

AP EUUnion



AP EUUnion Newsletter

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Welcome

Would you like to get news from APEU?

Sign up for the news by email or news feed on the website

Archived news is at www.attachmentparenting.eu/news

- The web site is up and running and can be visited at www.attachmentparenting.eu. There is a great discussion forum in English, German and Dutch at this stage and we hope to be adding French, Danish and Italian in the near future.
- Please email me with and comments or news to include in our next edition. Kate@attachmentparenting.eu
- AP EU is holding monthly On-Line Support Meetings in the 3rd Wednesday night of every month at 8.30pm GMT.
- At this stage the meetings are held in English but as time goes by we should be hosting meetings in other languages too.
- To connect to the meeting, go to <http://chat.xs4all.nl>, choose a nickname, enter channel: #apeuchats and join in.
- You are all welcome to join the new mail group for support and discussion at <http://www.yahoogroups.com/groups/apeu>
- You can subscribe by sending a blank email to apeu-subscribe@yahoogroups.com

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The Importance of Attunement

Each day, in every classroom, there are thousands of human-to-human interactions. With words, smiles, and open arms, teachers and children seek to communicate. And in doing so, a teacher can connect with children in ways that allow sharing, soothing, and learning. Yet, there can be no communication if the instructive words are not heard, the tender touch is unfelt, and the admiring gaze is unseen. How often our best words dissolve unheard by those we wish to touch. Fear, anger, frustration, confusion, pre-occupation, or boredom has made them "deaf." This was the wrong time or the wrong way to use those words. There has been a mismatch. What you wish to say, in that moment, is not very important to the listener. And you have not perceived what they are saying to you: "Not now. Don't use words. I am tired, scared, hungry, bored, angry."

This is why the core of good teaching is attunement. Attunement is being aware of, and responsive to, another. How does this child feel? Is she interested, engaged, capable of listening to what I want to say? What is the best way to communicate this idea, fact, concept, or principle to her *in this moment*? What will engage, encourage and excite her about this subject? What will be heard, perceived, felt and learned — in short, what the teacher will communicate — depends upon how receptive the child is. And how well a teacher reads a child's receptivity depends upon an understanding of how humans communicate *without* words.

Attunement depends upon our amazing capacity for *non-verbal* communication. In fact, the vast majority of our communication with others is non-verbal, and a huge percentage of what our brains perceive in communication from others is focused (even without our being aware) on non-verbal signals: eye movements, facial gestures, tone of voice, the move of a hand, or tip of the head. Even as one area of the brain is processing and attending to the words in an interaction, other areas are continually focusing on, and responding to, the non-verbal actions that accompany the words. From this process, a child can literally sense your interest, your approval, and your enthusiasm.

The children, in some ways, have the easier task. The teacher has the challenge of being attuned to twenty or more different children. Each of the children will have different strengths, vulnerabilities, sensory preferences, and style of exploration (e.g., timid vs. bold). And each child's "receptivity" shifts throughout the day. In one moment a child may be alert, attentive, and capable of tolerating the frustrations of a new challenge; hours later this same child is tired, hungry, fussy, and will be easily frustrated by any new challenge. This is the time to give the child something simple and familiar — something previously mastered — such as coloring, or building with blocks.

Individual Rhythms

A child's capacity to learn in any given moment is determined by internal rhythms. Our bodies and our minds move through predictable rhythms driven by powerful physiological processes. Sleep and wake. Hunger and satiety. The human brain's capacity to focus, listen, learn, and communicate is shaped by the symphony of dozens of patterns of rhythmic biological activity, creating, in any given moment, a person's internal state. In some of these states we are attentive and receptive (e.g., calm and satisfied), while in other states we are incapable of learning (e.g., when asleep, exhausted, sad, afraid). In order to be attuned to someone, we must interpret their non-verbal (and verbal) cues — reflections of their powerful physiological rhythms.

