in bed with big people. They have a baby who wakes them as well and would really like to get this child sleeping through.

Dear Grandmother

Leaving babies and children to cry, although often recommended, is cruel and your son and daughter-in-law are wise to try and find another solution. Many recommend letting children sleep with parents whenever they wish, but having children sleep with parents (or grandparents) puts pressure on the marital relationship, and can be over-stimulating for the child. Mothers particularly, and sometimes fathers too find themselves getting greater gratification from sleeping with young children than they do from sleeping with each other. Couples can start to forget about each other's adult needs as they respond to the demands of young children. The marital relationship needs as much cherishing as the children, and husbands and wives need privacy.

As well, little children get good feelings mastering the fears that make them want their mommy and daddy when they wake up at night. For all these reasons, there is much

to be gained from trying and help this little girl learn to get back to sleep (without leaving her crying) when she awakens during the night.

One approach that helps many children (and babies) is that the parent stay with them in their rooms until they are able to settle and go back to sleep. Parents can make a bed for themselves in the child's room (instead of making the child a bed in the parents' room). When the child cries, the parent goes to the child, settling the child with the least attention possible. If necessary, the parent can lie down in the separate bed. Usually, children can get to sleep again with the parent nearby. Once the child learns to fall back

asleep by getting into their own comfy position and without cuddling into someone, it is not long before they can get themselves into that same comfy position when they awaken at night, and get back to sleep without calling for parents. ♥



BARBARA BURROWS
Director,
Barbara Burrows
Parenting

Photo by Murray Pellowe

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Advisors to Barbara Burrows are professionals with extensive experience in both clinical work and research in child development. They are committed to helping families resolve the underlying difficulties that lead to psychological symptoms in children, without the use of medication wherever possible.

The members of the advisory board contribute articles to the magazine on a regular basis, and oversee the professional integrity of articles published in the magazine.

This advisory board insures that material printed in Barbara Burrows' publication reflects the body of knowledge developed by child psychoanalysts, together with developmentalists (attachment theory, developmental neurobiology and infant research).

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F E A T U R E

Picky EATERS

By Barbara Burrows

Two-year-old Casey takes a look at her dinner and says, "This is yucky" before even taking a taste. Five-year-old Jonathon gets his own bowl of Capn' Crunch before his mother gets up and then refuses the juice and French toast she offers. Eight-year-old Aaron brings home his carrots and celery in his lunch bag every day, saying Adam shared his potato chips. Perhaps even more difficult is Devin, age 3 1/2, who for many months refused to eat anything but peanut butter and crackers morning noon and night.

Most parents worry at some stage in their children's development that they are not eating well and don't know what to do about it. The examples are typical of young children's eating habits.

The American Academy of Paediatrics "Guide to Your Child's Nutrition" advises parents not to force children to eat, but not to offer any other food until they eat what is on their plate. Remove the food and offer it to them later when they become hungry. It won't hurt a child who makes his own choice to miss a meal. Hunger is the best motivator to encourage a child to eat. (P38) This advice may sound reasonable, but I believe is not helpful. It fails to consider the psychological side of eating. Parents will find there is far more gained by insuring that children have ample food to chose from that they like. Leaving a child to face hunger or eat the food he does not like can create numerous, unexpected problems along the way. Eating food one enjoys, offered by a mother who enjoys her child's pleasure in accepting the food, is one of the first ways that children feel loved. Failing to provide food the child finds enjoyable, creating unpleasant circumstances (such as letting a child feel hunger to encourage the child to eat what the parent wishes) creates the opposite feeling in the child. He feels that his mother does not wish him to



get pleasure from eating (and nurturing) and the child feels a certain alienation from the parent. Parent and child are "at odds". It is not a good emotional feeling for either. In fact, parents hold a subtle power over children by taking this approach, which on some level enrages the child. Power issues can arise in what seems completely unrelated to family rules regarding food...but in fact, can be very closely related.

Surprisingly, "good" eating habits and "good appetites" are intricately connected with a child's emotional life and how a child feels about himself. All development relating to the mouth is connected — learning to talk, learning to eat different foods, and having a good appetite - even enjoying all other types of learning are linked. Developing good feelings about who we are starts in

infancy with our first experiences in feeling loved - which started with how we were fed. When feeding goes well, it sets the stage for many other psychological strengths to develop as we grow up. When children feel forced (by hunger) to eat foods they have refused, this interferes with the good emotional growth that comes from enjoying eating and feeling loved.

The best way to motivate children to eat nutritious, healthy food for the rest of their lives is to help them develop good feelings about themselves and their own bodies. This is not an easy task!

There are two main areas we can think about in helping children develop good eating habits. First are the ways parents can help children become self-regulated and the second are the social aspects of eating.

