



**BARBARA BURROWS**  
**PARENTING**

M A G A Z I N E

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**The runaway comes home, thanks to MSL • Doing for oneself  
Obese mother worries about overweight daughter • Birthday Wishes  
Good enough parents • If your child gets in trouble at school**

**CANADA'S LEADING PARENT EDUCATION SERVICE • FEBRUARY 2004**

# BARBARA BURROWS PARENTING MAGAZINE

www.barbaraburrows.com  
(formerly Parent to Parent Magazine)  
Canada's leading parent education service

**Publisher**  
Barbara Burrows

Barbara Burrows Parenting Magazine is published 6 times per year in conjunction with the Newspaper partners across Ontario in February, April, June, August, October, and December.

**Founder and Director**  
Barbara Burrows

**Executive Editor**  
Barbara Burrows

**Managing Editor**  
Angela Greenway

**Creative/Production**  
Michelle Sharp

**Barbara Burrows Parenting**  
1328 Janina Blvd.  
Burlington, ON L7P 1K3  
Phone (905) 335-8803  
Fax (905) 332-4611  
E-mail:  
barbaraburrows@cogeco.ca

Readers are encouraged to submit parenting questions, their own stories or experiences to "Our Readers Share" and of course comment on anything in Letters to the Editor.

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FEBRUARY 2004

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## The runaway comes home, thanks to MSN

The other day I found out my oldest, who is 1200 miles away at University, has viral pneumonia (I felt bad). Last month I learned she won a large academic scholarship (I felt glad). And recently she was a semi-finalist in the 'Hot or Not' contest at a local bar (not sure how I felt finding out about that one). She didn't tell me this news on the phone, even though we talk all the time. I find out these and many other important happenings in the lives of my teenagers by 'signing in' to MSN.

For the uninitiated, MSN is a computer online 'instant messaging' chat service - not the 'bad guy seeking young girl to fulfill erotic fantasy' chat service - the good kind, the kind that lets Mother know her kids are happy, sad, proud, hot, rich, sick or whatever. Want to know what's foremost on your teenagers' minds, foremost in their lives? Want to know where they are when they runaway from home? Just sign-in. Here's how and why it works.

When you sign up for MSN service (it's a free computer service which is why it's so popular) you are asked to make a list of the people you want to chat with. Then, when you 'sign in' or go online to MSN, you give yourself a name on the screen to which all others on your list can see. When I started, my name was Angela. Because it is. Then, when I realized that you can change your name on the screen, and everyone does, I did too. Since I have my children on my list, my name became Mom. When they started calling me 'Mama' (a term of endearment they tell me), I changed my MSN name to Mama. When my oldest turned 21 recently, I changed it again - to, 'I'm old, my baby's 21' which resulted in many LOLs (an MSN acronym for Laughing Out Loud) or ROFL (Rolling On Floor Laughing).

So how did I know my oldest was sick? Her MSN name was 'oh my, I am so sick'. The contest? MSN name became 'semi-finalist in 'hot or not' - come out and support me!' And the scholarship? I sign in to find her calling herself, 'can finally pay off the visa'. Even when she's not home I know where she is or what she is doing by her MSN name. It could be 'out watching the boys play soccer' or sleeping, as in 'ZZZZZZ'.

Once you sign in, you begin typing to someone who is on your list and who also happens to be online at the same time. You type what you want to say and your counterpart types something back. It's a voice-less conversation with someone who might be miles and miles away, or with someone in her room in the same house, as in the case recently when my daughter, who was upstairs (I am downstairs) told me via MSN, that

the phone was for me.

I am truly a novice MSN'er. I have my kids and some nephews and nieces on my list - maybe 6 or 7 people in total. I might be chatting to my daughter who is also chatting to my nephew, her cousin, at the same time. My youngest has her list of potential chatters in directories and subdirectories, alphabetized by category. She knows more people in her 15 short years than I have known in my long 46. Even her friend she met skiing last year out west is on her list - you get the idea.

I have declared MSN to be the mother of all inventions. My kids seem always to be on it, and in an instant, I can be mother-in-the-know. That's exactly how I found my runaway. Rough day at high school. Teacher calls home. Mom hits the roof (yes, I know it's stupid but at the time it seemed like a good thing to do) and grounds daughter. Daughter gets angry, packs bag and walks out front door. Oh dear.

Looking for some solace or maybe some confirmation that the other two don't hate me as well, I sign in to MSN to find her older brother (also at University) who according to MSN is 'busy studying' and her hot, rich, sick sister, who is online. Then, in the corner of the computer screen a name pops up, 'at Sandy's, runaaaaaaaaawwwwway from home'. It's the school girl and she's at her friend's computer.

She tells me where she is. We chat back and forth. Somehow the distance between us makes the discussion easier, the emotions less intense, the conversation more meaningful. She and I do MSN for about 10 minutes, thrashing out the issues with carefully chosen words, expressions and emotions (just select from more than 40 little faces that represent your feelings at the time). She's doing homework and having something to eat. I am calming down and having a glass of wine. Unbeknownst to me, she is also chatting to her away sister who tells her that she has to go home sooner or later. Thankfully the lessons an older sibling learns are never lost.

She asks me if I want her to come home. I say yes. I ask her if I can come and pick her up. She says yes. It's over and we sign out. You can 'block' people from your list. Thankfully I am still on hers. I hope I still am tomorrow. Tomorrow, I'm going to call myself "I'm glad we were able to talk this through, I love you!" And now the heat of the argument has past, I really do.

### What's Up?



ANGELA GREENWAY  
Managing Editor

*Angela*

## FEBRUARY 2004 What's inside?

WHAT'S UP .....2  
**The runaway comes home, thanks to MSL**

---

DEAR BARBARA .....3  
**Obese mother worries about overweight daughter**

---

TIP FOR BABIES .....3  
**Refusing foods**

---

TIPS FOR TOTS .....7  
**Doing for oneself**

---

TIPS FOR KIDS .....7  
**Refusing foods - picky kids!**

---

TIPS FOR TEENS .....6  
**Being there**

---

TIPS FOR SCHOOL .....6  
**If your child gets in trouble at school**  
*by Dorte Erichsen Deans*

---

GOOD BOOKS -  
MORE THAN A REVIEW .....4  
**The Challenging Child - Understanding, Raising, and Enjoying the Five "Difficult" Types of Children**  
*Stanley I. Greenspan M.D.*

---

GOOD BOOKS -  
A PARENTS REVIEW .....9  
**The Baffled Parents Guide to Stopping Bad Behaviour**  
*by Kate Kelly*

---

BOOKS WE RECOMMEND . . .12

---

WHAT'S HAPPENING IN CLASS .....8  
**It had been a bad day**

---

FEATURES

**Birthday Wishes**  
*by Kathy Smith* .....5

---

**Good enough parents**  
*by Otto Weininger Ph.D.* .....10

## DEAR BARBARA

## Obese mother worries about overweight daughter

## Dear Barbara:

*As a mother suffering from obesity, I am concerned about the impact my condition will have on our three and a half year old daughter, R. Recently, on a routine visit to our paediatrician, the doctor revealed that although R. was above average height she was eight kilograms overweight. I was stunned and distraught over the possibility that my child was inevitably going to be forced to contend with the same, lifelong battle.*

