



THE MOTHERS & BABIES TRAINING COURSE



Training Agenda

- Conceptual Background of Mothers & Babies Course
- Client Selection and Implementation Logistics
- Mothers and Babies 1-on-1 Course Content
- MB Group Considerations
- Resources available on our website:
www.mothersandbabiesprogram.org



An evidence-based
mental health
intervention to
address
perinatal
depression

What is Mothers & Babies?

- Effective in reducing depression, anxiety, stress and increasing social support and coping skills.
- Preliminary data shows more positive parenting practices and early childhood development outcomes.
- Framed as a stress reduction intervention.
- Can be delivered individually or as a group intervention.
- Can be delivered in-person and by phone/video chat.
- Available languages (9-Session): English, Spanish.
- Available languages (12-Session): Arabic, Creole, Greek.

Who Can Receive MB?

- Clients with mild to moderate depression symptoms, elevated stress and/or anxiety levels.
- MB can be implemented universally—presented as a stress management course.

When Can MB Be Delivered?

- Designed for use with clients during the perinatal period (pregnancy through baby's first year).
- Can be adapted to reflect client family situations beyond the perinatal period.



**MB in Home
Visiting
Programs
(Video)**



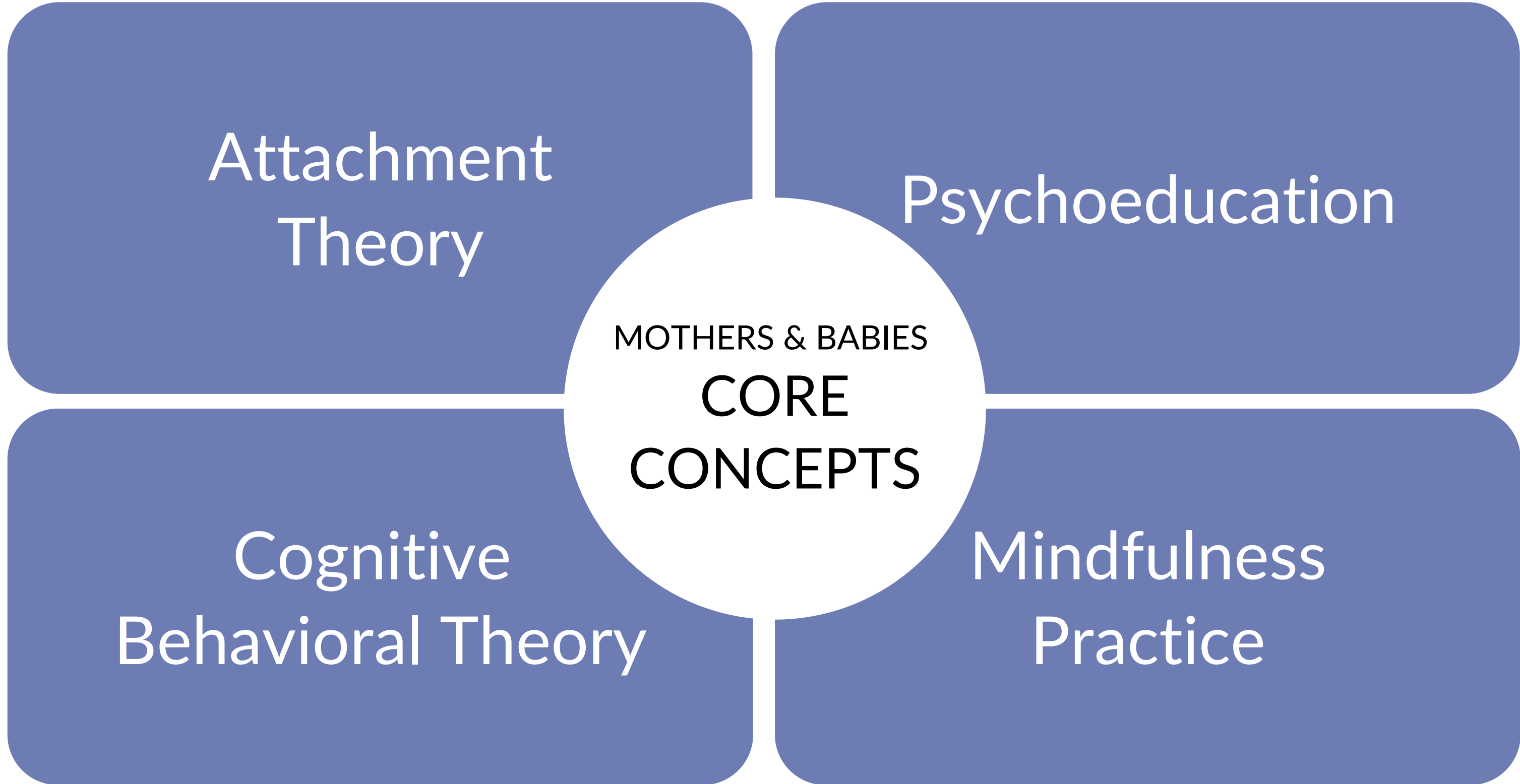
Motivations for Mothers & Babies Training

MENTAL HEALTH RESOURCES IN YOUR COMMUNITY

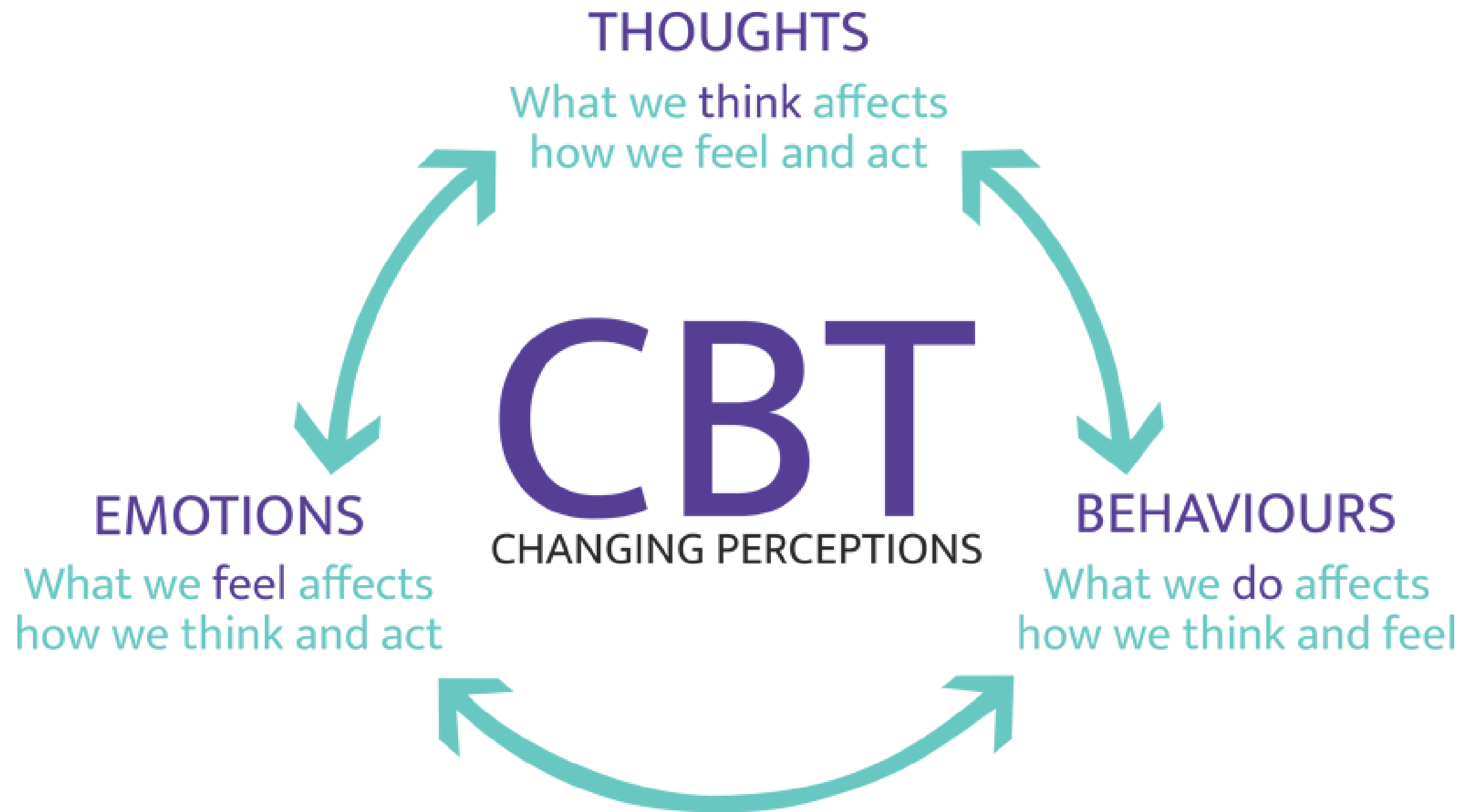
- What has been happening with your clients who have mental health needs?
- What resources do you have that you are already using?
- Where are the gaps in resources?