Surprisingly, "good" eating habits and "good appetites" are intricately connected with a child's emotional life and how a child feels about himself.

Picky Eaters Continued

Becoming self-regulated

1 Being the boss of oneself

Being “little” is very difficult for a child. Learning to do things for oneself is how children develop good feelings about their abilities and about who they are. In feeding, this starts very early, by reaching out for finger foods or the spoon. Permitting baby to feed herself when she wishes is a very important way of helping her experience good feelings while eating, as “doing” feels better than having someone “do to us” at all ages.

A toddler might use food and eating as a way of “being boss”. While a parent coaxes the child to “take one more bite”, the child may refuse. This refusal is not always connected with being full, but rather he enjoys being contrary to his mother. Although this “contrary” feeling is an important part of establishing his own feelings, thoughts and wishes and being different than his mother, it can be avoided at mealtime by permitting a toddler to be fully in charge of what he eats.

2 When enough is enough

Mothers often say, “I’m afraid my child is not eating enough.” In fact, we are born “pre-programmed” with the ability to know what we need.

A classical study, first done by Anna Freud, shows toddlers are able to recognize their needs for nutrients. During the Second World War, young children were placed in the Hampstead Nurseries in Britain to be safe from dangerous air raids. Here their eating habits were studied.

In this study, toddlers had free access to food. The food on low tables, so that the children could easily help themselves whenever they wished. All food groups were available, even sweets. Over time, the toddlers chose a varied and well-balanced diet. This study has been repeated elsewhere and shown similar results.

This study shows toddlers can learn to notice their hungry and full feelings. They will also notice which type of food tastes best, according to their needs for particular nutrients. When parents can struggle with their own impulses to try and “get” children to eat certain things, and can leave the



child alone, almost always, a child will develop a good and normal appetite.

Occasionally, children refuse to eat for other psychological reasons. They are not being stubborn, but rather cannot bring themselves to eat. Possible reasons for this will be discussed more fully in “Picky Eaters Part II, next issue.

3 Learning to wait

Should we all eat whatever we wish whenever we want? Although it is very important not to force children to eat, even within the first year, it is also important to help children tolerate the frustration of not getting everything they want, when they

want it.

With dinner coming in ten minutes, a mother might say no to a child’s request for a granola bar, but may help bridge the gap with some carrot sticks. Another day, she may recognize that her child’s request for food isn’t really due to hunger, but rather boredom and in that case, may see what she could do to help the child get settled into an activity.

It is important to help the child recognize her needs. The more the mother is able to help the child with this task, the better the child will become at regulating herself.

4 Funny feelings about food

The immediate evaluation of “Its yucky” comes from a child’s funny feelings about food. The look and the smell of it are enough to make the child form an opinion - her very own opinion - and accepting the child’s evaluation is important.

Imagine that you were somehow being served food in a completely unfamiliar place - perhaps by primitive natives in a Tasmanian village. Perhaps the food looked completely unfamiliar and was cooked differently from anything we’d ever before seen. We would very likely have many funny feelings about the food and may very well judge it “yucky” before tasting.

Although it can be infuriating hearing “yucky” before the first bite, taking the child’s evaluation seriously is important, since it is impossible to know what fears or phobias a child might be experiencing. Saying, “It seems yucky to you, does it? It is hard to take a taste of something that you think is yucky. Maybe once you’ve had a chance to look more closely, you will feel like having a taste.” This approach takes into consideration unconscious fears or even phobias that might occur due to the vivid imagination of the child. ♥

Watch our next issue where we will explore the unconscious fears and phobias connected with eating that are common to all children and whether “You can’t have dessert until you eat your dinner!” is a helpful rule in encouraging good eating habits. What to do with “cookie monsters” (who only want junk food), those with atrocious manners and exploring whether the “family dinner” is worth striving for will all be discussed next issue - all in Picky Eaters (Part 11)

FEATURE PART 2

THE PRIMITIVE EDGE OF INFANCY

Parent's fantasies and down will come baby, cradle and all –

by Diana Mandell

Diana Mandell M.Ed.; Certified Mental Health Counsellor works with mothers and their babies in Redmond Paediatric, Redmond Washington helping mothers get a deeper understanding of the emotional needs of themselves and their infants. She is married and she and her husband have two grown daughters.

One of the issues discussed in Part 1 (see Barbara Burrows Parenting Magazine November 2001 or www.barbaraburrows.com) of The Primitive Edge of Infancy is the vulnerability of new mothers as they cope with the intense, emotional nature of their babies. Feeling vulnerable can cause new mothers to move into fantasy without having any clue that they have picked up vulnerabilities from their infants. Part 2 will show how enveloping primitive feelings are, and most difficult to recognize when one is in the midst of them. Finding ways of articulating these primitive experiences is important as it helps mothers think about what they are feeling and living. Making sense of the experience helps one master the emotional turmoil and hold onto “firmer ground” emotionally. (It is worth mentioning that feeling more vulnerable and seeing the infant as vulnerable possibly has a biological tie, as it is crucial for infant survival.