*Two months ago, my husband and I decided that it was time to shape up. Since then, we have, with the help of a diet clinic, lost weight. However, even with the enlightened eating habits we are all sharing, with the emphasis on healthy food rather than junk, R. has merely maintained her weight.*

*I have repeatedly heard the experts warn against dieting in children and I am more concerned with her achieving this maintenance rather than reducing, but I have to be concerned that heredity may be working against my most diligent efforts.*

*We are currently enrolled in a swim class and a primary gymnastics course, but is this going to be enough? As a compulsive overeater who has only recently discovered the benefits of Overeaters Anonymous, I know the pain of being obese and feel a much more positive image emerging from myself with each pound lost, and a renewed hope with each meeting I attend. I only hope that I am not too late in my attempts to alter what can be considered R.'s fate with respect to her eating.*

*Can you offer any additional insight into the condition of obesity in children and the manner in which it should be treated?*

## Dear Parent:

It will be much better for your daughter if you can continue on your new ways of eating and forget about her weight. Every effort you make to ensure that she does not eat too much and gets the correct amount of exercise will contain an unspoken message that you think she is unacceptable the way she is, or you are fearful she will become unacceptable. She will sense your fear that she will be fat, even when you do not ever voice that concern openly.

If you can separate your struggle with food from your daughter and try to allow her to discover her own eating patterns, appetite and needs, her chance of escaping obesity becomes greater.

Serve a normal well balanced diet, but do not try to keep her from eating things she wants or try to make her eat things she does not want. Remember children's appetites are very different

than adults, and they naturally eat small amounts, frequently throughout the day.

Do not deprive her of high calorie treats, but instead try to slowly decrease their availability by substituting special types lower calorie treats of fresh fruit (things she would truly love). Treats offer an emotional "boost" to children and are very important.

Chose activities, not as an attempt to control weight, but to give her an enjoyable experience with other children. If she does not want to go, find another program that she will truly enjoy.

Each of these steps will build a stronger sense of self esteem, and will encourage her to know more about her

own body, appetite and emotional needs. Establish a balanced and satisfying lifestyle as she develops. This knowledge about herself will help her use food in a way that it will add to her enjoyment of life.



**BARBARA BURROWS**  
Director,  
Barbara Burrows  
Parenting

Photo by Murray Pellowe

## Tip for Babies – Refusing foods

**A**round a year of age, and especially at weaning, babies may become very picky and refuse food. Because mothers are so closely connected with their babies, mothers can feel personally hurt when babies refuse the food the mother prepares and offers. It may seem the refusal is aimed at her personally, and expresses a rejection of her maternal care and attention. This can make the mother very sensitive and can partly explain what underlies battles about food - from the mother's side at least.

A baby who refuses food from her mother, or has extreme food fads may accept food from another person, because the other isn't connected in the deep way emotionally to the child that the mother is. Babies may eat well at day care for example, or for their grandmothers and then refuse to eat the same food for their mother. This can make a mother feel deeply inadequate, and angry too. Yet it shouldn't.

There are other issues going on within the baby psychologically that may help mothers feel less affronted when babies become picky, particularly when being weaned from bottle or breast. The mother is that baby's most important person, so when the mother changes a way

of feeding, babies may react. The baby's innate character may become much more noticeable when new tastes and consistencies are being introduced. Some show a leaning towards progressiveness and adventuresome ways (where new experiences are welcomed) but others cling tenaciously to existing pleasures (even a small change may be experienced as a threat and deprivation). The baby doesn't want the new foods to replace what has been so pleasurable in the old way of feeding, so the baby resists. When someone the baby cares less about offers the food, the baby doesn't feel that special times or tastes with her mother are at risk, so she willingly eats.

When mothers can take these common types of behaviours in stride and not feel offended at the various responses babies have to new foods and eating, they will be more able to help their babies over these feeding "hurdles". Likely feeding will go better for both mothers and babies when mothers can accept the baby's wish not to eat what is offered when this occurs, and it is just as likely that in another few weeks, the baby may eagerly enjoy the same food - if the mother can manage not to feel too upset or worried about the refusals when they occur.

**Babies may eat well at day care for example, or for their grandmothers and then refuse to eat the same food for their mother.**



## GOOD BOOKS - MORE THAN A REVIEW

# The Challenging Child

*Understanding, Raising, and Enjoying the Five "Difficult" Types of Children*

**The Challenging Child –  
Understanding, Raising, and Enjoying the  
Five "Difficult" Types of Children  
Stanley I. Greenspan M.D.  
Published by Perseus Books  
(www.perseuspublishing.com) ISBN 0-  
201-44193-4 Cost: \$24.95 Canadian.  
Canadian Distributor – Harper Collins**

**G**reenspan, a leading American child psychiatrist, in *The Challenging Child – Understanding, Raising and Enjoying the Five "Difficult" Types of Children* has managed to discuss precise, highly skilled, professional observation and clinical treatment of children's specific needs in an amazingly "reader friendly" way. Brilliant! And rarely achieved!

He explores the characteristics of the 5 types of children – the highly sensitive child, the self-absorbed child, the defiant child, the inattentive child, and the active/aggressive child. He starts by making it clear to parents that they are not the problem, but can definitely be part of the solution.

As he describes each type of child, he offers a detailed clinical example in each category of how parents, with Greenspan's therapeutic support, were able to help their children master some of the developmental phases. This helped with the emotional difficulties. To illustrate the depth with which this book explains the child's psychological needs, I am going to focus on the defiant child.

Kyle, his parents explained in their first interview, "is just unbelievably impossible". Kyle was 6-years-old and several times a day, huge tantrums would erupt, often around reasonable requests that he not mess things up so badly. His mother cried, and his father sat rigidly with an angry look on his face in this first meeting. Kyle had been adopted from Korea at 3 months when Gary and Kathryn had been unable to conceive. The parents were in their mid-40's.

"He never quits, he's always pushing us – he'll never do as we say, even the simplest thing. He's an absolute tyrant in the family." Kyle's father Gary struggled to control his anger.

Evening was the worst – Kyle would have all the toys out and refuse to clean up; bedtime was an epic battle. After years of trying to enforce a regular bedtime, Gary and Katherine had given up. They just carried Kyle to bed after he fell asleep and cleaned up themselves.

The book describes in thoughtful detail Greenspan's careful psychological assessment of Kyle. Kyle's strengths and the areas where his development has fallen behind were deter-



**the highly sensitive child,  
the self-absorbed child,  
the defiant child,  
the inattentive child,  
and the active/aggressive child**

mined. This formed the basis for helping his parents help him.

In this book, the suggestions of how to help are tailored to the specific needs of the child. Greenspan also takes into consideration the character of the parents, and what they are willing to do, and can and cannot manage depending upon their own strengths and weaknesses.

For example, Greenspan came to understand that Kyle was a very purposeful child with a clear sense of what he wanted and expected. He didn't like being out of control, so he had to resort to bossiness and defiance as a way to keep control of his often overwhelming world and his slightly out-of-control body.