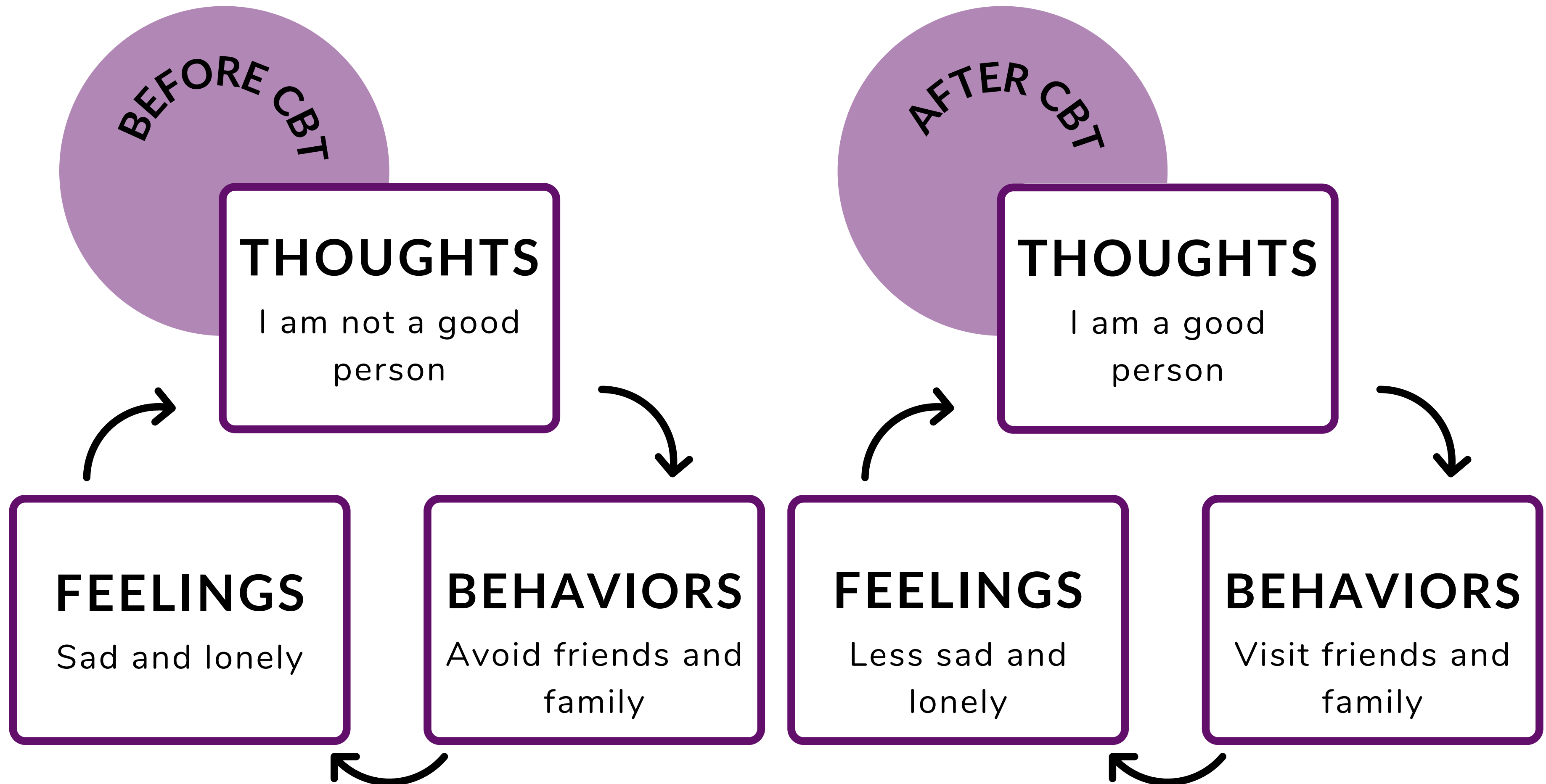
HOW CAN MB HELP?

- What clients could benefit from this curriculum?
- What are your goals and intentions for training?
- What prior experiences are you building upon?



Cognitive Behavioral Theory





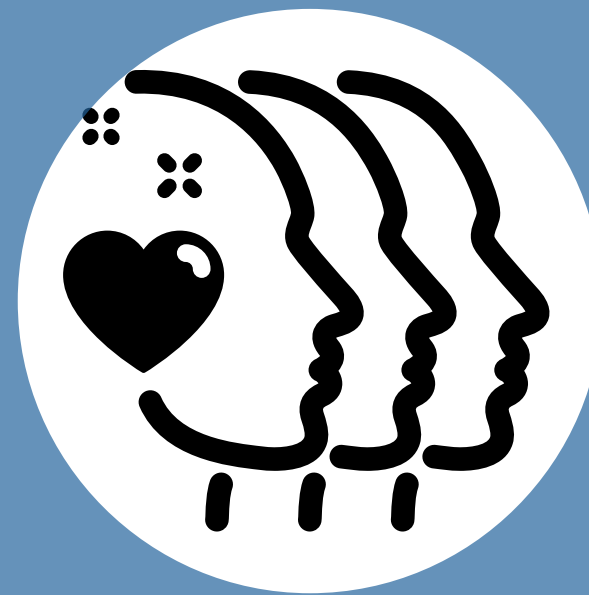
Goals of CBT

- Recognize stressors and their impact on the ways one thinks, feels, and behaves
- Identify irrational beliefs and thought patterns and replace them with more realistic views:
 - Misperceptions about one's abilities and self-worth and about baby's capabilities
 - Guilt, shame, or anger related to their depression
- Developing healthy coping strategies (e.g., limit setting, assertiveness, pleasant activities)
- Recognizing the importance of self-care behavior (healthy eating, exercise, sleep)

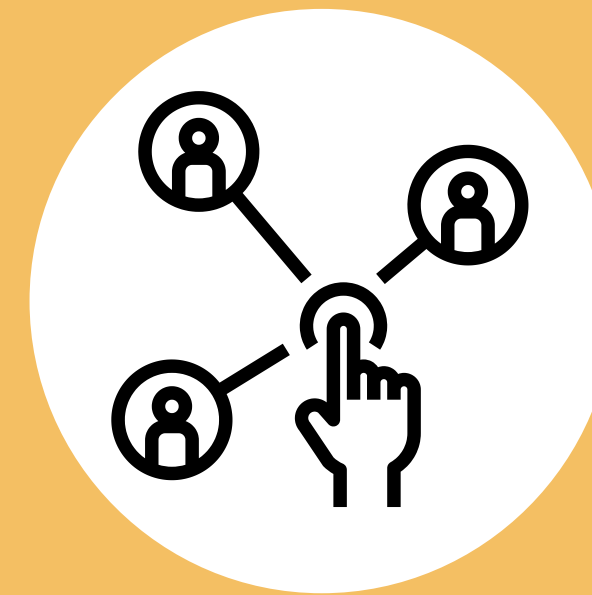
Structure of Mothers & Babies Course



**PLEASANT
ACTIVITIES**

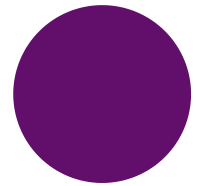


THOUGHTS



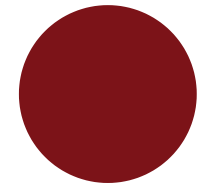
**CONTACT
WITH OTHERS**

Content of Mothers & Babies Course



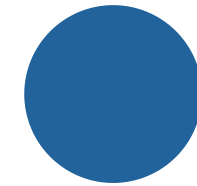
INTRODUCTION

Discussing stress and understanding the relationship between mood and CBT components.



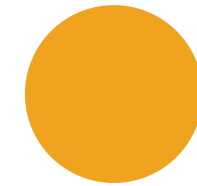
PLEASANT ACTIVITIES

Engaging in pleasant activities to improve mood, and addressing obstacles.



THOUGHTS

Identification and reduction of unhelpful thoughts and increasing positive future projection.



CONTACT WITH OTHERS

Communication style, accessing social support, expanding network.