Here is an example of how these fantasies emerge in new mothers. One mother who came to a mothers' group had been a paediatric home nurse before having her own children. She shared how she and some of her colleagues visited new mothers in homes and returned to the office and talked about the visits. A fair number of the mothers they spoke with told the nurses about their fears. There fears revolved around



fantasies that their babies would be kidnapped and removed from the safety of their homes. These mothers became more vigilant about locking doors. If they showered with their infants outside the shower curtain, they frequently peeked out to see if the baby was still there. These fears struck some of the nurses as bizarre. They referred to these mothers as “psycho moms.” Now this young woman was finding out that she too was a “psycho mom”.

These examples show how parents absorb vulnerable feelings from their helpless infants, subjecting them to all kinds of alarming fantasies. Not all mothers experience this, but many do. I remember one mother saying that she never had these thoughts. As others started to share their fantasies, she listened supportively. They talked about being afraid the baby wasn't

breathing, once he was settled. They mentioned concerns about the baby being alive if she didn't wake at a usual time. One new mother shared worries she experienced when she was walking in the neighbourhood. In her mind mishaps could happen and endanger her child.

These images and fleeting thoughts actually have protective value. They keep a parent alert to danger.

Another mother asked the group if they worried more about their own survival now. Most did. Their anxiety related to leaving a motherless baby. Sometime later, the mother who hadn't identified with this said, “I wonder; I didn't think I related to this, but you know, when I drive in the car and the baby is in the back seat, I have had terrible images of what would happen to her if we were in an accident.”

These fears are normal. They occur in split seconds and have enormous power. Mothers often think something is wrong because

of these fantasies and fears. These images and fleeting thoughts actually have protective value. They keep a parent alert to danger. Dr. Carol A. Francis in Los Angeles writes about this (Primitive Mental States - Volume 1 Across the Life Span edited by Shelley Alhanati, Ph.D. and Katina Kostoulas, Ph. D) and stresses the universality of this kind of parental experience. Working with numbers of mothers, I see their relief in learning basically that they are normal. Occasionally, a mother will talk about such thoughts as tormenting, meaning they are occurring frequently and dominating her. When this happens she should talk with a professional to further assess her distress. (Watch Barbara Burrows Parenting next issue for more information on when fantasies become too distressing.)

Parents are eager to learn as much as they can once their babies are born. Louse Erdrich, in *The Blue Jay's Dance: The Birth Years* says of the first year of life, “Here is a job in which it is not unusual to be, at the same instant, wildly joyous and profoundly stressed.” A portion of the stress comes from infancy's primitive edge. As one mother commented, “Understanding something of this “primitive edge” gives us something to hold onto when [we are] home and dealing with it.”

In the last twenty years, there has been an enormous amount of research about infancy. The results of this research have changed public view of what babies need and the importance of meeting these needs. The primitive piece of parenting has often been unrecognized, denied, or misunderstood. The “Primitive Edge of Infancy” (Part 1 and 2) outlines some of the powerful emotional challenges faced daily by mothers (and fathers too) when they are raising babies, and hopefully this knowledge can ease some anxiety for many new parents. ♥

Tip for Kids – Getting too excited about bodies

By Barbara Burrows

Parents of 2, 3, 4 and 5 year olds know how excited children can become when “bare naked”. They run around, shriek, laugh, scream and often slap their own bodies, or even somebody else’s body. This can seem like they are having fun, but in fact, children are often becoming over-stimulated and getting too excited. They can’t handle this ‘key-up’ state very well, and it may lead to other difficult behaviour at completely different times.

Experts in the field of psychoanalysis stress over-stimulation is the source of many behaviour difficulties and recommend a “closed door” policy around bathing, dressing and using the toilet for both parents and children from toddlerhood on. Although many parents worry that a “closed door” policy will lead to uptight, excessive prudishness, in fact, last 80 years of psychoanalytic child development research and clinical work has found the opposite. Children develop a respect for their bodies when it is stressed that bodies are not public property for anyone to look at, but private. Infants can be diapered away from strangers’ eyes, and toddlers discouraged from running about exhibiting their “bare naked” body. This can reduce the level of excitement, which helps children behave more calmly in many other areas.