Greenspan understood Kyle's warm and involved parents had helped Kyle engage in two-way communication, share centre of attention, and engage warmly with the world, but he needed way more help with developing emotional ideas and emotional thinking and to put feelings into words.

One of Greenspan's suggestions was "floor time" – that is parents put aside a certain amount of time each day to play with the child. This may sound easy, but in many cases can be very difficult. Children often reject parents' efforts, and Kyle often turned his back and didn't speak when his father tried to engage him

in play. Kyle's dad understood it would be hard work to engage Kyle, and Greenspan explained the importance of going slowly. Since this was an area where Kyle had trouble, Gary learned to go way back, and start at a much earlier level of play. Like a 2-year-old, he watched Kyle, and then imitated him. Once Kyle lined up a series of toy trains from smallest to largest. Gary began doing the same thing with toy cars, deliberately sitting where he would need Kyle's help to pass the right sized car. Some interaction was beginning to occur. Gary would watch and smile approvingly when Kyle looked pleased with a particular configuration of cars. Eventually, Gary could almost always engage Kyle if he was patient.

Greenspan points out the "in going up and down the ladder of relatedness and communication, it is important to be mindful of how easily the defiant child can become overloaded. He may elect to sooth himself by shutting out interactions that he feels are too much, and this may seem like stubbornness and defiance".

Gary and Kathryn gradually figured out how to engage Kyle in shared pleasure in behavioural, emotional and verbal interaction which in turn encouraged him to allow them to sooth him at times rather than Kyle simply withdrawing, or dissolving into a tantrum.

Eventually, they started helping Kyle relate to other children. Play dates were arranged, but Kyle usually played alone and turned his back. With ingenuity, Kathryn would create situations where Kyle would chose to interact. Once when he was filling a truck with Power Rangers, Kathryn handed the play-mate the biggest truck, and sat back, quietly mentioning that Peter has a great truck, and maybe if you ask him nicely, he'll let you have it. Kyle looked up, sighed, and reluctantly said "I need that truck." Peter gave it to him, and Kathryn engineered them into putting Power Ranger into the truck together. They played for a few minutes before Kyle turned his back again. These few minutes grew, with diligent creative work on the parents' part, and within six months, Kyle was able to play with another child for over an hour.

This book describes each type of child with the same rich detail. The real family examples are alive and true to life. It is book that can help parents think more clearly about their children, their complex needs and it gives a wide variety of ways that parents found to help their children, once they had a deeper understanding of where the child needed help, and how they could offer that help without being rejected.

Greenspan wrote this book in collaboration with Jacqueline Salmon, editor at the Washington Post. Their combined expertise has produced an easily read book with clinically sound information. This is a book I am very happy to recommend to parents.

F E A T U R E

# Birthdays Wishes

by Kathy Smith

## "Make a wish and blow out your candles!"

**A**t that point in the party Mom may be wishing only that the festivities will soon be over so she can quickly clean up the debris, put the cranky celebrant to bed and get off her tired feet.

And what is the birthday boy or girl wishing? If there hasn't been a lot of discussion long before this party began, possibly a number of totally unrealistic wishes are careening around like pinballs in that small head.

Some wishes have to do with the party itself. She wishes that one of those wrapped packages holds the pony she has asked for. (No matter that none of the boxes is nearly large enough.) He wishes that he will receive as birthday gifts every toy he drew a crayoned circle around in that catalogue. (No matter that in fact he circled every single item.) She wishes this to be the party to end all parties, with balloons and confetti and clowns and a parade so that everyone in her preschool class will want to be her best friend from now on.

Loving parents would like to make their children's every wish come true, of course, and may spend considerable time and money trying to make the annual birthday event the moment of absolute wish fulfillment. Then because they cannot possibly fulfill their children's unrealistic wishes, everyone is disappointed. Much preparation is the key here, a sorting out of reality from fantasy. Prior to the birthday, we need to start talking about the number and sort of gifts the child might realistically expect. Without belittling the child's grandiose wishes, we need to help him understand which wishes are attainable, and which are not. We can take her wish for a pony seriously, but also discuss how crowded it would be for a pony in an apartment, and how unhappy the pony would be. We might express understanding that all the toys in the catalogue look inviting, but suggest how difficult it would be to find places to put them all. Meanwhile we could engage the child in planning his own party, something simple enough that in fact he can help make the invitations, decorate the table, prepare the cupcakes, and derive his pleasure from having arranged a pleasant afternoon for his friends, rather than imagining an impossible

extravaganza.

Children have other wishes around birthdays, too, that go beyond the anticipation of gifts and parties. They so look forward to becoming 4 or 5 for such an endless time not just because presents and ice cream are in store. They may well expect that on that magical day they will become transformed into much bigger people capable of wonders they couldn't perform when they were a mere 3 or 4. A child may imagine that although she cannot roller skate or ride a bike before her birthday, when she achieves her new age she will be instantly able to skate gracefully, to wheel about on her bike with ease. She may ask for a bicycle or roller skates for that very reason and then be crushed when she only falls to the ground, still small and helpless instead of big and powerful as she had fantasized. Children may even be imagining that they are expected by others to be suddenly big and clever and capable on their birthdays, and feel embarrassed when the day comes and goes and they are unchanged. Adults feed into this fantasy by assuring children that, for example, when they are five they will be old enough to go to school, forgetting how literal-minded young children can be. Having heard that message for so many months and years, children might naturally suppose that they will be admitted to kindergarten promptly on their birthdays. (A child might also be anxious about being expected to immediately measure up to all the five-year-olds he sees going to kindergarten, at the moment he too has attained that advanced age.)

Obviously more preparation, more thoughtful discussion is needed to assure children that they are indeed growing and learning and achieving, but that the numbers aren't what makes it happen. We can look at pictures together of when the child was smaller and remember together all the marvelous things he has learned to do since infancy. We can assure the child that she is just as big and accomplished as a 3 or 4 or 5 year old should be, and that it takes time to learn

to roller-skate, to ride a bike, but indeed she will learn, just as she is learning to get her shoes on the right feet, to bounce and catch a ball, to pour without spilling.

Children's biggest wish is to be "big." They can't wait until they grow up and have control over things. We see them managing this wish through their imaginative play - pretending to be grown up, to be Power Rangers, to be Superman - but that helps only temporarily. Coping with the wish by working at growing up, by taking pleasure in being in control of oneself, managing dressing, putting toys back where they belong, handling feelings, has a significantly more lasting impact on self

esteem. We can help our children then not only by helping them sort out fantasy from reality but also by encouraging and commenting on these growing up behaviors as they emerge.

By emphasizing small accomplishments day by day instead of setting our children's sights on one day of days, we have a better chance of making each birthday a truly happy one.

**...we need to help him understand which wishes are attainable, and which are not.**



## Tip for School – If your child gets in trouble at school

by Dorte Erichsen Deans

*Dorte is a retired Vice Principal from Hamilton, Ontario*

**A** call from their child's school is never greeted with delight. A parent cannot help thinking, "Oh no! Is Susan sick? Has Jason been bullied by other kids? Has he been in a fight? Has she been disruptive in the classroom?"

