



Integrating: Pre & Peri-natal Education & Baby Body Language

Monday 19 August 2019





Why do you do
what you do?

What is the thing
that motivates
you the most?

Group
introductions



How did BBL
resonate with
you?

State one of your
challenges?



Where
am I?



BABY BODY LANGUAGE PROCESS

Where are
the parents?

How to feedback
and educate
parents?

Where is the
baby/child?

How can I facilitate
change?



Track
tolerance
levels

Memorable
event

Loyalty
conflict



Oblique tracking

Tracking
perinatal signs/
prenatal signals

WHERE IS THE
BABY/CHILD?

Eye contact?

Memory /needs
crying

Listening to mum's
narrative



Pause. Breathe.
listen.



Permission based
practice

Recognise
permission
thresholds

HOW CAN I
FACILITATE
CHANGE?



Empathetic
listening in the
moment

Your therapy

Track person with
lowest tolerance

Understanding
loyalty conflicts



Invite parent's stories

- I can't find my happy face - 4 year old
- Grandmother describing 2 year old twins negotiating
- 9 year old - my favourite smell - the smell of my mummy
- “Would the Brian today come back tomorrow!” mum overheard
- the teacher say to her 7 year old son, as he left the classroom



Invite parent's stories

- “Awful diet.....never sleeps.....it’s just their personality....
- She’s just a needy child”
- Dad said - ‘good...now do it properly..... perfect.....’
- “She has difficulty crossing the threshold” - 6 year old
- 4 years olds drawing of mum’s face before and after school
- my 10 year old says, ‘I need to go back to Anne’ before he even complains of pain as he feels out of balance
- The mum who took a ‘snow day’ off work



Memorable
event

WHERE IS THE
BABY/CHILD?





Conscious
Awareness

Birth

Body/
mind

Psychology

Pre & Perinatal
Education

Somatics

Growth &
development of
prenate

pregnancy

birthing
practices

Effect on human
development

support for new
mums/babies



Conscious &
aware

Prenatal
events
remembered

Prenates
own
experiences

PRENATES



Cellular
memory

Incorporates
parents
experiences &
feelings

Most influential
1st trimester



Dramatic &
symptomatic
influences

Pathological
symptoms

Reinforced prenatal
experiences

Misconceptions

Mirror image of
complications
at birth



Multiple &
reinforcing
traumas

Themes of loss
abandonment
violence
aggression



Impairs quantity & quality of bonding

Defensive dulling of body & mind

Unacknowledged unresolved birth trauma

PRENATAL & BIRTH TRAUMA

Shock & trauma

Interventions



Lack of bonding

Failure of parents to acknowledge trauma

Exhaustion



Pause. Breathe.
listen.



The womb is a classroom
and every child attends

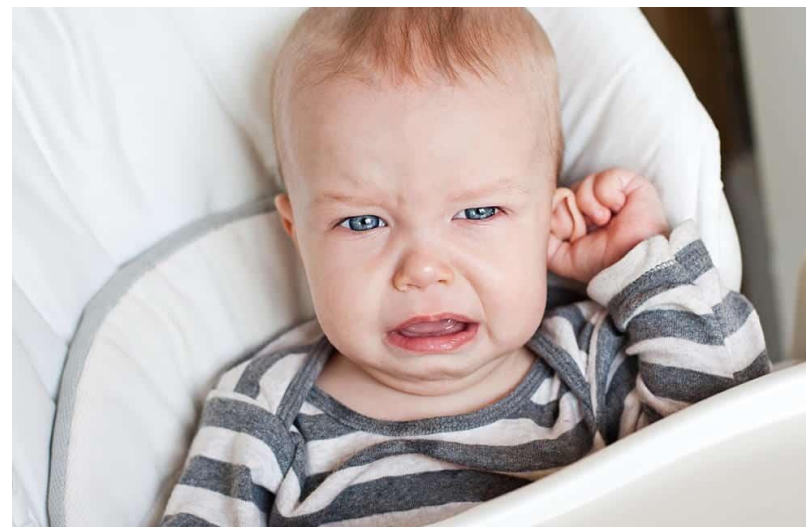


The body keeps the score.....