MB 1-on-1 Session Format



KEY POINTS

MAIN
MESSAGES
OF THE
TOPIC



SCRIPT

ROADMAP
OF THE
CONVERSATION



INTERACTIVE LEARNING

ACTIVITIES TO
PRACTICE
SKILLS



MINDFULNESS

EXERCISES TO
PROMOTE
MOOD
AWARENESS
& STRESS
MANAGEMENT



PERSONAL PROJECT

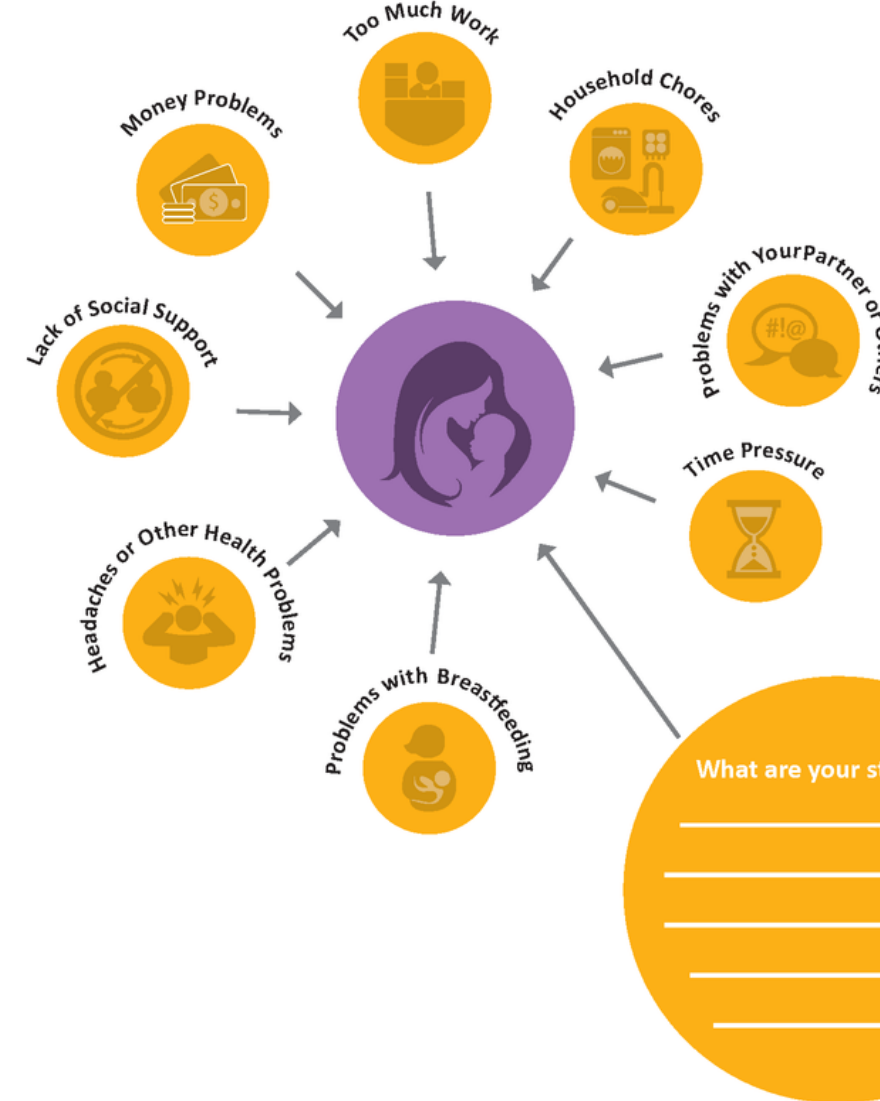
PRACTICE
SKILLS IN
REAL LIFE

SESSION 1

INTRODUCTION TO MOTHERS & BABIES

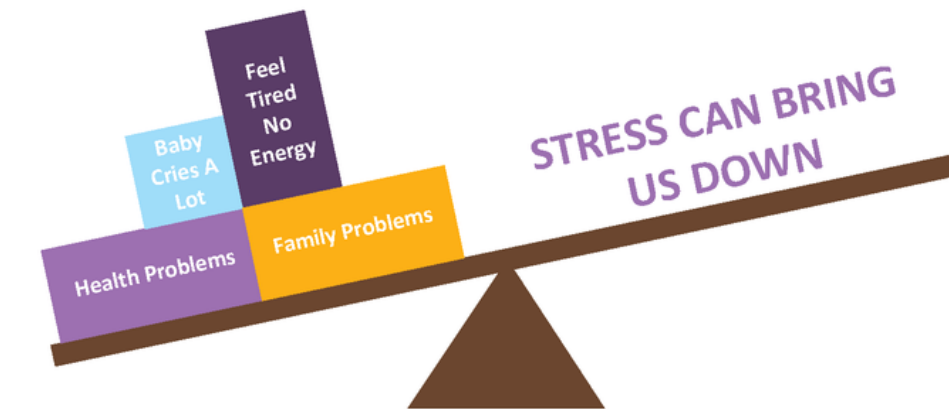
- HOW STRESS AFFECTS THE MOTHER-BABY RELATIONSHIP
- CBT CONCEPTS
- TRACKING YOUR MOOD
- INTRODUCTION TO MINDFULNESS

WORKSHEET 1.1: STRESSORS THAT CAN AFFECT THE MOTHER-BABY RELATIONSHIP



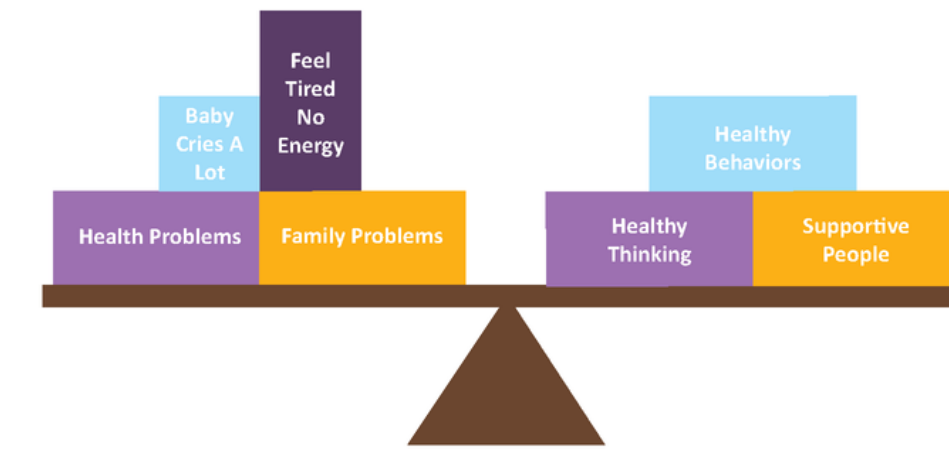
MB Participant Guide

WORKSHEET 1.2: HOW THE MOTHERS AND BABIES COURSE CAN HELP YOU



But we can learn to manage stress and feel better and more balanced by making changes in:

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



MB Participant Guide | 3

- We all have stress!
- The way we behave, think, and receive support can help us to manage stress and feel more balanced.

SESSION 1

INTRODUCTION TO MOTHERS & BABIES

- HOW STRESS AFFECTS THE MOTHER-BABY RELATIONSHIP
- CBT CONCEPTS
- TRACKING YOUR MOOD
- INTRODUCTION TO MINDFULNESS

INTRODUCING MINDFULNESS

What is mindfulness?

Mindfulness is ... the awareness that arises from paying attention, on purpose, in the present moment, non judgmentally

Jon Kabat-Zinn
Coming to Our Senses (2005)

Learning and practicing mindfulness with meditation can help us:

- boost positive feelings
- enjoy pleasant experiences in daily life
- reduce stress, anxiety and depression

Practicing mindfulness helps us notice what is happening inside us (thoughts, feelings & sensations) and around us (sights, smells, touches & sounds)

Benefits from practicing mindfulness may include:

- improved sleep
- coping with stress and traumatic experiences
- allowing you to be more connected with your baby

We will practice several brief meditations that you can use while sitting, walking, laying down, and during daily activities, to help bring calmness.

- Breath Awareness (Session 1)
- Body Scan (Session 2)
- Walking Meditation (Session 3)
- Leaves on a Stream (Session 4)
- Web of Life and Loving Kindness (Session 7)

SESSION 1

MINDFULNESS

BREATH AWARENESS

Breath Awareness

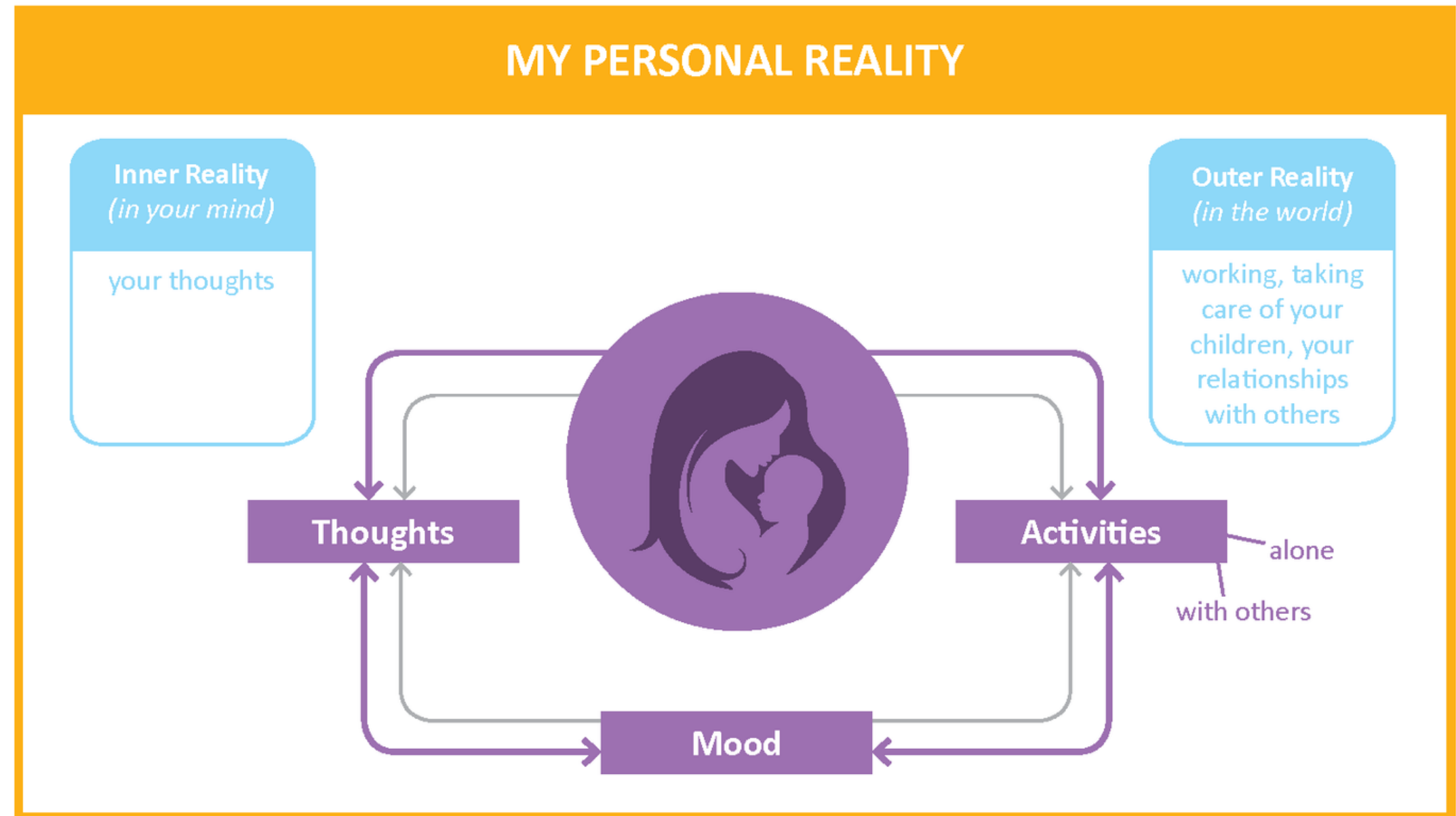
- *Check in.* We can begin by just taking a few moments to arrive and settle in to where you are seated, bringing your awareness into your mind and body. Allow your eyelids to become heavy, softening your gaze or bringing them to a closed position, if that is comfortable for you. Acknowledge how you are feeling and let it be.
- *Gently shift your attention to your breath.* Pay attention to the fact that you are breathing, being aware of the movement of your breath as it comes into your body and leaves through the nose or mouth. Simply notice how it feels to be breathing, right now, in this moment.
- *Take mindful breaths.* Without feeling the need to change the breath in any way, pay attention to the sensation of the breath entering the nose, the rise and fall of your chest as the lungs expand and relax. Notice if you can feel the breath in, around, and in the deepest part of your belly. Feel the belly expand as you breathe in to your whole body, and fall back toward your spine when you breathe out.
- *Notice the wandering mind.* If you find yourself getting distracted by an unrelated thought or sound somewhere in the room, without judgment, gently guide your attention back to your breathing, back to observing how it feels to draw the breath in and out of your whole body.
- *Slowly return to the room.* At your own pace, normally and naturally take 3 more full breaths in and out [pause to give them time for these breaths]. When you are ready, on the next breath in, let your eyelids drift apart and open, returning to the room and the present moment. And give yourself a moment to think about how this practice felt to you - focusing just on your breath for a couple of minutes.

WORKSHEET 1.4

- Your Outer Reality refers to observable facts and experiences
- Your Inner Reality refers to thoughts that only you can observe
- When we want to change our mood, we can make a change in our inner reality, our outer reality, or both

INNER AND OUTER REALITIES

The drawing below demonstrates the relationship between our personal reality and our mood.