There are many reasons that a school might call. Many of us have been told that our child has thrown up on the Principal's shoes again, and would we please take her home? But sometimes the issues, especially for older children, have to do with something they have done that is against the school rules. What do we do then? The best advice is: "Don't panic and work with the school to solve the problem."

Here are some "Dos" and "Don'ts" for dealing with your child or teen's discipline problems in the school:

**Do:** Stay calm and non-judgmental  
**Don't:** Start attacking or being defensive.

**Do:** Clarify with the school what the consequences will be.  
**Don't:** Insist that your child have no consequences

**Do:** Speak with your child carefully to help them see what other action they could have taken.  
**Don't:** Blame the system, the school or his friends for the problem.

**Do:** Use this as a chance to teach your child about making good choices in life, and doing the right thing.  
**Don't:** Punish your child without clearly defining what she must do to regain your trust

**Do:** Take it seriously.  
**Don't:** Ignore the problem.

The school would not call if they did not think the problem was not serious but worth tackling. Even if you think being late or skipping 5 times is not a big deal, remember that the school personnel have the experience of seeing many students develop these patterns, and are clearly concerned about your child or teen. Try to build on this concern for the sake of your child. If you solve a problem early, you will likely prevent it becoming a big problem later on.

## Tip for Teens – Being there



by Barbara Burrows

**Y**oung teenagers, as they wean themselves from supportive families, often give the impression that they no longer need parents at all for emotional support. Parents often feel reduced to chauffeur, cook and laundress. With their demands that they not be treated "like babies" and be given adult privileges, teens can easily fool parents into thinking that they are much more mature than they really are.

Actually, teens who look, often act (but certainly not always) and talk with apparent adult maturity are frequently in much greater need of emotional support than they acknowledge. They manage to "appear" mature, secure and confident long before they have actually come to a feel as sure on the inside as they seem on the outside.

Inside they are very doubtful and even frightened at times. Often they feel humiliated, feeling "stupid" because they feel unsure in so many situations. To ask for emotional help from parents makes a teen who is trying to cope with life without parental support, feel even more "stupid", defeated and childlike. It is not easy for them to ask for the support they actually may need.

To the frustration of parents, teens often reject outright parents' direct advice and efforts to help. Parents may feel like giving up and letting teens learn the hard way when their children refuse to accept their support. Early adolescence is a very fragile stage of development. It is a time when

teens still need the parents they reject daily in their effort to achieve independence. Parents can help teens by offering badly needed emotional support in very subtle ways.

Just "being there" helps the most. Bedtime is surprisingly a very good time to "be there," even with teenagers. It is surprising how easy it is to get teenagers off the phone if parents arrive with a snack and are prepared to talk to teens for a few minutes at bedtime. An offer to help complete a project not done by bedtime is another quiet way to "be there" for teens.

Parents may worry that these "being there" gestures will lead to dependence, but surprisingly, the quiet support of the parents gives teenagers the courage they need to continue to move forward to independence. Knowing

parents will not be hurt or angry when teens reject them and knowing parents will be there to help despite teens pushing them away, makes it safer for teens to dare to venture out on their own. The "being there" of parents offers a much

valued "safety net" to be used in emergencies or when really needed.

Creating enough opportunities of "being there" helps teenagers know they are still loved, even as they are emotionally rejecting their families in an effort to achieve independence. As so many families have discovered,

when parent/teen relationships remain strong through this process, by 19 or 20, parents have a new family member — a genuinely mature, stable adult, able to love parents in an adult way and ready to get on with an adult life.

**It is not easy for them  
to ask for the support they  
actually may need.**

**Just  
"being there"  
helps the most.**

## Tip for Kids – Refusing foods – picky kids!

**C**hildren refuse foods at various ages and for various reasons. These reasons change with stages of development, but at all stages mothers often experience feelings of inadequacy or feel rejected when children do not respond positively to the foods offered. When mothers feel hurt, this can lead to troubles between mothers and their children. (See Tip for Babies – this issue.)

One common worry at this age is the craving for sweets, which is common and normal. Anna Freud describes the “craving for sweets as a phase-adequate substitute for oral sucking pleasure”. As youngsters give up the oral pleasures of nursing, soothers, thumbs and whatever else they may have sucked in infancy and toddlerhood, they are left with a certain longing, that is often linked with the craving for sweets. This craving, in most cases, disappears in time.

With the 3 to 6 year old child, new impulses and fantasies can influence greatly the child's desire for foods and worries

**new impulses  
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for foods and worries  
about food.**

about food. As anyone with a child in the age category will know, there is tremendous interest in the body, especially differences between boys and girls, where babies come from, how they get out, how they get made etc. Children form all kinds of their own theories as they try to answer these questions in their own minds. They may imagine babies come out through the

mouth (many youngsters are frightened of vomiting due to similar fantasies), that eating certain foods can make babies, that certain foods can be poisonous. When enraged, they might feel like the big bad wolf in Red Riding Hood, or the Three Little Pigs did, and feel like “gobbling everyone up”. To guard against such an aggressive inner impulse, a child may not eat at all.

This wide range of new impulses in the 3-6 year old, especially aggressive impulses can have a big influence on how and what children eat. Keeping this in mind may make it easier for parents to take a more relaxed approach to food, and not take it personally if their children go through a difficult phase, and refuse to eat, become greedy or gluttonous or stick to strict food fads for a period of time.



## Tip for Tots – Doing for oneself

**T**wo stages- “doing with” and “standing by and admiring” - leading up to this next stage of mother/toddler development “doing for oneself” have been discussed in Tip for Tots in October and December 2003 issues of Barbara Burrows Parenting Magazine -. See [www.barbaraburrows.com](http://www.barbaraburrows.com)

Something all parents wish to know is how to help young children develop self care skills - that is the wish to look after themselves - getting dressed, brushing hair and teeth - without conflict and fusses. Parents also want children to have good feelings about their bodies, as these good body feelings lead to self-esteem which helps children in all areas of development.

Children learn these self care skills in all kinds of ways - from temporary caregivers, or sometimes in their mother's absence they figure out how to do it themselves.

However, when toddlers and their mothers work through the stages of self-care of “doing for”, “doing with”, “standing by and admiring” and then “doing for oneself” with the mother's loving interest and investment encouraging the child each step of the way, the child invests his own body and self with the mother's love which becomes his own “narcissistic love”. He is able to love himself and his body more fully because his mother was able to take such interest in him as he was learning to care for his body. In this case, the child truly takes pride in caring for the body that he has come to love as his mother has loved it.

This does not always come easily. Jennifer's mother expected Jennifer to dress herself, and Jennifer was able, but neither mother nor child enjoyed the dressing process or Jennifer's achievement. Jennifer could dress herself well, but made a teasing, frustrating struggle out of the process, dawdling or running around until the threat of being late caused her mother to lose patience.

It turned out what Jennifer wanted was her mother's interest. Jennifer was trying to engage her mother's attention, but not in a way that helped either mother or child. It was not easy for Jennifer's mother to become engaged in watching Jennifer get dressed, even when she knew Jennifer needed her to do so. She felt bored and distracted when she tried. She was able to offer some extra hugs though, as Jennifer tried and this helped. She also began exploring with a therapist what it was within her that might be getting in the way of her enjoying her toddler's accomplishments.