Birth
trauma
expressed

BABY BODY LANGUAGE

Expressed in
physical
movements
& sounding



Biomechanical
restrictions

Neuro-
developmental
impact



The body keeps
the score.....

Brain
development

BABY BODY LANGUAGE

Expression of
uterine life

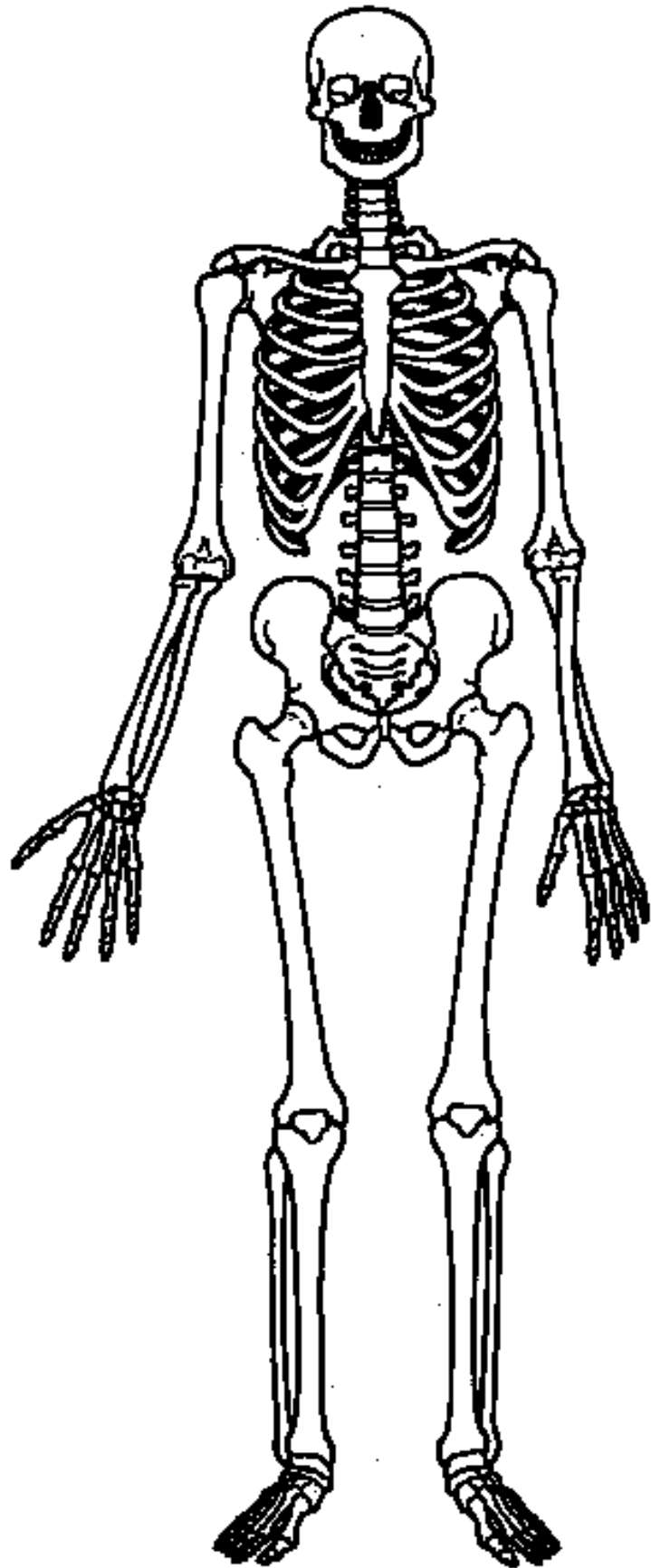
Birth
dynamics



Umbilical
affect

A serene sunset scene over a calm body of water. The sky is filled with soft, orange and yellow clouds, with the sun low on the horizon. The water reflects the warm colors of the sky. The text 'Pause. Breathe. Listen.' is written in a white, cursive font across the middle of the image.