Stressing privacy helps children feel “the boss” of their body, which can lead to calmer behaviour in all areas

Even more importantly, respectful privacy helps children feel a sense of ownership for their bodies. Children who feel they “own” their bodies resist or even refuse to let anyone but their mother help them care for their body. It is actually a positive sign when a child refuses to let his grandma or the babysitter wash his face or bath him. He has developed the feeling his body is his and only he and mommy and daddy have the right to touch it.

Doesn’t this approach does encourage children to sneak around to “play doctor” and see what is forbidden? When parents and other adults show clear respect (through observing privacy) for the infant, toddler and young child’s body, the child develops a strong feeling that his body is his own, and is rarely willing to let other children look at or touch his body. The wish to “play doctor” comes when children are sexually stimulated. Keeping things “low-keyed” reduces stimulation and this reduces the incidence of sexual play.

Stressing privacy helps children feel “the boss” of their body, which can lead to calmer behaviour in all areas. More importantly, this deep feeling of being the boss of one’s own body is the most important factor that protects children from unwanted sexual touching. There is much to be gained from minimizing stimulation from nudity in the home with clear privacy policies. ♥

For further discussion on this subject, see *The Grandmothers “Privacy Please!”* in this issue.

T H E G R A N D M O T H E R S Privacy please!



“The Grandmothers” are Early Childhood Consultants, and an energetic, experienced group of professionals linked with The Hanna Perkins Center in Cleveland, Ohio. Collectively, they have decades of experience and have helped several thousand children lead happier lives. “The Grandmothers” are Maria Kaiser M. Ed.; Lyn Kirst B.S.; Georgianna Roberts M. Ed.; Nancy Sabath, M. Ed., Kathleen Smith, M.Ed., Virginia Steininger M. Ed. “The Grandmothers” are co-ordinated by Barbara Streeter M.S. (Bank Street) L.P.C.C. Child Psychoanalyst, Associate Director, Hanna Perkins Center, Extension Division

By Gann Roberts

What is wrong with these pictures? First is Bobby, a bright, happy four-year-old boy who is doing very well in his nursery school program. However, the teachers are concerned about him because he will not let anyone help him in the bathroom, refusing even to let them help him with his clothes.

Second is a fifth grader, Kristen, who complains to her mother that she has to wait in line too long to use the bathroom stall to change her clothes in her gym class locker room.

Before we talk about what is wrong with these pictures, let us commend these children’s parents. They have done their job well and taught their children to be appropriately private about their bodies, that they are not to be touched or looked at by anyone other than their parents. These children are well protected against any potential child abuse because they have developed a clear sense of boundaries; they know that their bodies are their own.

**His actions are saying,
“I’m a big boy;
I’m in charge of myself.”
And the teachers should
be cheering.**

What is wrong is the lack of support for this important parental teaching from the school personnel. Here are nursery school teachers assuming that Bobby’s behaviour is evidence of some kind of sexual abuse: “why is he so touchy about letting anyone get near him in the bathroom?” They should know that this is appropriate four-year-old behaviour, that Bobby’s parents have encouraged his emerging sense of self, his natural inclination to protect himself from intrusion from anyone other than family. His actions are saying, “I’m a big boy; I’m in charge of myself.” And the teachers should be cheering.

Likewise, Kristen’s school has totally ignored the importance of providing for children’s appropriate modesty. That she has to wait in line indicates that many other girls have the same wish to be in charge of their bodies, even to determining who may look at them.

In both of these cases, parents need to become advocates for their children, insisting that their teaching be supported. Let’s hope that Bobby comes home and tells his parents about his discomfort with his teachers’ intrusive behaviour. Then his parents can speak to them to explain what they have taught Bobby at home and help the teachers to recognize that they need to support all the children’s emerging sense of their bodies as their own and their need for privacy.

Also, Kristen’s parents must speak to the school principal about the lack of adequate changing rooms in the locker room. Just because some children seem not to care about exposing their bodies to others and just because many other children may be suffering as Kristen is, this is not good reason to let this situation continue. All children must be supported in this appropriate, important need for privacy. ♥

Doctor Doctor

Comfort Habits – are they good, bad or indifferent?



By Lydia Furman M.D.

Dr. Lydia Furman is Assistant Professor of Pediatrics, Division of General Academic Pediatric, Rainbow Babies and Children's Hospital, Cleveland Ohio. She is also consultant to Hanna Perkins School in Cleveland.

Part 2 - Transitional Objects

This is Part 2 of a 4 part series on comfort habits in infants and children. For information on Thumb Sucking, see Part 1, Barbara Burrows Parenting Magazine, October 2001 or www.barbaraburrows.com.