The example shows us both how helpful it is to a child to have her mother's loving attention as she masters new self care skills and also what a demanding task this is for mothers, who may find it very difficult to give love and attention in such a major way, over an extended length of time.

*This example comes from *Toddlers and their Mothers* by Erna Furman P 123. Published by International Universities Press (<http://www.iup.com/>)*

# WHAT'S HAPPENING IN CLASS?

*Accounts here are written by parents who have attended Barbara Burrows Parenting Programs. Writers remain anonymous to protect the confidentiality of the children. Thank you to the parents who share their stories.*

## It had been a bad day

It had been a bad day. Not only had the children been home all day, but bad weather meant increased pressures for all of us. Later in the afternoon, it was a relief to see my son off to his karate class and have at least one child out of the house. In some ways, it seemed the bad



day had been as much to do with my crummy and depressed mood as it had been to do with the weather and the kids.

Imagine my horror and surprise when my husband, after picking our son up from his class, slammed the door in disgust, and said, "He BIT another child!"

We are talking about an 8 year old here - not a 2 year old. My husband told of his disbelief, as he heard another boy complain to his mother that he was bitten during class. To discover it had been our child was more than he could tolerate.

He contained his anger while in the studio, but once in the car, he told our son how angry he was. My husband said nothing more than that.

My reaction was different. Although absolutely floored, I knew this was so entirely out of character for our son, that something was wrong. I did not really feel anger when I went to speak to him.

Finding him was a task in itself. Huddled on the floor of his closed closet, the boy was sobbing quietly. I convinced him to come out and tell me what had happened.

The story unfolded — a particularity rambunctious boy — with the same name — frequently disturbed the class. Our son, quiet and sensitive, had jumped nearly out of his skin many times, hearing his name yelled out. After a few seconds, he would realize the teacher was speaking to the other boy — but his knotted stomach took longer to assimilate this information.

The lively child was at it again — and this time jumped right in front of our son while the class was lining up. Instantaneously, our son bit him!

"I couldn't believe I did it, Mom. Suddenly it just happened," he sobbed. "I feel so awful. I don't think I can go back to class." My child wept as he worried that the teacher would be angry, the other boy would hate him and so would all the other kids.

My heart ached for him. We talked and talked about how he might be able to find a way of going back to class and about whether I could help. He tried to figure out what he should say to the boy, and felt such guilt for his angry action. Did he owe the other boy an apology? Maybe the *other* boy should apologize.

Throughout this painful episode, I felt such a desire to help. In spite of the pain, I realized what a long way we had come. There was a time when my anger towards my son would never have permitted me to even wonder what could have upset him. And now, here we were, with him

sharing with me, and allowing me to help him in whatever way I could. I reflected upon how much my difficult day might have influenced my child's poor impulse control; and how wonderful it was, that in spite of the bad day, we could work together to find a solution.

As much as I hope he can manage without biting the next time he gets

really angry, how pleased I am that he could talk with me. In years gone by, he just seemed to act out more, once he got upset. He could never tell us what he was upset about.

I think if I had been angry as my husband, neither of us would ever know how difficult his aggressive action had been for our son. How many other kids are agonizing on the inside when they lose control, but hide it from angry parents, I wondered?

I decided to share this story, with the hope it might help other families dealing with aggressive children. Remembering that there is *always* a good reason for behaviour, as discussed so regularly in class, sure helped us through this one. And the pride I feel now will surely motivate me to try and remember, when our next tense moment occurs, that all behaviour does have meaning, and finding that meaning can be so very rewarding.

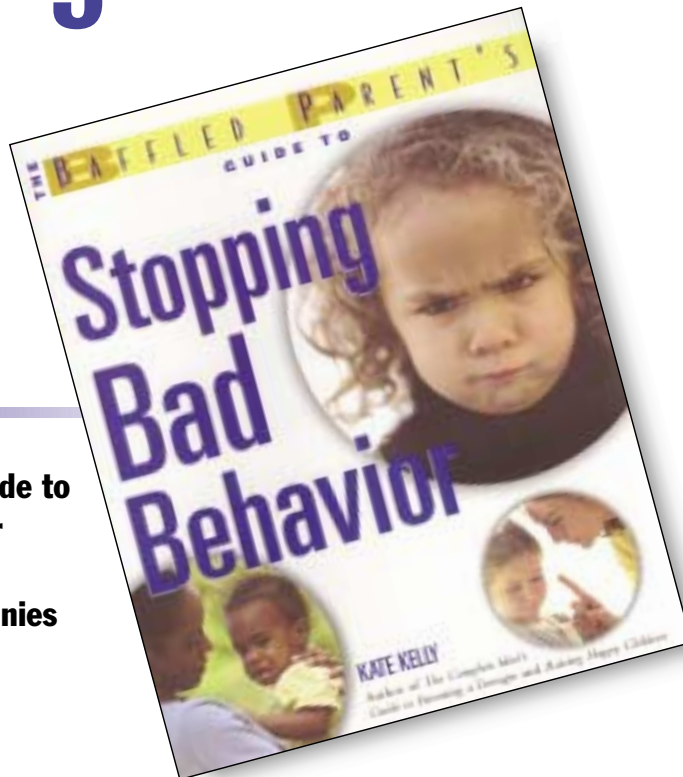
**Remembering that there is always a good reason for behaviour**



## PARENT'S CHOICE

# Stopping Bad Behavior

The books featured in Parent's Choice are chosen and reviewed by readers. If you've found a book particularly helpful, you could submit a review to [barbaraburrows@cogeco.ca](mailto:barbaraburrows@cogeco.ca).



**The Baffled Parents Guide to Stopping Bad Behaviour**  
by Kate Kelly  
The McGraw-Hill Companies  
\$23.95  
ISBN 0-07-141169-0

At first glance I assumed this was yet another “ten easy steps to better behaviour” self-help book. It is; but it’s also a useful guide. Author Kate Kelly states in the introduction that “these guides are written to focus on the how-tos of parenting”. While at first I was skeptical about advice to parents that doesn’t provide some insight to the motivation behind the behaviour, my concern was somewhat appeased as I reached the “Understanding the Cause” segment of each chapter. Here she delves into why your child may be acting the way she is.

In the introductory Kelly begins by exploring some of the reasons parents get so overwhelmed by bad behaviour. She then goes into perhaps my favourite chapter of the book which is titled “Inspiring Good Behaviour”. Kelly offers a list of principles which establish a basis for a more positive approach to parenting. These are things as parents we have to practice repeatedly to build them into our way of behaving well with our children. An especially valuable principle is “Teach and Show Children How to Express Themselves”. Here she suggests that parents model and teach how to express our feelings to our children and by doing so it helps them to learn how to describe their own feelings. Kelly goes on to say that by helping our kids with their feelings we can better understand what is going on with them and more sensitively identify problems.