WORKSHEET 1.5

- The Quick Mood Scale is a tool that can be used to help pay attention to the things that affect our mood
- Noticing our mood is the first step to knowing what makes us feel better or worse
- When completing the Quick Mood Scale:
 - Use the entire range [1-9]
 - Try to fill it out at night or first thing in the morning
 - Base it on activities and thoughts from the entire day

THE QUICK MOOD SCALE

DATE:	MON	TUE	WED	THU	FRI	SAT	SUN
	_____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1



PLEASANT ACTIVITIES

SESSION 2 & 3




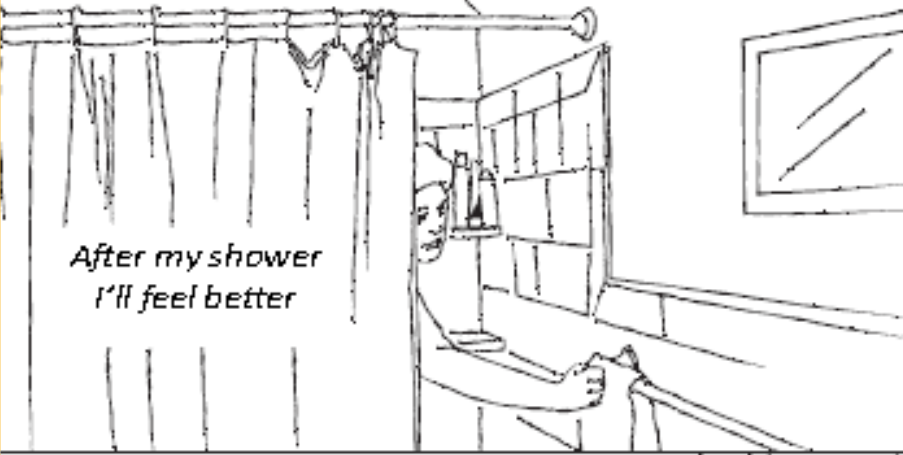


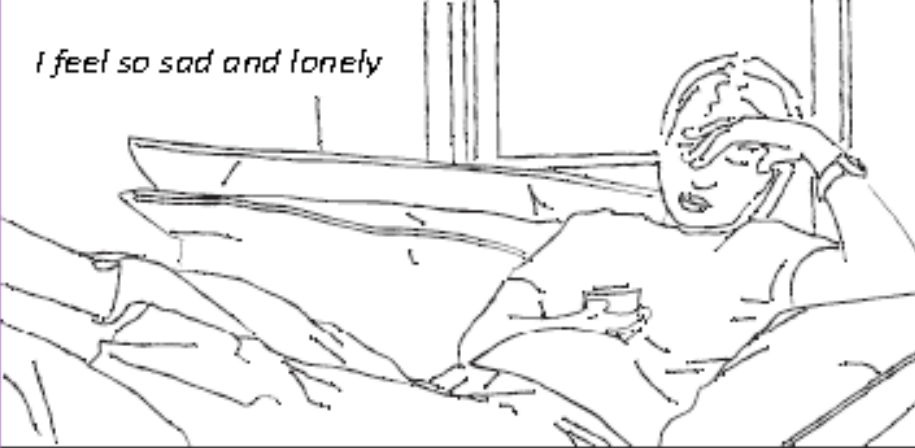

- WHAT WE DO AFFECTS HOW WE FEEL
- IDENTIFY & ENGAGE IN PLEASANT ACTIVITIES
- PLEASANT ACTIVITIES WITH YOUR BABY
- OVERCOMING OBSTACLES

SESSION 2

VIOLET & MARY'S DAYS

- What do you notice about these two stories?
- How would you rate Mary's mood at the end of the day? How would you rate Violet's mood?
- Why might they differ?

Each of the modules is introduced with "Violet and Mary's Days" to exemplify how pleasant activities, thoughts, and social interactions can affect one's mood.

VIOLET'S DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	 <p><i>I don't want to get up</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>I don't want to get up</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>I don't feel like facing the day</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>After my shower I'll feel better</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>ring ring!</i> <i>I don't want to speak to anyone</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>Hello Carmen, of course I would like to go shopping</i> <i>ring ring!</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>I feel so sad and lonely</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>It was good to go shopping for my baby</i></p>

- Client identifies activities they enjoy doing alone, with other people, and with baby.
- Pleasant activities can be brief, low/no cost, and part of everyday routines.
- Pleasant activities tend to chain.
- Doing pleasant activities affects how you feel; it changes both your outer reality (what you are doing) and inner reality (how you feel).

WORKSHEET 2.2: PLEASANT ACTIVITIES LIST

- | | |
|------------------------------------|--|
| 1. Read a book or magazine | 13. Write poetry |
| 2. Daydream | 14. Sing |
| 3. Go to the movies | 15. Take a nap |
| 4. Go window-shopping | 16. Watch TV |
| 5. Work outdoors (e.g., gardening) | 17. Meeting friends for a cup of tea or coffee |
| 6. Listen to music | 18. Practice a relaxation exercise |
| 7. Take a shower or warm bath | 19. Exercise |
| 8. Spend time with friends | 20. Cook |
| 9. Go for a walk | 21. Dance |
| 10. Go to church or pray | 22. Go to the library |
| 11. Get a manicure or pedicure | 23. Other _____ |
| 12. Get your hair done | 24. Other _____ |

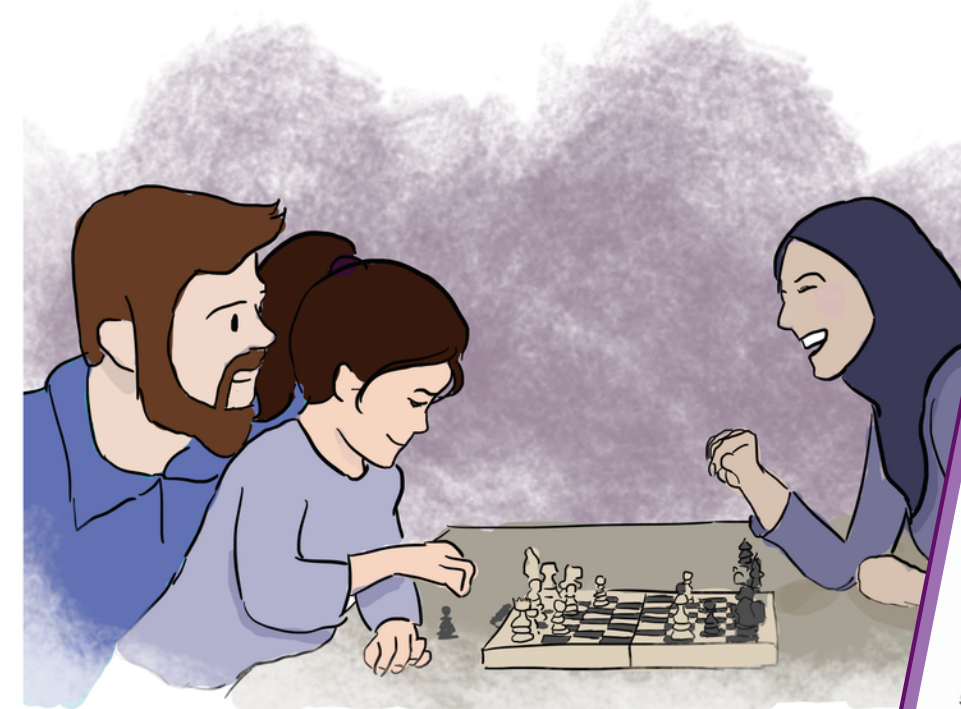


Illustration by Raabia Haque, B.S.

WORKSHEET 2.4: WHAT DO YOU LIKE TO DO?

INSTRUCTIONS

1. Write down pleasant activities you like to do by yourself or with other adults on the top and things you enjoy doing or will enjoy doing with your baby on the bottom. **Start with ones that are simple and do not cost a lot of money.**
2. Continue adding to your list throughout the week whenever you think of anything you enjoy doing. Write down as many pleasant activities as you can come up with! Even though you won't do some things on a regular basis, it is good to be thinking about all the things possible. That way when you have the time to do a Pleasant Activity but are not sure of your options, you will have a big list of things to choose from!

Write down activities you enjoy doing by yourself or with other adults.

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

Also think about activities that you enjoy doing with your baby, or that you will enjoy doing with your baby when s/he is born. Write them down here.