One "habit" we hope babies do develop is an attachment to a "blankie" or transitional object. This phrase was first used by Donald Winnicott, M.D. The transitional object is Linus' "blankie", the soft diaper rag or blanket or equivalent that an older infant makes into a first toy or possession. The "blankie" represents the space or separateness between mother and infant, and must not be washed (to preserve its scent and softness!). The ability to create the "blankie" requires a positive and connected mother-child relationship, within which the child has begun to recognize mother as a separate person. 1 Letting the baby have access to soft cloths (like diaper cloths, a t-shirt or blanket), and noticing, respecting

and appreciating any attachment that begins to develop, also permits the transitional object to develop.

Sometimes, unfortunately, the bottle rather than a soft object becomes the transitional object, and this complicates weaning greatly. If the nutritional role of the bottle is discontinued, i.e. it is left empty, then it can be treated in the same way as any other valued "blankie" and much struggle avoided. The child can drink from a cup at meal and snack times, and have the empty but loved bottle in the bedroom or crib for personal times.

At first the transitional object needs to go everywhere with the toddler, but with time and by preschool entry, should become a more private affair and begin to stay at home and in the bedroom. This change too represents a forward step in development, as the older toddler and preschooler comes to accept that there is a "private" and a "public" world, and begins to learn how to manage minor distresses without the "blankie." ♥

1 Furman, E. Toddlers and their mothers, abridged version for parents and educators. Madison: International Universities Press, Ltd. 1993. P.179.

Watch for Part 3 - Worrysome Habits - hair twirling or pulling, and head banging next issue.

Tip for Tots – Me do it!

By Barbara Burrows

"Mastery of self care, more than any other single development, makes the toddler feel he is a person, a somebody," explains Erna Furman in "Toddlers and their Mothers". A very important process that occurs during the toddler stage, where the care of the child's body is transferred from the mother, gradually to the child. It starts with the toddler's cry of "Me do it!" When the mother has good feelings about caring for the child's body, from her tender ministrations, the child begins to get a good feeling about his body, and wishes to look after it as well as his mother has.

What the mother does for the child, the child gradually wishes to do for himself. Although it is a relief for mothers when children do eventually learn to look after themselves, a mother may find this stage difficult. It takes a great deal of patience to stand back and wait for the toddler to struggle with self-care tasks. Also, with learning to do for himself, the child is moving away from the mother, which, for many mothers, represents a real loss. She has been required to set aside or give up many of her own wishes since the conception and birth of her child, which she has been able to do because caring for an infant has fulfilled her. When the child begins not to need her in the same way, it can leave an

understandable void. Knowing that there is a tremendous psychological benefit when children are supported in their universal wish of "Me do it!" may make it easier for mothers to find the patience to support the child's wish.

When mothers help and encourage their children to work hard to achieve certain skills regarding self care (pulling socks off, pulling pants on, washing hands, wiping face etc.) the child is becoming invested, as his mother is, in looking after and caring for his body. This is the beginning of loving oneself - and caring as the mother has cared.

It takes a great deal of patience to stand back and wait for the toddler to struggle with self-care tasks.

When the toddler begins to become invested emotionally in his own body, and begins to love himself in this positive way, he gains a deep regard for himself. This self-regard and self-esteem helps him tolerate frustration, and gain

confidence. Mrs. Furman explains, "The child who is developing this capacity for bodily self care is rarely whiny, clingy nor oppositional for opposition's sake."

Helping the toddler manage as well as he can, at whatever level he is able, his own self-care helps the toddler have deep and good "body" feelings that help him manage better in all other areas of his growing up. ♥

For further information, see "Toddlers and Their Mothers" by Erna Furman, International Universities Press P 116



BARBARA BURROWS PARENTING MAGAZINE

Mandate

Barbara Burrows Parenting Magazine provides insightful information that helps parents gain a deeper understanding into their children's behaviour, themselves and family dynamics. The goal is to help parents raise emotionally healthy, happy, responsible children.

The publication acknowledges how many "right" approaches there can be to parenting — as many approaches as there are mothers, fathers and children. Barbara Burrows Parenting believes that the "RIGHT" approach helps parents and children build their relationships.

Barbara Burrows Parenting provides expert opinion, current research and clinical findings from an international network of professionals in normal and abnormal psychological development. Barbara Burrows Parenting also relies on parents to share their own solutions to difficult child-rearing dilemmas. All editorial is presented in an enjoyable and easy-to-read format. ♥

About Barbara Burrows

Barbara Burrows is a psycho-therapist in private practice. She is founder of Parent to Parent Magazine and Positive Parenting. In 1999, these companies merged to form Barbara Burrows Parenting. Her syndicated column runs in newspapers across Canada.

Barbara helps parents raise emotionally healthy children and experience joy in parenting. After graduating from McMaster University in sociology and psychology, she worked to help parents with children's behaviour in Hamilton at Chedoke-McMaster Hospitals before developing her own parent education program.