Furthermore, in addition to the individual rhythms of the child, each day and week, as well as the school year as a whole, have superimposing rhythms that influence a child's "receptivity." The first few weeks of school, for example, are so novel that most children require time to adjust and become familiar with the novelty before they can learn efficiently. In the last month of school, children sense the change in pace and anticipate the upcoming transition, again being less capable of efficiently learning. There is a rhythm to the week. Mondays are different from Fridays. There is

a rhythm to the day: a teacher is more likely to find a receptive class in the middle of the morning than in the 30 minutes before school is over.

Throughout our lives, attunement helps us build and maintain our relationships. The capacity to be sensitive to someone else can be taught. The teacher can help children learn to be better attuned (see strategies, below). By taking the child's innate preference to read non-verbal cues and developing their capacity to watch, listen, and learn, we will be fostering socio-emotional literacy, and helping our children become fluent in the most important of all human languages — socio-emotional.

We can teach children non-verbal language just as we help them develop verbal language skills. Simple questions and instruction are a good start:

- "How can you tell if someone is happy?"
- "How can you tell if someone is sad?"
- "How does it feel when no one listens to you?"
- "When someone is speaking to you, you should look at them."
- "You can understand someone if you listen to their words and watch how they behave."



Things to Remember

- Each child is unique. The attuned teacher becomes an historian, remembering and cataloguing a child's style of engagement and communication.
 - Learn individual strengths, vulnerabilities (one child may tolerate lots of stimulation while another is easily overwhelmed), and preferred style of communication (Are they verbal? Do they get quiet when upset?).
 - To develop this classroom "catalogue," become an observer. Be sensitive to changes in the rhythms of a child's movement, the tone of their voice, and the intensity of their activity.
 - Anxious, shy, and timid children may prefer solitary learning activities. Social children may learn concepts best in groups. Popular children enjoy recess, where their leadership and popularity can shine. Marginalized children often dislike recess; unstructured social time makes them feel more isolated and excluded.
 - The most powerful of our non-verbal communication instruments is the face. A child's face, and yours, is a barometer expressing interest, investment, curiosity, joy, fear, anger, confusion, or doubt.
 - Be aware that due to your influential position, words, actions and expressions are magnified—both good and bad.
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Dr. Bruce D. Perry, M.D., Ph.D., is an internationally recognized authority on brain development and children in crisis. Dr. Perry leads the ChildTrauma Academy, a pioneering center providing service, research and training in the area of child maltreatment (www.ChildTrauma.org). In addition he is the Medical Director for Provincial Programs in Children's Mental Health for Alberta, Canada. Dr. Perry served as consultant on many high-profile incidents involving traumatized children, including the Columbine High School shootings in Littleton, Colorado; the Oklahoma City Bombing; and the Branch Davidian siege. His clinical research and practice focuses on traumatized children—examining the long-term effects of trauma in children, adolescents and adults. Dr. Perry's work has been instrumental in describing how traumatic events in childhood change the biology of the brain. The author of more than 200 journal articles, book chapters, and scientific proceedings and is the recipient of a variety of professional awards

Life and rhythm in our family by Diana Boskma AP EU UK

We are a pagan, unschooling family, so our lives rhythm is different than that of most other people. I would like to share with you our ideas on parenting as well as education, and what consequences that has on our rhythm. A smaller, but equally important part of our choices and with that the rhythm of our life is being pagan and with that trying to live as much as possible in tune with nature.

Parenting

As we believe it is best for a child to follow its natural living rhythm, we do not have fixed bed times, nor do we have fixed times to get up in the morning. We believe it is important for children to be around their parents when they are available to them.

Therefore in our family the children go to bed when we do, which is between 22.00 hrs and 23.00 hrs. This gives us a nice tribal type of way of spending our evenings together, which we believe is very important in the well being of all of us. We have a lot of influence on each others lives, which we love this way.

During the evenings a lot of different activities can be undertaken. We talk, we watch tv, a DVD, or video together, celebrate our celebrations, we play games together, we tell stories, about family, fairy tales, use native (from all over the world) educational stories, mythology etc. Anything is possible that we all like for that evening. Sometimes we also play a computer game (LAN game) together. Often the kids take out their workbooks and ask lots of questions as both of us are available in the evening. But more on that in the education piece.