- | |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |

Personal Project: Worksheet 2.4

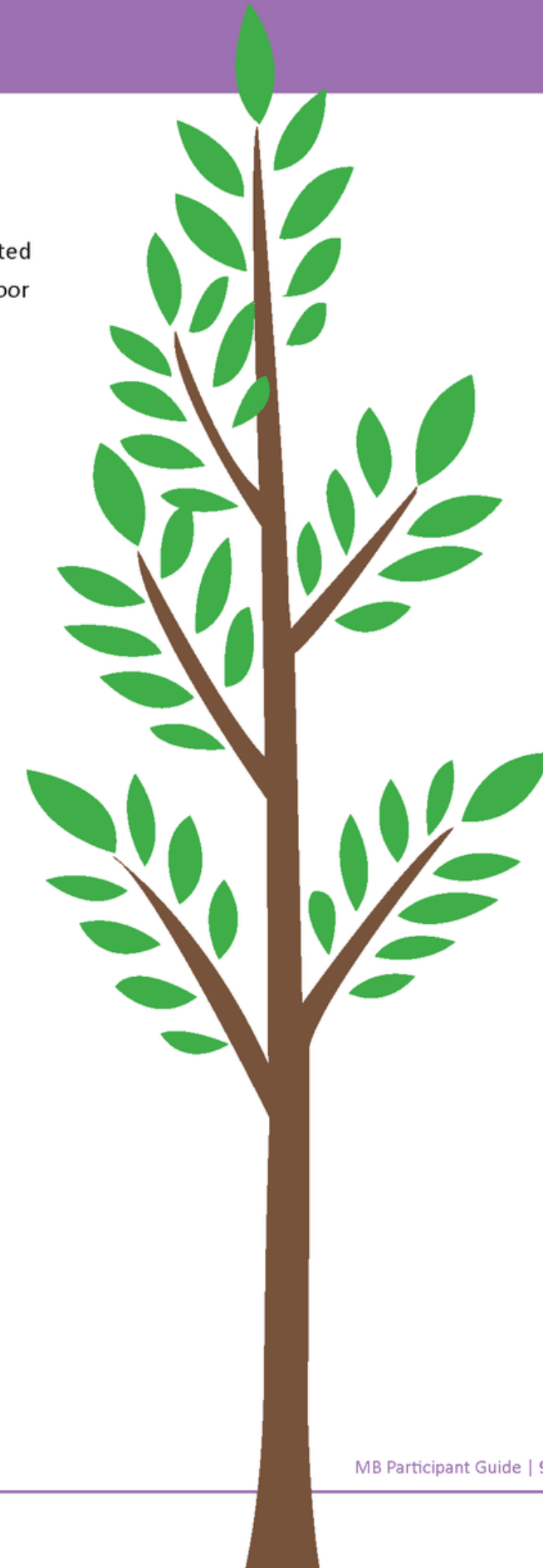
SESSION 2

MINDFULNESS

BODY SCAN PRACTICE

WORKSHEET 2.3: MINDFULNESS PRACTICE BODY SCAN PRACTICE

Begin by bringing your attention into your body
You can close your eyes if that's comfortable to you
You can notice your body, seated, wherever you're seated
Feeling the weight of your body, on the chair, on the floor
And take a few deep breaths
And as you take a deep breath
Bring in more oxygen and livening the body
And as you exhale
Have a sense of relaxing more deeply
You can notice your feet on the floor
Notice the sensation of your feet touching the floor
The weight and pressure, vibration, heat
You can notice your legs against the chair
Pressure, pulsing, heaviness, lightness
Notice your back against the chair
Bring your attention into your stomach area
If your stomach is tense or tight, let it soften
Take a breath
Notice your hands
Are your hands tense or tight?
See if you can allow them to soften
Notice your arms
Feel any sensation in your arms
Let your shoulders be soft
Notice your neck and throat
Let them be soft, relaxed
Soften your jaw
Let your face and facial muscles be soft
Then notice your whole body present
Take one more breath
Be aware of your whole body, as best you can
Take a breath
And then when you're ready you can open your eyes



SESSION 3

WORKSHEET 3.1, 3.2

Four steps for
overcoming obstacles
to doing Pleasant
Activities:

1. Identify the obstacle
2. Brainstorm solutions
3. Choose your best option
4. Make a plan

WORKSHEET 3.1: OVERCOMING OBSTACLES

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

- Try to think of some possible obstacles and possible solutions to overcome them (sometimes the biggest obstacles are our own thoughts).

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

STEPS FOR OVERCOMING OBSTACLES:

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



WORKSHEET 3.2: MAKE A PERSONAL COMMITMENT



1. I plan to do the following:

2. I will do it by this date:

3. I feel this is important because:

Use the calendar at the end of this section to schedule the pleasant activity to which you have committed yourself.

SESSION 3

WORKSHEET 3.3

You can improve the likelihood of completing a Pleasant Activity by putting it on a calendar and scheduling it in a way that avoids possible obstacles

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Morning	Morning	Morning	Morning	Morning	Morning	Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Night	Night	Night	Night	Night	Night	Night

WORKSHEET 3.5: FROM BIRTH TO AGE 1 - SOME THINGS BABIES LIKE TO DO

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

Adapted from Segal, M. (1985). *Your Child at Play: Birth to One Year*. New York, NY: New Market Press.

- Help participants identify activities that babies enjoy doing (alone, with mom and/or dad, and with other people/babies).
- Pleasant activities affect the mother-baby relationship by helping mothers have a better mood, by improving the baby's mood and strengthening the mother-baby relationship through shared positive activities.

SESSION 3

MINDFULNESS

WALKING MEDITATION

WORKSHEET 3.6: MINDFULNESS PRACTICE WALKING MEDITATION



Adapted from Bardacke, N. (2012). Mindful Birthing. New York, NY: HarperCollins Publishers.

Find a place
where you can
walk 10 paces or
go outside for a
walk

Before you begin walking, take a deep breath and relax your body
Let your arms hang loosely at your sides or clasp your hands in front or behind you
(whichever is most comfortable)
Soften your gaze (not at any fixed point)
Then begin to walk, slowly
Bring your awareness first to your feet...

GROUND

Bring your awareness to the sensations of your feet and legs, starting with the soles
of your feet, as each heel touches the ground, then the base of the foot, then the
toes, and then as they lift
You can actually say to yourself, "heel, foot, toes, lift"
This is a way to connect the action of walking in the present moment

COME TO
YOUR SENSES

Walk slightly slower and begin to open your awareness to all your senses, one by one
Sight, sound, taste, feeling, smell
See what is around you, listen to the sounds, taste the air or whatever is in your
mouth, feel the warmth, coolness or breeze on your cheeks, smell the air
Then stop for a moment and see if you can take in all the senses

SAY A HELPFUL
PHRASE

Recite some sayings while taking a few steps
For example, take a few steps and, during an in-breath, say to yourself, "Breathing
in, I have arrived, breathing out, I am home"
Or, "Breathing in, I calm my body, breathing out, I relax"
Or make up your own sayings

QUICK MOOD SCALE

WITH PLEASANT
ACTIVITIES



BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
WORST MOOD	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1

Number of
PLEASANT Activities: _____ _____ _____ _____ _____ _____ _____



THOUGHTS

SESSION 4, 5, & 6

- HOW THOUGHTS AFFECT OUR MOOD
- NOTICING HELPFUL & UNHELPFUL THOUGHTS
- STRATEGIES TO REDUCE UNHELPFUL THOUGHTS
- THOUGHTS ABOUT BEING A MOTHER
- THINKING ABOUT YOUR BABY'S FUTURE



*Pregnancy and having
a new baby are special
times in my life...*

- Thoughts are "ideas, plans, pictures, or opinions that are formed in your mind" - they are part of our inner reality.
- Our thoughts almost always affect our mood, but we have some control over them.
- Our thoughts can be helpful or unhelpful.
 - Helpful thoughts make us feel more hopeful and give us more energy.
 - Unhelpful thoughts can make us feel depressed or tired.
- If we can become aware of our many types of thoughts, we can learn to use thoughts to achieve a healthier mood.

SESSION 4

VIOLET & MARY'S DAYS

- How would you rate Mary's mood in each frame? And Violet's?
- How do you think their thoughts affect how they interact with their babies?
- In the same way that pleasant activities link together, do you see how Mary and Violet's thoughts might link or chain together?

VIOLET'S DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	<p>I'm so tired. I don't want to get up.</p>	9 8 7 6 5 4 3 2 1	<p>I'm so tired. I don't want to get up.</p>
9 8 7 6 5 4 3 2 1	<p>I can't stand it. You cry too much. I don't know what to do. Why do I have a colicky baby?</p>	9 8 7 6 5 4 3 2 1	<p>Poor baby. What's wrong? Are you hungry? Are you hurting? Mama's here. I will take care of you.</p>
9 8 7 6 5 4 3 2 1	<p>I am a bad mother</p>	9 8 7 6 5 4 3 2 1	<p>It's okay. I am doing the best I can.</p>

ILLUSTRATIONS BY JOSIE THOMPSON, THOMPSON DESIGN

SESSION 4

MINDFULNESS

LEAVES ON A STREAM

WORKSHEET 4.3: MINDFULNESS PRACTICE LEAVES ON A STREAM

Adapted from Harris, R. (2009). ACT Made Simple. Oakland, CA: New Harbinger Publications, Inc.



Find a comfortable seated position with your back straight and shoulders relaxed. You can let your eyes gently close if that is comfortable for you. If not, look at a spot nearby slightly in front of you.

Imagine you are sitting near a stream. The water is flowing by you. There is a big tree next to the stream. Now see leaves floating down the stream. They can be any shape, color, or size.

As thoughts come into your mind, notice each one and place it on a leaf and watch it float away. It doesn't matter if the thought is helpful or unhelpful. Place it on a leaf and let it float by. You do not need to hold onto any of the thoughts, and you can let the leaves float at their own pace.

If your mind says, "This is dumb," "I'm bored," or "I'm not doing this right," place those thoughts on leaves too, knowing that there is no right way to do this. Simply noticing what arises in your mind and noticing that it also passes by.

If you notice yourself becoming distracted, gently bring your attention back to the stream.

When you are ready, gently bring your attention back to the room.



UNHELPFUL THOUGHTS

"I'm not good enough"

"I can't do anything right"

"I will not be able to cope with the stress of having a baby"

"Everything is so messed up; I can't do anything to help"

"I will not be able to provide for my family"

WORKSHEET 4.4:
HELPFUL THOUGHTS AND UNHELPFUL THOUGHTS



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



HELPFUL THOUGHTS	UNHELPFUL THOUGHTS

HELPFUL THOUGHTS

"I'm good enough and will be a great parent"

"I am looking forward watching my baby grow"

"I have great hope for the future for myself and my baby"

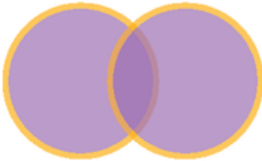

"I have the strength to handle the stresses that come up"

"I will provide for my family as best as I can"

SESSION 5

IDENTIFYING
UNHELPFUL
THOUGHT
PATTERNS

WORKSHEET 5.1:
UNHELPFUL THOUGHT PATTERNS AND
CHALLENGING THEM

UNHELPFUL THOUGHT PATTERN	TALKING BACK TO YOUR UNHELPFUL THOUGHT PATTERNS
<p>All or Nothing Thinking:</p> <p>Thinking in extremes. For example, all good or all bad, the best or the worst, perfect or failure.</p>	<ul style="list-style-type: none">• What's in the middle?• Are there more shades of gray? 
<p>Overgeneralization:</p> <p>Taking one negative characteristic or event and seeing it as a never-ending pattern. For example, someone betrayed me so I don't trust anyone. I couldn't do this one thing so I can't do anything.</p>	<ul style="list-style-type: none">• Am I assuming that every situation and every person are the same?• This is just one situation, one person• Can I remember other situations and people that were different?
<p>Blaming Oneself:</p> <p>Thinking that when negative things happen they are always your fault</p>	<ul style="list-style-type: none">• Am I to blame for everything that turns out badly?• Do only bad things happen to me?• Remember the good that has happened and all that I have achieved.
<p>Negative Fortune Telling:</p> <p>Thinking that you can see how things will be in the future and that they are sure to turn out badly.</p> 	<ul style="list-style-type: none">• Can I really predict the future?• Why not find out how it will turn out rather than just imagine the worst?