She and her husband have two daughters and a son, and live in Burlington Ontario. ♥

In researching various approaches to parent education, CBC TV's "the fifth estate" found that parents made the most gains with Barbara Burrows.

Tip for Babies – Rock-a-bye baby

Rocking behaviour in babies might be something to worry about. There are three different types of "baby rocking". The first is most common - rocking, dancing or bouncing movements babies do, often when being held and learning to stand up and the baby is clearly happy and engaged with others while rocking in this way. Another type of rocking (repetitious) is the rocking babies do in their cribs, either alone or with others present, on hands (or arms) and knees, but the baby is not especially interested in the others. The baby's attention is focused on his own activity, he is "into himself" we might say, and takes little pleasure in those around him. Sometimes he will stop rocking when his mother appears, or sometimes his mother will leave him to rock assuming that he is doing a good job of soothing himself. This behaviour is deceiving. The baby's energy may be "locked into" rocking. He may be rocking when it would be much better for his development if he were exploring the world beyond his own body. The frequent rocking might be holding back his interest in the outside world - the cornerstone of his intelligence. It may be a sign of boredom.

A third type of rocking is "repetitious and agitated" where the baby appears tense and unhappy while rocking on all fours. Even though the baby is tired, he may not be able to get to sleep. When an infant chooses excessive self-stimulation (rocking himself) to the point of excluding the person he loves most (usually the mother) it is something to be concerned about. We know from clinical experience that many adults who suffer from neurotic or compulsive behaviours and who continue to be very restless in adult years report they rocked themselves during infancy. As well, Dr. Sylvia Brody, Clinical Psychologist and advisor to Barbara Burrows Parenting Magazine reports that she has examined a number of children who

were brought for psychological help for hyperactivity, impulsive behaviours, assaulting others, tics, inactivity, and fear of loss who all rocked for many months during the first and second year of life. Therefore, it is very important to pay special attention to the rocking infant and recognize this behaviour can be a sign of stress.

In two case studies of babies who rocked, both experienced excessive motion with their mothers. One often held the baby across her bosom and swung the baby rapidly from side to side, with one arm and leg flailing to get baby to sleep. The other mother held her baby to get her to sleep and patted the baby's buttocks with such force that it seemed like a spanking. It is thought that too much kinaesthetic stimulation, (moving or stimulating the baby's body) can lead to rocking. The rocking baby continues to provide for himself the same excessive movement he experienced with the mother.

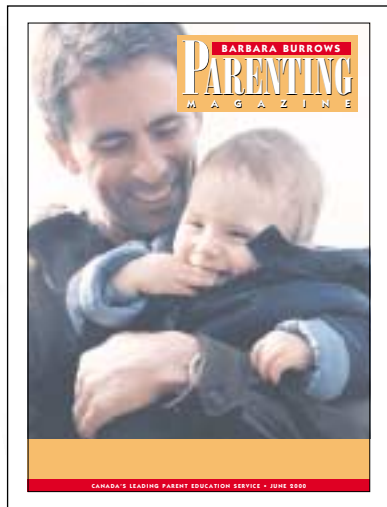
Although babies love to be gently held, rocked, walked and cuddled, it is important to gauge the infant's need for having his body touched, held and especially moved about.

If your baby is rocking in a repetitious and agitated way, consider whether your child may be over-stimulated, especially in the area of body movement. Don't make any sudden changes, but gradually find new low-keyed ways of comforting the baby and reduce active body motion if you have been very active. Identifying and alleviating the stresses could be a very important step in helping your child achieve greater success at each new level of physical and emotional development that follows. ♥

For further information, see "Self-rocking In Infancy" by Sylvia Brody Ph.D. *Journal of the American Psychoanalytic Association* July 1960.

Rocking behaviour in babies might be something to worry about.





Don't miss the next issue

of Barbara Burrows Parenting Magazine

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GOOD BOOKS - MORE THAN A REVIEW

YOUR YOUNG CHILD AND YOU

By Eleanor Weisberger

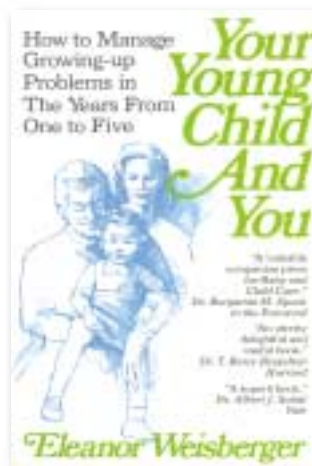
Published by Undercover Books

ISBN 0-87690-329-4

\$15 (American)

Eleanor Weisberger's methods have been tested through years of experience advising hundreds of mothers. Her common-sense solutions take advantage of the child's underlying desire to please. She also takes a realistic look at what raising children is about in her book "Your Young Child and You".