**The book is divided into three parts:**

1. No Family is Perfect All of the Time
2. Stopping Bad Behaviour and
3. Encouraging Good Behaviour.



LYNDA SLOMKA  
Parent  
Hamilton,  
Ontario

**PARENT'S  
CHOICE**

It’s laid out in an easy-to-read format with each chapter offering an introductory narrative followed by the suggestions or “tips” in point form. If you’re pressed for time and want some quick advice you can pick up the book, leaf through to the section that applies - from tantrums, to aggressive behaviour, clinging and shyness and everyone’s favourite “whining and talking back” and just read the point-form section. Some suggestions are for planning ahead to stop the bad behaviour before it happens, while other advice is for the matter at hand. There are also amusing and thought-provoking sidebars under the headings “At Wit’s End”, “Trouble Zone”, “Great Idea” and “Did You Know?” Little morsels of wisdom like: When parents do much for their children - children will not do much for themselves.

The final section which deals with encouraging good behaviour actually offers invaluable advice for establishing sound mealtime, after school and night time routines. I wish I was armed with this arsenal when I had my first child rather than learning most of it the hard way. The book closes with a section on when to consult a professional which lays out a garden variety of behavioural disorders and brief descriptions of each.

If you are concerned about a specific behavioural problem, “Stopping Bad Behaviour” may not be the book to read. But for most of us ‘baffled parents’ it will provide sound, practical advice delivered in a format the most harried parent can manage.



**Otto Weininger**  
**Ph.D.**  
**1929 – 2003**

Toronto, indeed Canada and the broader international community lost a valued and esteemed psychologist and psychoanalyst last summer. Dr. Otto Weininger died at the age of 74, survived by his wife Sylvia, daughters Zoe and Erica, their husbands and two grandsons.

Dr. Weininger has been a great support to Barbara Burrows Parenting Magazine, serving as an advisor for many years. He has worked tirelessly through the years, in his role as professor at Ontario Institute of Studies in Education, and through his own 18 published books and numerous professional papers helped both parents and the professionals gain a deeper understanding of children’s psychological and emotional needs and development. His goal was to help parents so that they could help their children, and he did this through his books, special TV programs, newspaper articles, and magazine columns.

His latest book for parents, “Time-In Parenting” published by Rinascente Books Inc. was reviewed in Barbara Burrows Parenting Magazine in February 2003.

We will continue to share Dr. Weininger’s wisdom and insight with readers, and we miss him deeply.

## F E A T U R E

# GOOD ENOUGH PARENTS

by Otto Weininger Ph.D.

No parent can ever be perfect for their child; can judge when it is best to feed their child so that he will never feel uncomfortable, know whether they smiled just right for their child, or whether they gave just the right directions and interactions. It is just not possible to do this. What is possible is to just be good enough for the child, to be the "good enough parents" Donald Winnicott, the British pediatrician and psychoanalyst, spoke of.

We do not ever know exactly how an individual child sees his parent in each child-parent interaction: Does the child feel the interaction is good enough or not, and if not, then what happens? Because it is never possible to be what the child imagines and wants the parent to be, there is always going to be some degree of frustration. In fact, I feel some degree of frustration is a good thing because it acts to spur development. This "just enough frustration" can help the child look for new ways to do things, new ways to approach parents and new solutions to difficult problems. What we can aim for as parents is to be good enough that the child will experience just enough frustration to encourage him to go on to explore new and perhaps more effective ways of being with his parents.

The following example shows how "out of sync" parents and children can be, while each understands a situation from their own inner point of view. One child told his parents that unless he sat in the front seat of their car, he wanted to die! This statement came as a shock to them and they were upset, disturbed and immediately worried their six-year-old son was suicidal - a very frightening thought for any parent. As he was forced to sit in the rear seat he began to yell and scream that he wanted to die. When the parents got over the shock, his mother sat beside him in the back seat and asked as calmly as she could, "Do you really want to die?" The boy said, "No." She questioned why he said that and he replied, "If I can't sit in the front seat then I'm very uncomfortable in the back seat." She asked what made him very uncomfortable and his answer was surprising - "I'm angry." His mother told him that he should tell his parents that he was angry when he felt angry and not that he wanted to die,



that his anger would not damage them, even if they know how angry he is with them.

The parents of this child were responding to things the way they understood them: that their son was safer in the back seat than in the front seat. While they realized he wanted to sit up front, they did not realize the extent of his anger about not being allowed to do so. He could only express this in the ultimate way for him (and us), as a wish to die. This, however, did not make sense to his parents and they needed to help him clarify what it was he was feeling so they and he could understand and then manage the feeling. I think this little boy felt he was not good enough for his parents and that as a consequence he was being pushed into the back. I also think that to him this meant his parents did not really love him. His view of the situation was framed in terms of rejection and he could not then retaliate with his anger. What he would then experience would be death. With the help of loving parents he was able to say he was angry and not have to perceive himself as rejected and not wanted.

Children imagine what things mean based upon, or influenced by, their feelings of the moment, and no matter how hard we try to give them information about what is really happening, it is their perception of the situation that matters.

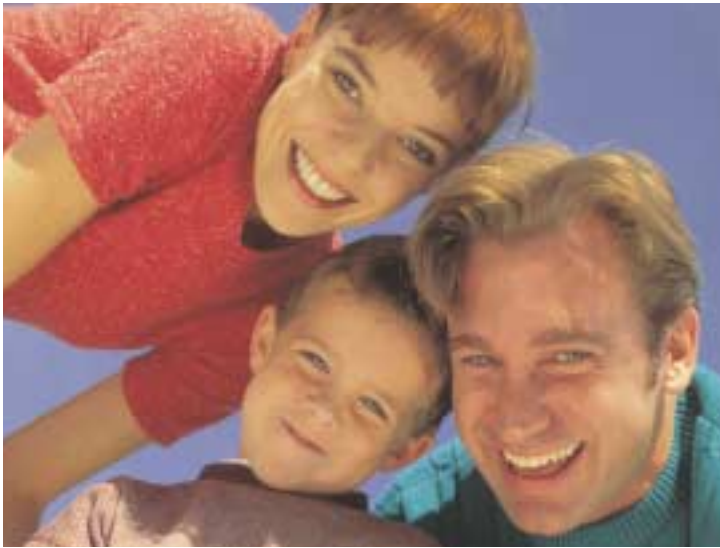
Probably in the future the parents of this little boy will say something like, "We want you to sit beside us but for your safety and because of the law in driving a car, children have to sit in the back seat." At least he can get angry with this requirement and not feel rejected by his parents. His "internal" way of perceiving his parents will be much more positive than imagining they put him in the backseat because he wasn't wanted in the front.

## INTERNAL AND EXTERNAL SIGNS

When parents respond to their children and infants in loving and supportive ways, this is taken as a sign that becomes lodged, so to speak, in the baby or child's mind. This sign is an interaction of not only what the parent gives, but also of what the baby is able to accept at that time. If the baby is comfortable, if the baby feels well, then the interaction between the outside sign, given by the parents, and the inside sign, provided by the baby's receptivity, comes closer and closer together even though it will never be a perfect match, there is a general feeling "all is well". There are always some differences between what the baby sees, needs and understands his parents to be "inside him," and what his parents actually are "outside him" or "in reality." Parents can never know exactly what their child needs. They do their best to satisfy the child, and yet sometimes the child continues to be upset. The child's inside needs and what the parent does to satisfy those needs doesn't match perfectly. The child may be left with an ongoing nagging "all is not well" feeling.