As I have watched quite a bit of DVD's on tribal living I noticed that it works that way in tribal communities that still live traditionally. The other positive part of our life style is that my partner has quite some time with the children and knows quite well what is going on in their lives, contrary to what I see happening with neighbours, where dad often hardly sees the children during the week because of work. He also has quite some influence on them with his ideas and thoughts. They like getting input from more than one source as this gives them more time to think about things, talk them through with us or even others and makes their choices in life better informed. The other, to me, positive aspect is that, in the morning, when we get up, my partner and I are together, we can talk a bit, we have breakfast together and after my partner goes to work, I can clean up the kitchen, get breakfast for the kids started, start laundry and all kinds of other things and house hold chores, which are nice and easy to start when there is nobody asking questions or needing help. I usually have at least 1 to 1,5 hours, this can get me to have most of the house hold done. Sometimes I even have more time. I love this time for myself alone in our house as this gives me the opportunity to have things done that I prefer doing without the kids / help of the kids. Of course they do their bit as well in our house hold, I just don't want them around with everything.

When the kids are all up, we have breakfast and take the dog out. After that the day can start.

Education

As we believe that unschooling is the best way for our children. They have a large amount of freedom in their education. They choose the topics they are interested in.

When we get an e-mail message about trips, exhibitions or museum visits that groups are doing, we always discuss those to see how interested they are before I book it. Usually they are interested as they have a very varied interests.

As they prefer doing certain topics with my partner, this means that its best for them to do those in the evening when he is home. This means that at least 2x a week their maths workbooks or German work is taken out to do things with him and discuss things with him. Also science is usually done when he is home, although that tends to be on weekends when there is time for projects, tests, going into the woods and check things out with him etc.

We have had that neighbour children were completely shocked when they noticed the children doing "schoolwork" on evenings, weekends or school holidays. We don't have those. Every minute of the day is an opportunity to learn and the best thing is to use every opportunity. The girls feel

the same. Especially when there are family or friends visiting with particular skills, they love using that to the max.

Sometimes, we have to be early. Usually this is when we want to go to an exhibition or museum or something like that in London. This means that we talk about that the day before and all go to bed early the day before. My partner usually also start working early on those days, so we can still have our time together before the kids have to wake up.

They usually gladly go to bed early and get out of bed early for these occasions. Last time was a few weeks ago when we went to the British Museum to go to the exhibition of the First Emperor, which was amazing and well worth the effort we put in.

When we go to a museum more near to our home we don't have to worry about leaving the house as early as 07.00 hrs to 07.30 hrs, as then we can go later in the morning. But when we have to go to London that is the way it is. Especially with stuff that starts early.

Pagan

As we live a pagan lifestyle, this means that we like to pay attention to the full moon every month, we also like to pay attention to the cycle of the year, look at the seasons and see what nature does during every season, how it changes etc. We celebrate the beginning of every season and the harvest times and other, to us, important days.

This also implies that on full moon days the children are with us to pay attention to the full moon being there. We love taking a walk in the evening with the dog and look at the moon and see how beautiful it is. We also look at the different stars that we can see and try to find out which star it is and whether it is part of a star sign etc.

Have You Got Rhythm? Or Has Routine Got You? Words by Lucy Pearce

I like to be free, yet I live in a world that values order and structure. I am not a regular person, and my son was not a standard issue baby; I am not sure how many people are. And yet so much of what is offered as guidance to new parents asks them to abandon their own instincts or observations and follow a fail-proof, step-by-step plan to success written by an expert. It's scientific, so it must be good, mustn't it? You must have a routine, otherwise... Otherwise what? Otherwise you'll have to think for yourself? Heaven help us!

When I started out on the mothering road I didn't go near the infamous *The Contented Little Baby Book* or anything else remotely similar: it went totally against my own nature to be that rigidly structured. I needed guidance, not a timetable. It was on reading two wonderful books that I began to create more balance in both our lives. Rahina Baldwin's *You Are Your Child's First Teacher* and Elizabeth Pantley's *No-Cry Sleep Solution* brought home to me the importance of helping your child to establish rhythm in their day. It has been a powerful learning curve for me understanding the difference between routine and rhythm, and the difference between guiding and imposing structure on your children. But isn't that just playing with words, I hear you ask, what is the difference?