In the chapter "Discipline: Myths and Reality" she says, "...the myth that parents should always feel loving and never feel angry at their children is a fairly pervasive one in our society. It is responsible for a great deal of confusion and anxiety. The discrepancy between this perfectionist dream of how parents are supposed to feel and what they truly do feel makes for a lot of misery." Ms. Weisberger goes on to explain that although most parents strive to be reasonable, children are not very "reasonable" and that nothing can make parents regress faster than the provocative, infantile behaviour of young children in the throes of growing up - who in no time at all, given the right set of frustrations and pressures, can bring parents to act like the children.



For example, Laurie, age 2, spread talcum powder all over the living room carpet. "Look Mommy, footprints," she said as she tracked the powder all over the house. Next Laurie smeared Vaseline all over the bedroom furniture, "And" she exclaimed with a pleased smile, "I polish."

With company expected shortly, Laurie's mother "screamed like a banshee while her poor child covered in a corner". Laurie's mother continued, "What made it worse was that I was mad at her. Then I was mad at myself. After all, was it her fault? She is just little, did she know it was wrong". As Laurie's mom was trying to figure what to do, she found she had yelled murderously, vacuumed compulsively, apologized profusely, and then found herself in the uncomfortable state of not knowing what the issues were or how to deal with them effectively (P23).

Ms. Weisberger points out that this is not an unusual experience - toddlers often do such things and parents feel such feelings. She goes on to explain that whether or not Laurie knew it was wrong, did it on purpose because she was angry, or was playfully experimenting, it is important that Laurie have some help to deal with her socially unacceptable impulses. Laurie needs instruction from her mother so she will know better next time.

Indeed, children can be charming and lovable as well as mercilessly demanding and annoying, no matter how sweet, understanding and reasonable parents are. A good deal of development has to take place before they learn to be considerate of others. And the adults who raise them must do a good deal of teaching if children are to develop the self-discipline which will enable them to cope when parents are no longer there to oversee. (P28) Throughout the long process of teaching, parents will not be able to "keep cool" at all times. This book outlines ways in which parents can teach children the challenging process of developing self-control, but urges parents not to feel they have failed if they feel as Laurie's mother - totally furious at times.

In talking about managing growing up problems in the 1-5 year old, this book covers toilet training, discipline principles and specific and typical discipline situations (eating, sleeping, fighting), dealing with sex issues (masturbation, bathing together, playing doctor) and separations (small - going to school and big - separation, divorce or death) and lastly a chapter devoted just to fathers - recognizing that they are different than mothers and every bit as important. ♥

For more information about this book, see www.aboutchildrearing.com.

Photo Contest Winners

Relationships

Relationships – that was the theme of our first photo contest – and here are the winners... thanks to all that entered.

1ST PRIZE:

Jack Mulroony (centre) hangs out with his cousins Renée and Travis Bigilow.

Photographer:

Kevin Mulrooney (Jack's dad)
North Bay, Ontario
as seen on front cover of this issue



2ND PRIZE:

ABOVE

Meadow-Ann relaxing with dad Jim Scott.

Photographer:

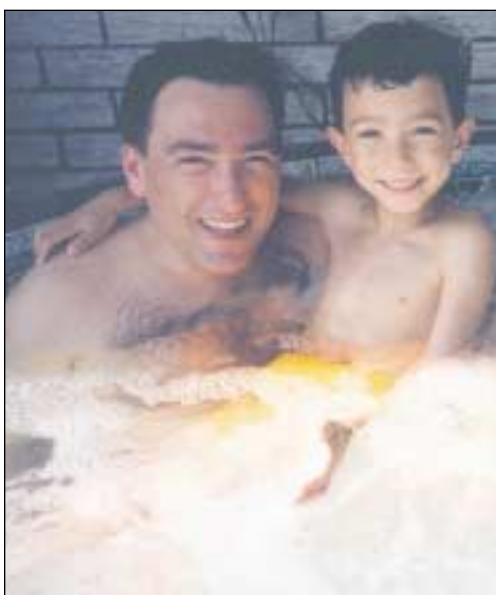
Kimberly Niceforo (Meadow-Ann's Mom)
Sudbury, Ontario

3RD PRIZE:

RIGHT

Dawson Reale and his Dad, Dominic, relaxing in the hot tub.

Photographer: Dena Reale (Dawson's Mom)
Sudbury, Ontario



LETTERS

Dear Barbara

The article by Gabor Mate M.D. (The Obesity Epidemic) in your Nov 14/01 issue (Kitchener Waterloo Record) could not have been better. This man identifies the cause of obesity instead of addressing symptoms that is so typical of modern psychologists and other experts. It touched and opened a huge void in me that I didn't know existed. He spoke of deprivation of emotional nourishment, an essential basic form of love. I was teased about being obese in grade one. I have always been over-weight.