**ALL OR NOTHING
THINKING**

THINKING IN EXTREMES

OVERGENERALIZATION

JUMPING TO CONCLUSIONS

BLAMING ONESELF

TAKING ALL RESPONSIBILITY

**NEGATIVE FORTUNE
TELLING**

EXPECTING THE WORST

SESSION 5

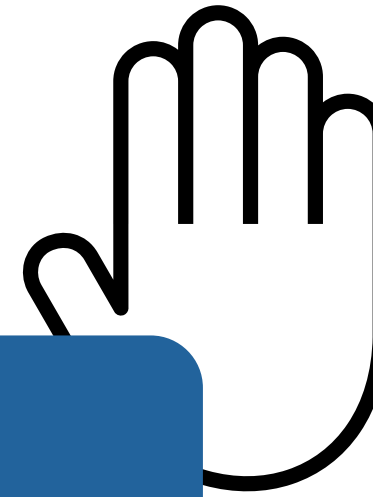
STRATEGIES TO
REDUCE
UNHELPFUL
THOUGHTS

PERSONAL PROJECT

WORKSHEET 5.3 -
STOPPING
UNHELPFUL
THOUGHTS

THOUGHT INTERRUPTION

TELL YOUR MIND TO
STOP THINKING THE
UNHELPFUL THOUGHT;
IMAGINE A LARGE STOP
SIGN IN YOUR MIND.



TALKING BACK

GIVE YOURSELF
HELPFUL INSTRUCTIONS
THAT CHALLENGE THE
UNHELPFUL THOUGHT.



WORRY TIME

SCHEDULE A SPECIFIC
TIME TO WORRY ABOUT
YOUR STRESSORS, AND
THEN MOVE ON.



TIME PROJECTION

IMAGINE A TIME IN THE
FUTURE WHERE
THINGS WILL BE
BETTER.



SESSION 6

THOUGHTS ON BEING A MOTHER, YOUR CHILD'S FIRST TEACHER

- Children learn patterns of thinking from their parents.
- The way mothers think about their children and themselves affects how they behave with their children, and this affects the way their children think about themselves, their mother, and their relationship.
- Mothers play an important role in shaping their babies' thoughts and inner reality, which can have an impact on both the mother's and the baby's mood.



I am now a mother.... I
have so many things to
teach you my little one.

SESSION 6


THINKING ABOUT
YOUR FUTURE
AND YOUR
BABY'S FUTURE

WORKSHEET 6.2:
THINKING ABOUT YOUR BABY'S FUTURE


INSTRUCTIONS: Think about what kind of life you like your baby to have five years in the future. Then think about the steps you need to take to help your child have that ideal future.

EXAMPLE:

"I want my child to enjoy reading"




"I will read to my child now"



MY BABY'S IDEAL FUTURE (5 YEARS FROM NOW)	
What I want for my baby:	What I need to do now:
What I don't want for my baby:	What I need to avoid doing now:

MB Participant Guide | 27


WORKSHEET 6.3:
THINKING ABOUT YOUR FUTURE




INSTRUCTIONS: Think about what kind of life you would like to have in the future, 9for example 5 years from now) and what kinds of things you want and don't want for yourself. Then think about the steps you need to take now to have the life you really want.

EXAMPLE:

"I would like to have a great computer job"



"I will sign up for a computer class now"



MY IDEAL FUTURE (5 YEARS FROM NOW)	
What I want:	What I need to do now:
What I don't want:	What I need to avoid doing now:

MB Participant Guide | 28

QUICK MOOD SCALE

WITH THOUGHTS



BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1

Number of
HELPFUL thoughts: _____

Number of
UNHELPFUL thoughts: _____



CONTACT WITH OTHERS

SESSION 7, 8, & 9

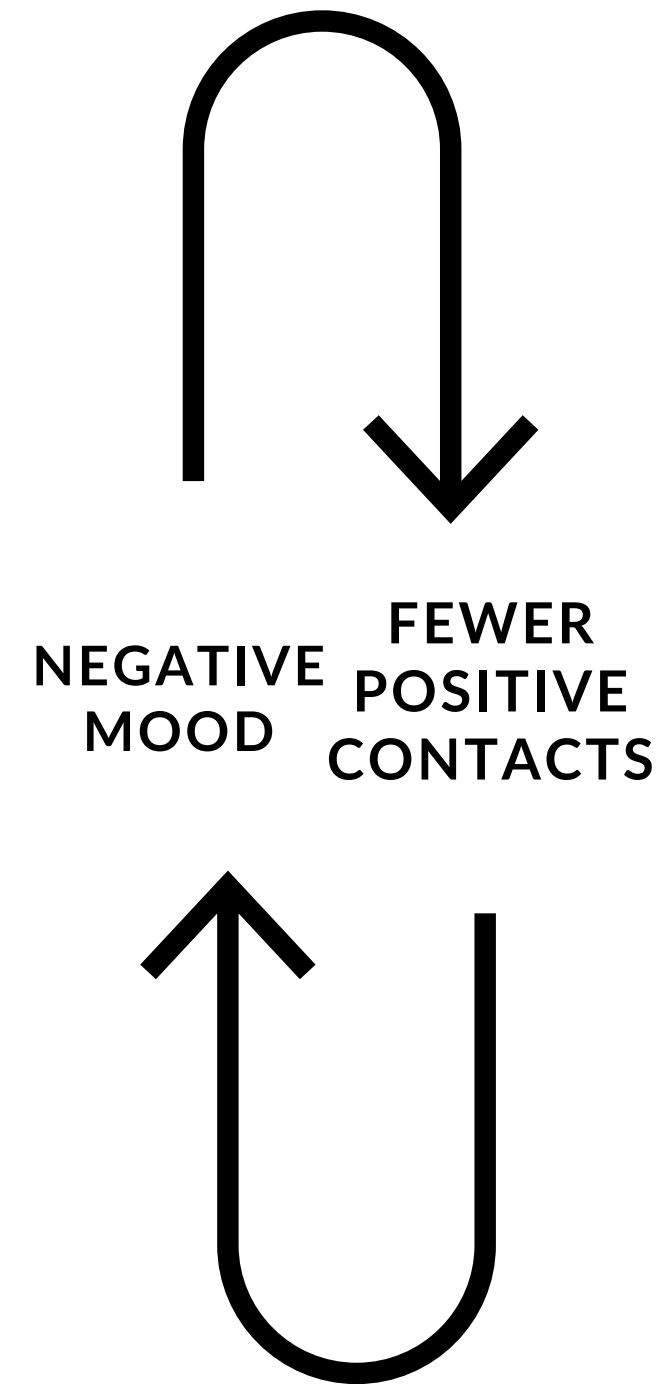
- OUR MOOD AND INTERACTIONS WITH OTHERS
- THE PEOPLE IN MY LIFE AND HOW THEY SUPPORT ME
- COMMUNICATION STYLE AND MAKING REQUESTS
- ROLE CHANGES AND RESOLVING CONFLICTS

SESSION 7

- The relationship between mood and interactions with others goes both ways:
 - A negative mood can cause people to have fewer social interactions with others
 - Being less sociable can often cause a negative mood

WHEN WE ARE FEELING DOWN, WE USUALLY:

- HAVE LESS CONTACT WITH OTHERS, AVOID THEM
- HAVE LOWER TOLERANCE, FEEL MORE IRRITABLE
- ACT QUIETER, TALK LESS
- BECOME MORE SENSITIVE
- TRUST OTHERS LESS











WHEN WE HAVE FEWER POSITIVE CONTACTS OR MORE NEGATIVE CONTACTS, WE USUALLY:

- FEEL LONELY
- FEEL SAD
- FEEL ANGRY
- FEEL LIKE NO ONE CARES
- FEEL MORE DEPRESSED

SESSION 7 VIOLET + MARY'S DAYS

- How would you rate Violet's mood at the end of the story? How do you think her contact with other people affected how she felt?
- How would you rate Mary's mood at the end of the story? How do you think her contact with others affected how she felt?
- Can you relate to either of these experiences?

VIOLET'S DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	 <p><i>I don't want to get up.</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>I don't want to get up.</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>I don't feel like facing the day.</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>I don't feel like facing the day, but seeing Carmen will make me feel better.</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>I don't want to speak to anyone.</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>Hello Carmen, do you want to go to the park with me?</i></p>
9 8 7 6 5 4 3 2 1	 <p><i>I feel so sad and lonely.</i></p>	9 8 7 6 5 4 3 2 1	 <p><i>Thanks for coming to the park with me and for being such a good friend.</i></p>

SESSION 7

MINDFULNESS

WEB OF LIFE & LOVING KINDNESS PHRASES

WORKSHEET 7.3: MINDFULNESS PRACTICE WEB OF LIFE

Adapted from Stahl, B. & Millstine, W. (2013). Calming the Rush of Panic. Oakland, CA: New Harbinger Publications, Inc.

Begin by checking in. Begin by taking a few moments to arrive and settle in by bringing your awareness into your mind and body. Acknowledge how you are feeling and let it be.

Gently shift to mindful breathing, being aware of breathing in and out. Just breathe in and out, normally and naturally.

Shift attention to where you are sitting. Begin to feel the connection of your body on the chair, cushion, bed, or mat, and feel its connection to the floor. Reflect on the connection of the floor to the building you are in and its connection to the earth farther below.

Let your awareness expand to include the earth below you. Feel that sense of being held by the earth below you, and just allow yourself to be held by the earth. You are in a safe space and you can breathe in and out with ease in your body and mind.

Feel how the earth rises up to hold and embrace you. There is nothing more you need to do, nowhere you have to go, and no one you have to be. Just being held in the heart of kindness and letting be.

Bring to mind someone you would hold this way. Think about other loved ones being held in the same way—with safety and ease of body and mind. Notice how thinking of these loved ones makes you feel, and try to hold onto that feeling for the rest of this exercise.