I would define a routine as a schedule which is set externally, usually based on external authority or advice. Especially popular in the last fifty years or so have been scientific routines based (supposedly) on objective scientific fact, rational and impersonal: babies should be fed every four hours, sleep in a crib and drink 8 fluid ounces of carefully balanced formula milk, wean at four or six months and not before or much after, potty train at 18 months, bed at 7pm, etc. These systems were devised for an average baby, which I have yet to meet. They are based on the judgements of others and the fashions of the time. They do not take into account the individual's idiosyncrasies, physical build, character type and living environment. They are a one-size-fits-all blueprint into which the individual must fit themselves.



Rhythms on the other hand reflect and are propelled by nature: breathing in and out, eating and defecating, sleeping and waking, menstruation, the rising and setting of the sun and moon, the changing seasons, the passing of years. Each has its own ebb and flow; they are not static. To take just one example, menstruation, whilst often 28 days, is affected by stress or the hormones of other women that we are close to, and so is rarely precise in its arrival. Our own nature is rooted in its own internal rhythms and immersed in an external world of nature's rhythms. Humans need rhythm to function

healthily and achieve balance, indeed this is the basic principle behind many philosophies of health such as acupuncture or homeopathy, also known as homeostatis in Western. Rhythm can be defined as a self-regulating system, with fluctuations, always tending towards equilibrium through constant feedback from both the organism and environment. Routine, on the other hand, is pre-designated, man-made and arbitrary. Rather than seeing daily life as a set of alienated actions all requiring precision, as routine dictates, a rhythmic approach encourages us to look holistically at our days and the patterns woven into them by our basic physical needs and other activities requiring balance. It is the difference between creating an original piece of art and following a paint by numbers: one takes more thought and effort, but the result is infinitely more rewarding. In approaching our lives in terms of rhythm, we allow ourselves creativity and complexity, whereas in routine we require systematic repetition of disjointed actions which are to be judged externally.

We live in a world run by routines – to question them is to question far more than how frequently a baby should feed – it is to question the very fabric of our society. Timetables ensure order and structure, and we are moving more towards this as the man-made world gets more complex. The thinking behind rigid scheduling for babies is that they become civilised early on, and so interrupt our sacred adult schedules as little as possible. In doing this, however, they learn quickly to follow external markers rather than being attuned to their own inner drives. As do their parents, who learn to look outside for advice on how to manage every fibre of their child's being. Schools, hospitals and work places are built around routines and timetables rather than natural rhythms, so it is seen as preparing the child for the world to break its own sense of rhythm. Certainly, we all need to be able to interact and function together within our society and environment, but to do so at the expense of ourselves is dangerous: the inability of the body to self-regulate itself leads to stress, disease and insecurity. As a culture we currently focus on the external prompts (timetables and clocks) to govern our most basic functions of eating, sleeping and excreting. Think of the child told to wait to pee until break time, or to eat until the bell goes for lunch. To learn to trust internal rhythms is seen as moving towards uncontrollable urges and appetites, chaos and disorder, which as a culture we have a strong distrust of. Many of us are so used to controlling and ordering ourselves and our world, that to trust nature's ability to self-regulate is anathema to us.

Establishing rhythm with children is crucial by creating familiarity and a sense of their place in the world so that they can relax into it. A lack of rhythm causes disharmony, which is experienced as stress for the individual and can be expressed in terms of unhappiness, behaviour problems or issues with eating or sleeping and even illness. One of the greatest gifts we can give our children is the skill of listening to and honouring their own rhythm within a structured and balanced family life.