If I am a tired and cranky child, then, even if my parents are soft-spoken and patient, I still feel them, experience them, and interpret them in the way I am. I am uncomfortable and no matter how much they do, I still feel uncomfortable and so to

Continued to page 11



Continued from page 10

me they are not the giving and nurturing parents I need right now. So I cry and fret and my parents say, "I don't know what to do for you, everything I do is wrong."

It is very important at this point for the parents not to give up. If they continue trying to help the child who is demanding, perhaps ill or "over tired," even though he does not seem to respond at first, he will soon be asleep. If he falls asleep feeling that his parents are doing something to help him, his "internal sign" of his parents will be more positive. To give up is to reinforce the "all is not well" feeling. The cranky, difficult child does not get reassurance at a time when reassurance is needed.

Children make a personal interpretation of whatever we do. They make sense of their experiences on the basis of how the internal sign, the internal experience of parents, corresponds to the real parents. Conflicts and problems arise for children when parents try their best, but children still act as if parents are not helping - the child's internal sign defines the parents as unhelpful. Patient persistence on the part of parents actually enables the children's uncomfortable internal sign to gradually alter towards becoming more in keeping with what the real parent who so often actually intends to be helpful to their distressed child, but loses patience and gives up. Although often difficult for us in the short term, because our efforts are not being perceived accurately by our children, we nevertheless need to help children learn they can expect good through experiencing parental patience, tenderness and more patience. We need to have our own feelings of frustration, powerlessness or hopelessness "held" or appreciated by someone else, perhaps our spouse or our own parents when this is possible.

One adult described having always felt that her parents were cold, unloving and rigid in their relationship with her. She felt that even though they said they were helping her, and from their point of view they were always available to her, this woman felt she had, and still has, an image of her parents as rejecting. She felt that if she were angry, or felt anger, that their love for her would change and they would stop loving her. Her internal parental sign was of cold, rejecting parents, yet her parents told her that they were not such people. She remembers how they gave her a certain number of minutes to feel better so that "everyone could go on doing what they were doing." For this woman, the conflict was the discrepancy between what she felt, what her internal signs told her, and what she was told she should be feeling about her parents. Even though her parents believed they were "good enough", the feeling this woman holds within her, her internal sign is of cold parents.

There is much to be gained in terms of children's healthy psychological development to have many experiences where the child's internal experience of parents corresponds reasonably well to the real parents. When parents are able to come close to this goal, children will feel they have been raised by "good enough" parents.

*For more detailed discussion on "good enough" parenting, see "Time-In-Parenting" by Otto Weininger Ph.D., and "Good Enough Parent" by Bruno Bettelheim.*



# Don't miss the next issue

of Barbara Burrows Parenting Magazine

**COMING APRIL 2004**

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Barbara Burrows Parenting  
1328 Janina Blvd.  
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**fax:**

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**e-mail:**

barbaraburrows@cogeco.ca

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# BOOKS WE RECOMMEND...

Barbara Burrows Parenting searches out books that offer insight and understanding into the complicated process of children's growing up. For our first issue in 2004, we include a synopsis of books reviewed in 2003 and include other titles we consider particularly outstanding. Further information on the first eight titles can be found at [www.barbaraburrows.com](http://www.barbaraburrows.com) in the full review included in Barbara Burrows Parenting Magazine in the "Good Books" feature.

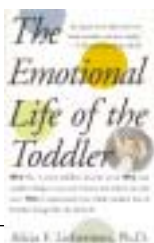
1



**"FATHERNEED"** by Kyle D. Pruett M.D.  
Published by Broadway Books New York  
Distributed by Random House Canada  
ISBN 0-7679-0737-1  
\$19.95 Canadian  
(See Oct. 2002 for a full review.)

A deep need for the father is something that people of all ages have, in a private, internal place, says Kyle Pruett, in his third book "Fatherneed". Some of us may think that we have outgrown this need, especially if our fathers were not very available to us growing up. We may only become aware at the time of death of an unexpected painful longing for our father. When a child's relationship with his or her father is severed or impaired, the child will experience "a certain yearning, a sense of something lost, an incompleteness" (P. 161) which will likely last a lifetime. Pruett describes the value of father-child relationships and shows how fathers have helped their children in numerous different and unique ways.

2



**"THE EMOTIONAL LIFE OF A TODDLER"**  
by Alicia F. Lieberman Ph.D.  
Published by The Free Press –  
ISBN 0-02-874017-3  
\$21.50 Canadian  
(See Dec. 2002 for a full review.)

Any parent with a toddler knows that a child of this age is a whirlwind of explosive, contradictory and ever-changing emotions. Although a number of books discuss the physical and cognitive abilities of the toddler, Dr. Lieberman is one of the first to offer an in-depth examination of the varied and intense emotional life of children from ages one to three. Drawing on her decades of research and clinical practice, the author addresses a multitude of commonly asked questions and issues - such as why "no" is often the favourite response of the toddler.

3



**"TIME IN PARENTING"**  
by Otto Weininger Ph.D.  
Published by Rinascente Books Inc.,  
Toronto, Ontario.  
ISBN 0-9730905-0-2  
\$16.95 Canadian  
(See Feb 2003 for full review.)

'Time in' where children stay with parents when they are upset, and in this way learn to cope with frightening feelings and thereby gain a sense of self-control which is self-discipline. When parents are there and stay with children so the children can rely on their parents' strength in coming to understand what they are doing wrong.

4



**"THE DEVELOPMENT OF ANOREXIA NERVOSA":**  
The Hunger Artists  
by Sylvia Brody Ph.D.  
Paperback ISBN 0-8236-3381-0  
Published by International University Press  
<http://www.iup.com/> .

Dr. Brody draws on her research to offer new, important information on what may lead to this condition. Dr. Brody's study followed 131 mother/infant couples from the 1st few days of the baby's life and most were followed for more than 30 years. Two of her subjects became anorexic. Her book outlines, in precise detail, the troubles in parent-child relationships, the early signs of unresolved frustration and the early antecedents of anorexia in these two subjects - Ariel and Helen. For professional and parent readers.

5



**"INSIDE PICTURE BOOKS"**  
by Ellen Handler Spitz  
Published by Yale University  
Press [www.yale.edu.yup](http://www.yale.edu.yup)  
ISBN 0-300-08476-5  
\$13.95 US  
(See June 2003 for full review.)

Spitz's book is an engaging mixture of perception, warmth and commitment. It offers a valuable contribution to a subject which asks for serious consideration: what children's books are, and what they do, and what important and curious introductions to life are taking place as we turn the pages together. In her discussion of these beloved stories, Spitz offers insight into the thinking, worries, fantasies, imagination and fears of young children.

6



**"PARENT-INFANT PSYCHODYNAMICS"**  
Wild Things, Mirrors and Ghosts  
Edited by Joan Raphael-Leff  
Published by Whurr Publishers Inc.  
<http://www.ingenta.com/isis/browsing/BrowseByPublisher/ingenta?publisher=whurr>  
ISBN 1-86156 346 9  
(See Aug 2003 for full review.)