Reflect on how this earth holds all people, whether they are acquaintances, strangers, or people who test your patience—with no bias, no discrimination or judgment. Reflect on how this earth connects us all, and is connected to a solar system and universe. We all are interconnected. Our bodies and the earth, the sun and the stars, are composed of the same matter—the same basic particles, joined in different ways. Feel that sense of connection that we are all made of stardust. Feel that sense of being home within your body and mind with a true sense of belonging and connection.

Let well-wishes form. We will call these loving kindness phrases. Remind yourself that:

WORKSHEET 7.3: LOVING KINDNESS PHRASES

- We all belong in this universe and we all want to feel a sense of belonging.
- We all deserve to be loved; may we love ourselves and love others.
- We all deserve to be safe and protected; may we be safe and protected, and may we protect others.
- We all deserve to be nourished and healthy; may we seek health and nourishment, and may we nourish others.
- We all deserve to be at peace; may we be at peace with ourselves and bring peace to others.

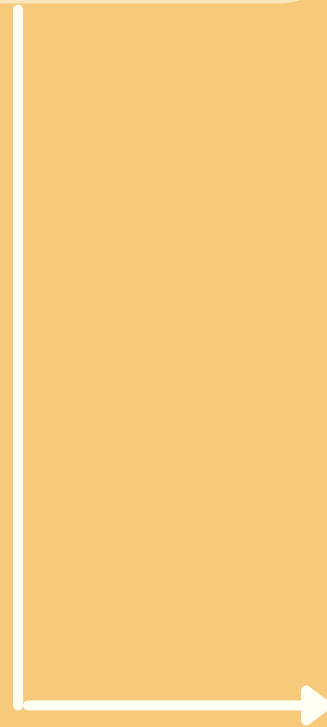
Return your attention to the breath. Just breathing in and out, feeling the grace of this universe—no isolation or separation, feeling that sense of connection and being at home in your being. Nothing more you need to do, go, get, or push away. Imperfectly perfect as you are, resting in the heart of this universe.

Continue letting well-wishes form toward yourself as you bring your attention back to the room. We will call these our loving kindness phrases; you can repeat these to yourself at any time you feel they might be useful for you.



QUICK MOOD SCALE

WITH CONTACTS



	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1

Number of
POSITIVE contacts: _____

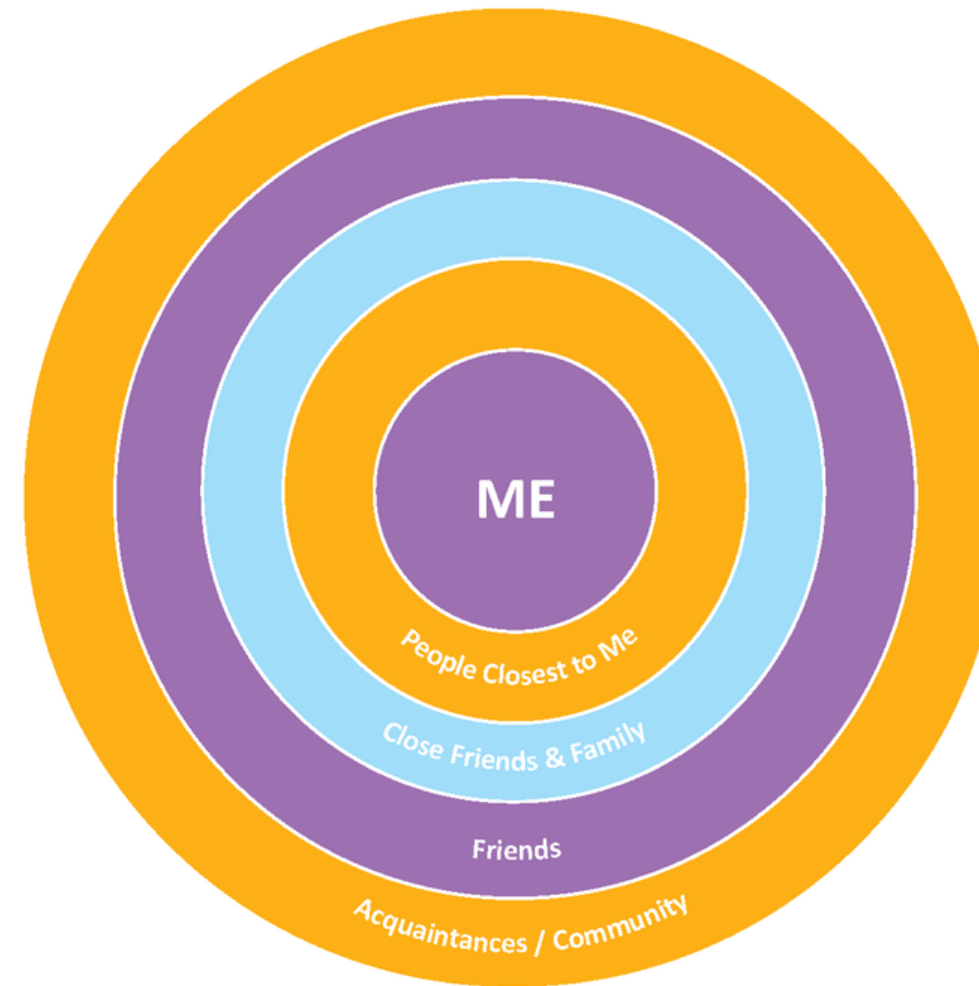
Number of
NEGATIVE contacts: _____

SESSION 8

THE PEOPLE IN MY LIFE



- Your social support system consists of the people closest to you, close friends and family, friends, and acquaintances
- Some support can come from people living far away and online contacts
- The stronger your support system is, the better you will be able to handle difficult situations

WORKSHEET 8.1: THE PEOPLE IN MY LIFE



Instructions: Write the names of people who are part of your support system in the circle that best describes your relationship with them.

- People Closest to Me: are people whom you can share your most private thoughts and feelings with
- Close Friends & Family: are people you feel you can talk to but maybe not about everything
- Friends: are people who you enjoy doing things with (like going to the movies) even though you don't share personal details about your life with them
- Acquaintances: are people you see whom you nod or say hi to

PRACTICAL SUPPORT	ADVICE OR INFORMATION
<p>Whom will you ask to:</p> <ul style="list-style-type: none"> • drive you to the hospital? • call to lend you something you need? <hr/> <hr/> <hr/> <hr/> 	<p>Whom will you ask for advice / information:</p> <ul style="list-style-type: none"> • when you don't feel well? • when you don't understand how to do something? <hr/> <hr/> <hr/> <hr/>
COMPANIONSHIP	EMOTIONAL SUPPORT
<p>Whom will:</p> <ul style="list-style-type: none"> • walk around the park with you? • spend the afternoon with you? <hr/> <hr/> <hr/> <hr/>	<p>Whom will you look to:</p> <ul style="list-style-type: none"> • for encouragement? • for understanding? • for help when you're feeling down? <hr/> <hr/> <hr/> <hr/> 

- Look at “The People in My Life” and identify all the types of support those individuals could provide.
- Look for individuals who get mentioned in a lot of different areas.
- Are there any gaps in support?

- A role change or transition (like becoming a new mother or having another baby) can affect your mood.
- Sometimes even positive role changes can affect your mood because taking on a new role can be stressful.
- Understanding how a role change is affecting you can help you feel less helpless and can improve your mood.

WORKSHEET 8.3: ROLE CHANGES AND DISAGREEMENTS

Becoming a mother (for the first time or again) is a role change that can affect your mood and your relationships.

1. **Thoughts:** What are your thoughts about your role change? (Helpful and unhelpful)

2. **Behaviors:** What can you do to adapt to this role change?

3. **People:** Who can help you adapt to this role change?

Having a baby can change your relationships with other people. Have you noticed any problems with another person that may affect your mood or stress level?

Feelings: What are your feelings about this person?

Thoughts: Think about conflict(s) you had with this person over the past week.

- How does the conflict affect the way you view yourself?
 - How does the conflict affect the way you view the other person?
 - How does the conflict affect the way you view the world?
-

People: Think about the person you are having problems with.

- What are his/her good points? What are his/her bad points?
 - How do you think he/she sees the problem? (Try to understand his/her point of view even though you may not agree with it)
 - Is there a solution where you both get something important that you want?
 - Is there anyone who could help you with solving the problem?
-

Behaviors: When you have a problem with this person, how do you behave?

- Is this how you usually behave when you have problems with others?
 - When you have problems with this person, how does he/she behave?
 - Could you do anything to help shape the situation into one that is healthier for you?
-

- Having a baby sometimes creates conflicts or disagreements with others; those disagreements can affect your mood.
- It is important to learn how to identify the thoughts, feelings, and behaviors we're experiencing in relation to these disagreements so that we can improve our mood.

WORKSHEET 8.3: ROLE CHANGES AND DISAGREEMENTS

Becoming a mother (for the first time or again) is a role change that can affect your mood and your relationships.

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Thoughts: Think about conflict(s) you had with this person over the past week.