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Some Ways to Work With Power Struggles compiled by Kate Byrne AP EU Ireland

1. Decide what you will do. I will read a story after teeth are brushed. I will cook only in a clean kitchen. I will drive only when seat belts are buckled. (I will pull over to the side of the road when children are fighting.)
2. Follow Through with KINDNESS AND FIRMNESS.
3. Distraction for Young Children and lots of supervision. Punishment decreases brain development. Children are often punished for doing what they are developmentally programmed to do.
4. Get children involved in the creation of daily work or deadlines.
5. Ask what and how questions: How will we eat if you don't set the table? What was our agreement? How do you feel about what happened? What ideas do you have to solve the problem? (This does not work at the time of conflict, nor does it work unless you are truly curious about what your child has to say.)
6. Put the problem on the family meeting agenda and let the kids brainstorm for a solution.
7. Use ten words or less. One is best: Toys. Towels (that may have been left on the bathroom floor). Homework. (Sometimes these words need to be repeated several times.)
8. Get children involved in cooperation. Say, "I can't make you, but I really need your help." (10 words)
9. No words: Use pantomime, charades, or notes. Try a hug to create closeness and trust -- then do something else.
10. Non-verbal signals. These should be planned in advance with the child. Use reflective listening. Stop talking and listen. Try to understand not only what your child is saying, but what she means.
11. Limited choices: Do you want to do your homework before dinner or after dinner. Do you want to set the table or clean up after dinner?
12. Make a "Wheel of Choice" together. Draw a big circle and divide into wedges. Brainstorm lots of solutions to problems. Draw illustrations for each solution. During a conflict, invite child to pick something from the wheel.
13. Create a game: Beat the clock or sing songs while getting chores done.
14. Do it WITH them.
15. Use your sense of humor:
16. BONUS: HUGS! HUGS! HUGS! A hug is often enough to change the behavior -- theirs and yours.

Some thoughts about listening to your body by Rebecca Bradshaw-Levy AP EU UK

We're probably all familiar with the idea of your body being a barometer for mental as well as physical health. Stress takes its toll on the body for all of us in different ways. For me, it's always my lower back that plays up when I'm tense, and when the stress is longer term, I start getting ill more readily, and find it harder to shake off the coughs and colds than usual. But something I'm beginning to learn about further is how much more our bodies are inextricably linked to our minds, and how much I (and I'm sure I'm not the only one) tend to separate the two in my life, living inside my head, rationalising and analysing my experiences and emotions from a distance. I am drawn to the idea that being more aware and in tune with my body could bring a deeper connection with my mental self, and ultimately a happier, more confident Me.

I've been reading what is proving to be something of a revelatory book for me recently, called *Undefended Love* by Marlene Lyons and Jett Psaris. In this book, the authors talk about how we all adopt defence mechanisms to protect our innermost fears and anxieties, that we are all defended in the way that we live and love. Our earliest experiences, they suggest, play a large part in leading us to adopt such defences – a parent censoring our anger and distress as a small child when we lost a toy, the pain of isolation as a baby left alone to cry, the shock of separation at birth when mother is given drugs that cause her to become detached and remote. In *Undefended Love*, the authors discuss the idea that personality is, itself, a series of shields that protect us from our deepest fears – fear of unworthiness, fear that we are unlovable, fear of not belonging. For example, you might consider yourself a generous person – you love to give to other people, to see how happy it makes them. However, the book asks its readers to think a little deeper – how do you feel when someone rejects your offer of help or is unappreciative? This might provoke feelings of anger or resentment. Perhaps this personality trait of generosity is not quite as pure and unconditional as you first thought. Perhaps instead you might come to realise that it is important to you to be seen as being generous, that generosity shields you from feeling unworthy or unlovable. That is not to say that personality is a fiction, and if we were to scythe away our defences we'd all be the same, homogenous mass of humanity. *Undefended Love* teaches that we can all learn to wear our personality a little more lightly; instead of clutching it tightly in protection it can be worn flowing and free.



The book also guides its reader to examine strong reactions to others as a sign that defences are coming into play – if you find yourself getting angry with your partner for leaving a mess in the kitchen, ask yourself where this feeling is coming from in you. In doing so, one technique the book advocates is a step by step process of reaching through the layers of experiencing feeling: first, we think about what is making us angry (e.g., it is so annoying when you leave the milk out and don't even put the lid back on! Why are you so thoughtless?); then, we feel the emotion (I am angry!); next, look deeper to the more vulnerable feelings beneath the surface (I feel overwhelmed with the housework, I feel isolated, I feel

frightened I can't cope); next, focus on any bodily sensations you have at this time (tension in my jaw, shoulders, back, etc.) and stay focused here, allowing the physical sensations to fill your awareness. Keep focusing even if it feels painful or intense: allow the sensations to wash over you and pass through you. Do this for as long as it takes for equilibrium to be restored. This, the book says, will bring you closer to your essence, your true self, your undefended heart.