I believe deprivation of emotional nourishment is not only the cause of obesity, but also the root of most people's problems, even addictions and substance abuse. If we are going to survive at all as a society, we must learn to look at the bigger picture as Dr. Mate has done in this article.

David Pelly, Kitchener, ON

Dear Barbara

I am hoping that you can send me information on picky eaters. My 4-year-old refuses to eat fruits and veggies. Up until he was almost three he ate everything that was placed in front of him. I read in a parenting magazine that if you keep offering the food, the child will eventually give in. This is not the case in our home. The food I continue to offer remains on his plate.

He will eat Nutri-grain cereal bars and 100% pure fruit juice, but no other fruit. As for veggies, just raw carrots and dip. He also eats pasta as long as there is nothing on it.

I hope you can help, as I am worried he is not getting his full intake of vitamins and minerals each day.

Thank you

Angela Mitchell, North Bay

Dear Barbara

I very much enjoyed your article in the K.W. Record October 17, 2001. Since I am a grandmother of a 5-year-old, very picky eater granddaughter, I would very much like to get your paper on "Picky Eaters".

This little girl has been very selective in what she eats for a long time. She very seldom eats fruits and vegetables, and will often go without eating because "I don't want anything."

Her mother becomes very anxious about what she can do to help. It's often "I don't like that!" before she even tries.

Any information or suggestions would be very welcome.

Thank you so much.

Mildred Hotchkiss, Mount Forest, ON

Ed note: see "Picky Eaters" by Barbara Burrows in this issue.

Dear Mrs. Burrows

I would like very much to comment on "Making the Grade - and a little cash too" (Sudbury Star - Barbara Burrows Parenting - Holiday edition).

The Problem: The statement in the paper said "Try bribing!" You could imagine the sadness of the child that tried so hard but would not get the summer bike like other children because of failing by a few points...and to be told the bribing is fine in life.

The Solution: We promised our son a summer bike even if he did not pass. He even said that he might not go to school the following year. We told him that we knew he would do his best. We don't know if he just then decided that he wouldn't let us down because we trusted him so much, but he not only passed that year, but also told us he would continue school.

My son today is a well-respected schoolteacher in Windsor (teaching juniors) and he and his sister are the spark that keeps me going. I am now a proud and happy senior.

Thanks for hearing me out. Sincerely,

Harvey Brennan, Eliot Lake, Ontario

Any comments? Send them to LETTERS via e-mail to:

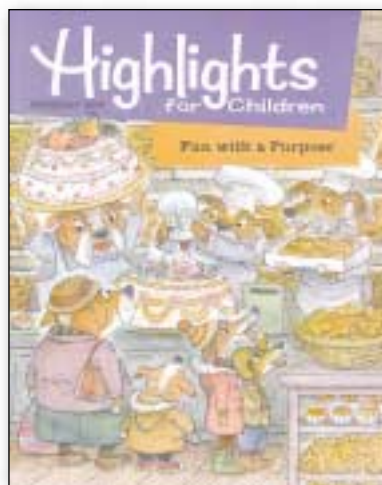
www.barbaraburrows.com

or by mail to:

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Highlights

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Highlights for Children was founded in 1946 and has been publishing books for children filled with wholesome fun activities, stories, jokes and cartoons ever since. Designed for use in the classroom or at home, Highlights is dedicated to helping children grow in basic skills and knowledge, in creativeness, in ability to think and reason, in sensitivity to others, in high ideals and worthy ways of living. This publication offers children fun with a purpose. It targets children from 2 - 12 years and contains no advertising. Children from all over the world subscribe and contribute jokes, submit questions and sometimes even write stories. ♥

The World's Smallest Valentine

By Ann Devendorf

It was Valentine's Day. Jenny went to Grandma and Grandpa's apartment. She gave Grandma a big red valentine. It said I LOVE YOU.

"Where's my valentine?" asked Grandpa with a smile.

"It's in my pocket. It's the world's smallest valentine," said Jenny.

"The world's smallest valentine!" said Grandpa. "I would like to see that."

"Here it is," said Jenny. She took a small piece of folded paper from

her pocket and gave it to Grandpa.

Grandpa opened it. "It's a seed!" he said. "Why is a seed the world's smallest valentine?"

"Because it's a tomato seed," said Jenny. "The old name for tomato is love apple. It's a love-apple seed."

Grandpa smiled and gave Jenny a big hug. "That's a wonderful valentine," he said.

"I brought a pot, too," said Jenny. "We can plant the seed in it."

"Good," said Grandpa. "Then we can watch the world's smallest valentine grow."



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