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 - How does the conflict affect the way you view the other person?
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 - Is there anyone who could help you with solving the problem?
-

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- Is this how you usually behave when you have problems with others?
 - When you have problems with this person, how does he/she behave?
 - Could you do anything to help shape the situation into one that is healthier for you?
-

- Discuss existing supports
- Ways to meet new people and expand support system
- Resources in your agency and community for support and social connection

PRACTICAL SUPPORT	ADVICE OR INFORMATION
<p>Whom will you ask to:</p> <ul style="list-style-type: none"> • help with babysitting if you don't feel well and need to rest? • take you to the hospital if your baby gets sick? <hr/> <hr/> <hr/>	<p>Whom will you ask for advice / information:</p> <ul style="list-style-type: none"> • when your baby is sick? • when you don't understand how to do something for your baby? • when something about your baby worries you? <hr/> <hr/> <hr/>
COMPANIONSHIP	EMOTIONAL SUPPORT
<p>Whom will:</p> <ul style="list-style-type: none"> • play with your baby? • teach your baby new things? <hr/> <hr/> <hr/>	<p>Whom will you look to:</p> <ul style="list-style-type: none"> • comfort your baby? • make your baby feel loved? <hr/> <hr/> <hr/>



SESSION 9
COMMUNICATION
STYLES
WORKSHEET 9.1



STYLES	RESPECTS WISHES OF OTHERS	RESPECTS OWN WISHES
PASSIVE	YES	NO
AGGRESSIVE	NO	YES
ASSERTIVE	YES	YES

- Identify general communication style
- Validate that there are different ways of communicating in different settings, with different people
- Getting your needs and your baby's needs met
- Ways to make assertive, respectful requests
- Making compromises

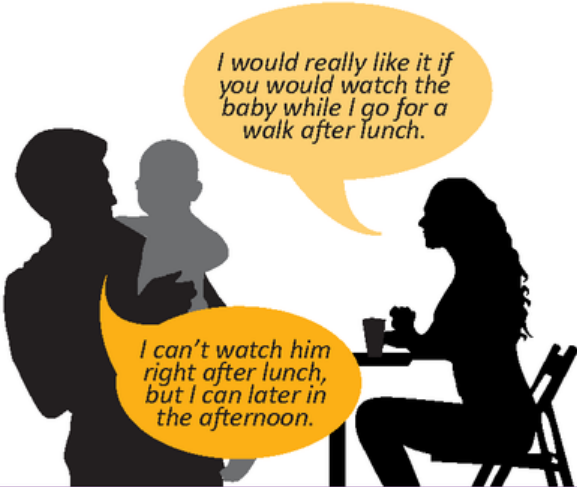
SESSION 9

COMMUNICATING YOUR NEEDS

- Discuss examples of things they need help with, or anticipate they will need help with when baby arrives
- Talk through this step-by-step process to make a request
- Reinforce that everyone needs help sometimes

WORKSHEET 9.2:
GETTING YOUR NEEDS MET

- It's okay to ask for what you need.
- You are more likely to get what you need if you communicate in a positive, clear, and direct manner.
- When you ask for help from others, the more information you provide, the easier it will be for others to help you and the better your chances are of getting what you want. For example: "I want to attend a computer class on Wednesday from 1:00-3:00pm."
- The person may say "yes" or "no." You may need to compromise.



STEPS	MY EXAMPLE
1. What do I need?	
2. Who can help me?	
3. Ask for what you need in a way that clear and direct. (assertive communication)	
4. Respect the other person's right to say no.	
5. Be willing to compromise.	

WHAT DO I NEED?

WHO CAN HELP ME?

ASK FOR WHAT YOU NEED CLEARLY AND DIRECTLY.

RESPECT THE OTHER PERSON'S RIGHT TO SAY NO.

BE WILLING TO COMPROMISE.

COURSE REVIEW & PLANNING FOR THE FUTURE

CERTIFICATE OF COMPLETION

is recognized for her participation in
THE MOTHERS AND BABIES PROGRAM



Presented by: _____
Date: _____

REVIEW MAIN CONCEPTS

Reiterate the relationships amongst pleasant activities, thoughts, interactions with others and one's mood.

ESTABLISH WHAT'S BEEN HELPFUL

Discuss the skills they've practiced and found most helpful to improve mood and reduce stress.

ENCOURAGE USE OF OTHER SKILLS

Encourage client to continue using strategies that have been helpful and try out some of the skills they haven't tried yet.

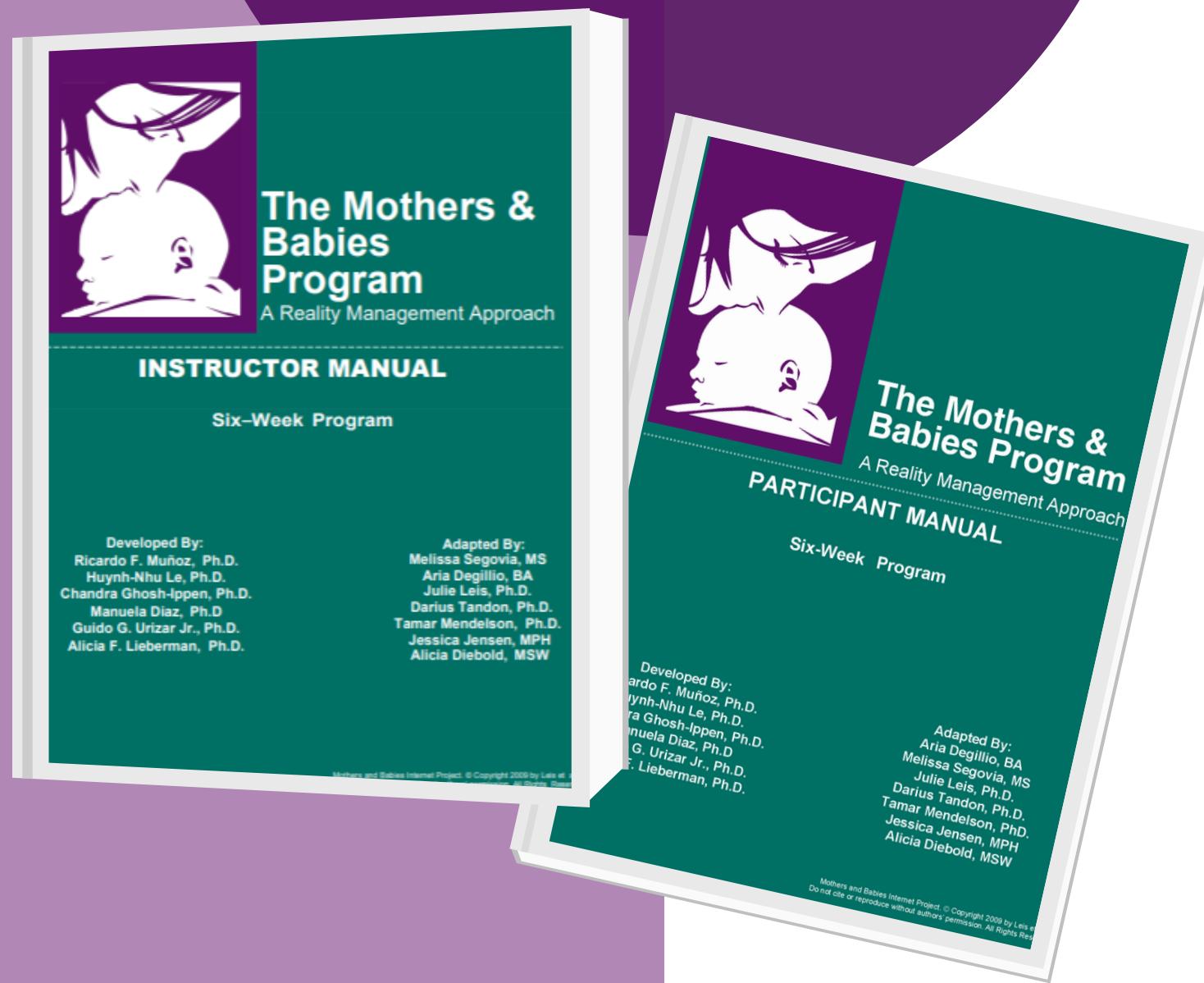
ENCOURAGE USE OF SKILLS BEYOND POSTPARTUM

Emphasize that the Mothers and Babies skills are useful even as one's baby gets older, and can be passed on.

ENCOURAGE CONTINUED MINDFULNESS PRACTICE

Review mindfulness practice and encourage continued use of the practices she found most comfortable and helpful.

Mothers & Babies Group



- Content of the material is largely the same as the MB 1-on-1 Course.
- Six weekly sessions that can be completed in 90 minutes-120 minutes each.
- Participant and facilitator manual available on the Mothers and Babies website.
 - Encourage you to incorporate mindfulness as you see fit.
- Be mindful of potential barriers to participation such as transportation and child care, and provide refreshments as you are able.

Mothers & Babies Group

- Best practices in group facilitation:
 - Group Size (6-10)
 - Maintain "closed" groups - this means new participants should not join after first couple of sessions to foster trust among group members.
 - Establish guidelines as a group during the first meeting that all agree upon
 - For example, what is said in group, stays in group.



Personal Project: Quick Mood Scale

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

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

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

OPTIONAL PROJECT:

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

Page



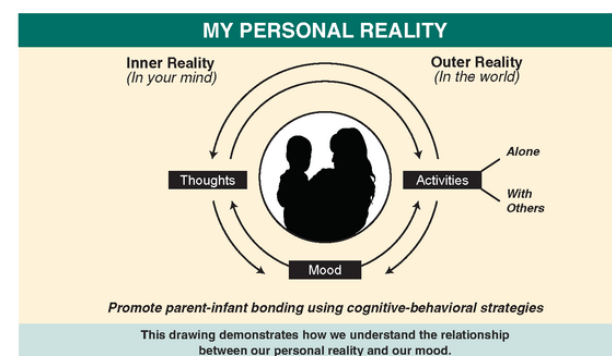
Managing My Personal Reality

• It is important to understand our moods. How do they influence our lives?

• To have a healthy mood, or positive feelings, it is important to learn how to manage your own reality.

• Our personal reality is divided into two parts:

1. **The reality of our mind:**
 - what we think
 - our inner reality
2. **The reality of our world:**
 - what we do
 - with whom we relate
 - our health
 - what happens in our world
 - our outer reality



Page



Mothers & Babies Group

- MB Group is a good option to help increase social support networks.
 - Can be counted as a “socialization group.”
- MB Group should take place at a time that is convenient for group members.
- We recommend facilitating groups at the same time and on the same day each week to facilitate attendance.
- It is recommended that MB groups take place over six consecutive weeks as possible.
- Send reminders to group members in between sessions to reinforce learning principles.

Additional tips for running virtual MB groups can be found on the Mothers and Babies website.



CENTER FOR COMMUNITY HEALTH
NORTHWESTERN UNIVERSITY
750 N. LAKE SHORE DRIVE
CHICAGO, IL 60611

MOTHERSANDBABIESNU@GMAIL.COM
WWW.MOTHERSANDBABIESPROGRAM.ORG

Darius Tandon, PhD
dtandon@northwestern.edu

Erin Ward, MSW
erin.ward1@northwestern.edu

Jaime Hamil, MPH
jaime.hamilton@northwestern.edu

Cristina Barkowski, MSW
cristina.barkowski@northwestern.edu

Emma Gier, MPH
emma.gier@northwestern.edu

Jessica Ogwumike, BA
onyinyechi-ogwumike@northwestern.edu