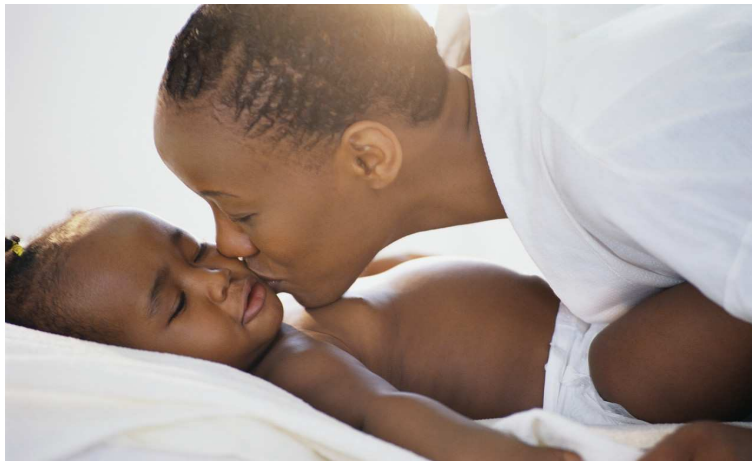
I am finding this book both exhilarating and deeply challenging. I think I must be very defended! It is hard for me to listen to my body – when doing the above exercise, I find that as sensations intensify, my mind attempts to take over and impose an intellectual barrier, rationalising feelings and safely distancing me from the proximity of pain. But I can also glimpse the joy of being undefended during these times of deliberate focusing on my body. The times I am able to persist through the intense physical sensations, I reach a place of great peace and contentment. On reflection I can see that there are other times when I am able to achieve this connection with my body and mind more readily than usual. One of them is in my interactions with my 10 month old baby – a pure, undefended heart if ever there was one! I can find great joy just from holding her, feeling the warmth of her body against mine. Breastfeeding is particularly potent for me, and it provokes such a sense of harmony and wellness that I am often content simply to just be, nursing and gazing at my baby's amazing face. Another experience where I am able to feel a stronger connection to my body is during pregnancy and, in particular, childbirth.

Childbirth is an extraordinary rite of passage for a woman, one that takes her out of the ordinary and into the realms of the goddess – when birth is as it should be, natural and without intervention, women feel powerful, almighty and nourished to their core. Unfortunately, for many women, that experience is denied them for a multitude of reasons, not least the fact that as a society we view birth as a medical event and place ourselves in the hands of health professionals, giving up our own power. I have had three babies, and three very different births. My first was in hospital, an induction that had me incarcerated (for that's how I felt) for 6 days, the actual birth occurring by an emergency Caesarean section in the middle of that time. At the time I was ignorant, and my defence mechanisms kicked in hard to help me cope – I didn't question the right or rightness of the doctors and midwives to make the decisions they made for me and my baby, and afterwards, told everyone I was fine and that the birth had been good.

Two years later and pregnant again, I found myself walking into a hospital for a 12 week scan and started shaking with fear and weeping uncontrollably. After this initially unaccountable emotional reaction I began to realise I had issues with hospitals, and that perhaps my "good" birth was not so good after all. A good friend begged me to consider an independent midwife, even though my husband and I were anxious about the financial cost. My second pregnancy was a journey of rediscovering pain shut away for two years, culminating in a vaginal birth at home, in water, with an amazing support team of independent midwives. The birth itself was a journey of overcoming fear and reconnecting with a body in which I had lost all confidence. I found myself going inside myself, becoming very separate from those around me. I was aware of my body and my body alone for large parts of the labour. My midwife tells me I had a long transition, which reflected the time I needed to move from a position of fear and insecurity to confidence that my body would not be broken by birth. Every aspect of this birth was long and protracted (relatively speaking) and reflected the inner journey I was undertaking. Despite such a slow labour, when my baby's head was born, it felt explosive – a cork from a bottle, as relief and pain in equal measures flooded from me. This birth brought me into close connection with the deep sense of loss I experienced from my first birth, and it took me some time to come to terms with that feeling – great sadness at a time of great joy.