Parent-Infant Psychodynamics is not just "another" book on mothers and infants. This is a remarkable collection of scientific papers written by dedicated pioneers in the field of healthy and abnormal psychological infant development over the last half century. Sound daunting? Actually it isn't. Joan Raphael-Leff, the editor of this book, has chosen papers written clearly, without a lot of difficult to understand jargon. This book is accessible to parents as well as professionals.

7

**"THROUGH THE NIGHT"**

Helping Parents and Sleepless Infants  
by Dilys Daws

Published by Whurr Publishers Inc. © 1989 PB

<http://www.fabooks.com/author.php?id=137>

ISBN 1-85343-068-4

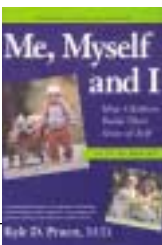
\$39.95

(See Oct. 2003 for full review.)

**A**s this book was published in 1989, it is not readily available in book stores. This book can be ordered from Bryan Prince Bookseller (add \$3 for shipping within Ontario) Call 1- (800) 867-0090 to order.

Of the numerous books on the market about helping babies (and their parents) sleep through the night, this is the first I've come across that talks about the individual needs of specific babies and parents to help parents understand why their babies may be restless, poor sleepers or fussy. One of the main themes of this book is that parents' own experiences colour their interpretations of what their child is going through. This book refers often to reputable studies and scientific papers on infants and sleeping, drawing not only on clinical material but also scientific research, making it of interest to both parents and professionals. It is truly a gem.

8

**"ME, MYSELF AND I"**

How Children Build their Sense of Self)

by Kyle D. Pruett M.D.

Published by Goddard Parenting Guides

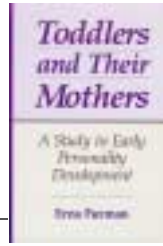
ISBN 0-9666397-4-X

\$19.95 US

(See Dec. 2003 for full review.)

**M**e, Myself and I is a definitive guide to toddlerhood – the extraordinary period when parents have the greatest influence in setting their child on a healthy and happy course for life. Internationally known author Kyle P. Pruett M.D. draws on the latest research and his decades of experience as a developmentalist and child and family psychiatrist. The result is clear, practical help for parents to enhance their child's growth on all fronts, from language, and social skills to cognitive and emotional development.

9

**"TODDLERS AND THEIR MOTHERS"**

A Study in Early Personality Development  
by Erna Furman

Published by International University Press

<http://www.iup.com/>

ISBN 0-8236-6555

\$60 US

**T**he theoretical formations, years of hands on therapy, education and research brilliantly illuminate the internal and external developments that must gradually transform a mother's investment in her child in infancy to one of "you're wonderful because you are mine" to "you are wonderful because you are you" during the toddler years. This change is necessary to allow for the child to become self-determining and self-respecting.

This book helps parents understand the subtly with which signs of anxiety can appear and may be alleviated in the young child, to allow for progressive development in the child and satisfying maternal functions in the mother.

10

**"SECOND CHANCES"**

by Judith Wallerstein and Sandra Blakeslee

Published by Ticknor & Fields, New York. In Canada, it is published by Thomas Allen & Son.

ISBN 0-89919-648-6

(Reviewed Barbara Burrows Parenting Magazine April 2000)

**"S**econd Chances" is easy to read, full of real life examples everyone can relate to, and yet describes perhaps the most respected research available to date on the effects of divorce. Wallerstein's study tracked families in the 15 years following divorce. Since marriage breakdown is part of our culture, "Second Chances" helps men and woman gain deeper insights into the needs of both themselves and their children following divorce, to help them get the most out of their "second chance".

11

**"THE MYTH OF THE PERFECT MOTHER"**

The Emotional Realities of Mothering  
by Jane Swigart.

Published by Contemporary Books, A division of NTC/Contemporary Publishing, Chicago, Illinois

ISBN 0-8092-2938-2

\$19.95 Canadian.

**A**n insightful book dealing with the emotional experiences of becoming a mother — motherhood rarely meets one's pre-mother expectations of what it would be like. Many mothers have told us "I thought she must have written the book just for ME!" This book reassures us that each of us worries that we are "bad" mothers from time to time, and we also feel like "good" mothers too. It urges us to forgive ourselves and helps us get a clearer picture of strengths we may not have recognized.

12

**"SCATTERED MINDS"**

by Gabor Mate M.D.

Published by Knopf

ISBN 0-676-97145-8

Hard cover \$33.95

Reviewed in Barbara Burrows Parenting Magazine, Feb. 2001.

**T**his is a book for parents puzzled about their children's uncooperative behaviour or sensitivity. It is filled with a high level of understanding about healthy psychological growth in children and also offers a bibliography leading parents to reams of credible research on infant and child development. See <http://www.scatteredminds.com> for more information.

# Barbara Burrows Parenting International Advisory Board

*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).*

**Thomas F. Barrett Ph.D.**

Clinical Psychologist, Child/Adolescent Psychoanalyst, Director and Faculty Member, Cleveland Center for Research in Child Development and Hanna Perkins School.

**Sylvia Brody Ph.D.**

Post graduate work at The Menninger Foundation, Author of five books, numerous papers and seven films on maternal behaviour on infant and child development, Extensive clinical research in infant and child development.

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Clinical Social Worker, Graduate of University of California at Berkeley, Post-Graduate Studies at Mount Zion Hospital Psychiatric Clinic, California.

**James W. Deutsch**

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Graduate of Yale University (M.D.) and California Institute of Technology (Ph.D.), Director of Youthdale Psychiatric Crisis Service, Youthdale Treatment Centre, Toronto.

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Psychoanalyst, Adjunct Professor of Psychiatry, U. of Toronto. Faculty - Toronto Institute of Psychoanalysis, Editor of a book on masochism, author of several papers on psychoanalysis & literature.

**Norman Rosenblood Ph.D.**

Training and Supervising Psychoanalyst, Professor Emeritus of Humanities McMaster University Member of Faculty - Toronto Institute of Psychoanalysis.

*Barbara Burrows Parenting Magazine expresses deepest gratitude for the support of Dr. and Mrs. Furman and Dr. Otto Weininger during their illustrious careers.*

**Otto Weininger Ph. D, C. Psych. 1929 - 2003**

Clinical Psychologist - Psychoanalyst, Member of Faculty - Toronto Institute of Contemporary Psychoanalysis, Professor Emeritus O.I.S.E., U of T - Toronto, Author of 12 books and numerous papers.

**Erna Furman 1926 - 2002**

Faculty Member Department of Psychiatry, Case Western Reserve School of Medicine, Cleveland Psychoanalytic Society; Author of seven books and over 180 articles on child development, many of which have been translated into German, Dutch, Finnish, Spanish, Italian, & Polish and have been the topics of some 450 presentations to scientific and lay audiences.

**Robert A. Furman M.D. 1924 - 2002**

Pediatrician, Psychoanalyst, Training & Supervising Child, Adolescent & Adult Psychoanalyst, Author of numerous papers on childhood development, published in both North America and Europe.