My third birth was totally different again for me. Outwardly, it looked the same – birth at home, in water, same midwife. But inwardly, I had come a long way forward in my journey of healing. This time I felt a new feeling of confidence and power right from the outset. I knew how I wanted my labour to progress and I knew I had the strength to make it so. I felt a tremendous connection to my body during this birth – I was my body, there was no separate mind or spirit. We were one, powerful and omnipotent, bringing life into the world – what could be more awe-inspiring? I felt exultant when my baby was born, and have never felt so good about my body! Oh, how I commiserate my reflection in the mirror now, for all the flabby bits and bulges, but then, for those few precious hours, my body was glorious.

I often wish that I could capture that feeling and experience, and take it as a tonic every day. How can I achieve that amazing sense of wholeness as I walk to school or wash the dishes or pick up the kids' dirty clothes for the hundred millionth time? I am still on my journey of healing, and so I tell myself to keep the faith. The moments I have – feeding my baby, singing without restraint to a favourite song, running down a hill with the kids, hugging my husband for ages on a weekend morning – all bring sweet tastes of connection between body and spirit. I know it's in there; I've just got to keep listening to my body telling me where to go next.



Observations from a Large Family...by Kate Byrne AP EU Ireland

The Introverts and Extroverts – Finding a Space

The age ranges are from teen to toddler and often the noise level is high. The personalities are so different with the odd similarity thrown in for good measure. I read *Raising Your Spirited Child* by Mary Sheedy Kurcinka many years ago and found the section on Introverts – defined as people who needed quietness to recharge their batteries and Extroverts – people who needed other people around to charge their batteries. I am an extrovert, at least two of the boys are extroverts as well. The most challenging aspect of this has been to help the extroverts understand and respect the introverts and vice versa.

I remember a particular incident when Sebastien (introvert) had something that was bothering him going on and he was quiet and contemplative. Charles (extrovert) asked him repeatedly what was wrong, why wouldn't he share what was bothering him and was determined to prize the issues out. I had to explain to them both who and how they are and that each person deals with their issues in their own way.

We have tried to teach an understanding of those basic differences by telling each other how we feel and what we are doing to work with it. Encouraging each person to observe the body language of the other and respect the non verbal cues as well. The biggest challenge is finding a quiet space, I have seen one of my sons needing that space and recognize his cues, often I would approach him and offer a walk, a soak in the bath or a retreat to place of quiet.

When an introvert is overwhelmed by low energy, needing space is so overwhelming a need that though can become illogical, fights ensue as well. This is when action needs to be taken by me to create that energizing quietness that is needed so much!



Research, News and Definitions

Circadian rhythm

Metabolic rhythm found in most organisms, which generally coincides with the 24-hour day. Its most obvious manifestation is the regular cycle of sleeping and waking, but body temperature and the concentration of hormones that influence mood and behaviour also vary over the day. In humans, alteration of habits (such as rapid air travel round the world) may result in the circadian rhythm being out of phase with actual activity patterns, causing malaise until it has had time to adjust.

In mammals the circadian rhythm is controlled by the suprachiasmatic nucleus in the hypothalamus. US researchers discovered a second circadian control mechanism in 1996; they found that cells within the retina also produced the hormone melatonin. In 1997 US geneticists identified a gene, *clock*, in chromosome 5 in mice, that regulated the circadian rhythm.

Attachment and Adolescents Research Articles

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1770857>

and

<http://jea.sagepub.com/cgi/reprint/26/4/414.pdf>

Research on Touch and Brain Development

<http://serendip.brynmawr.edu/exchange/node/233>

Interaction Between Feeding Method and Co-Sleeping on Maternal-Newborn Sleep

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Abstract