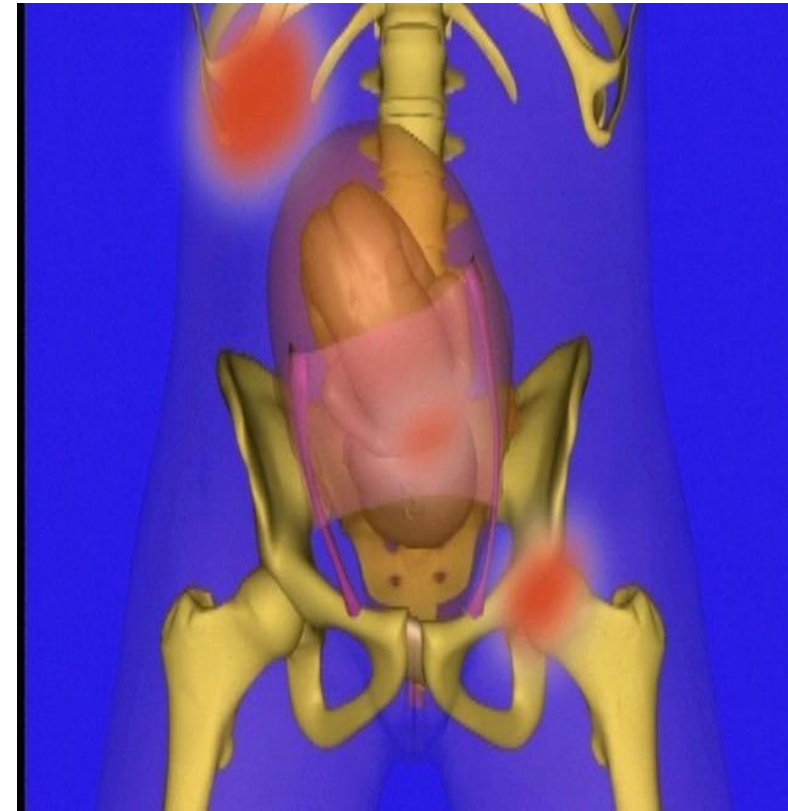
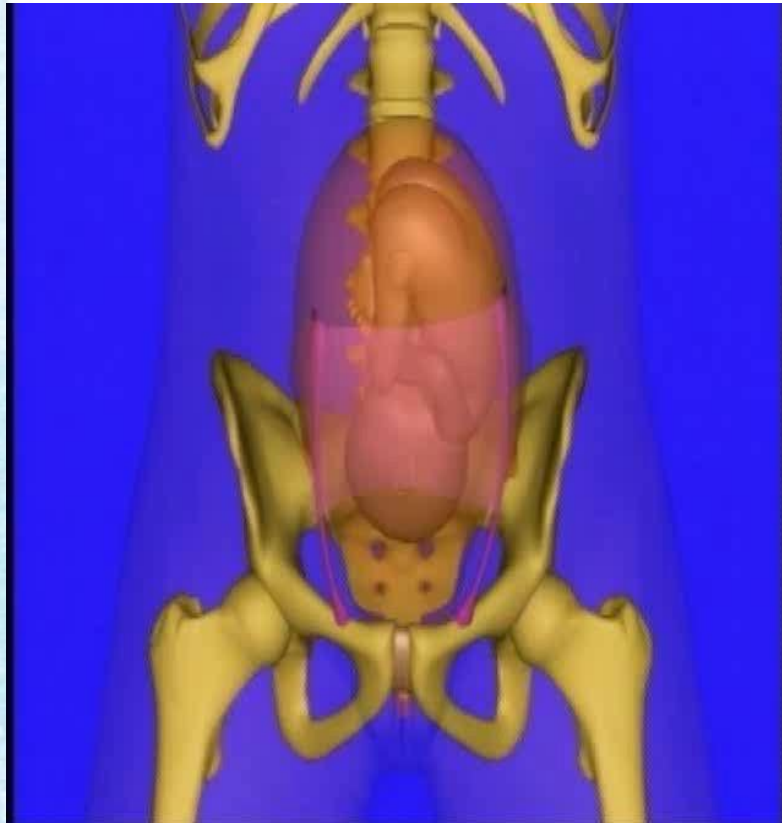
Pause. Breathe.
Listen.





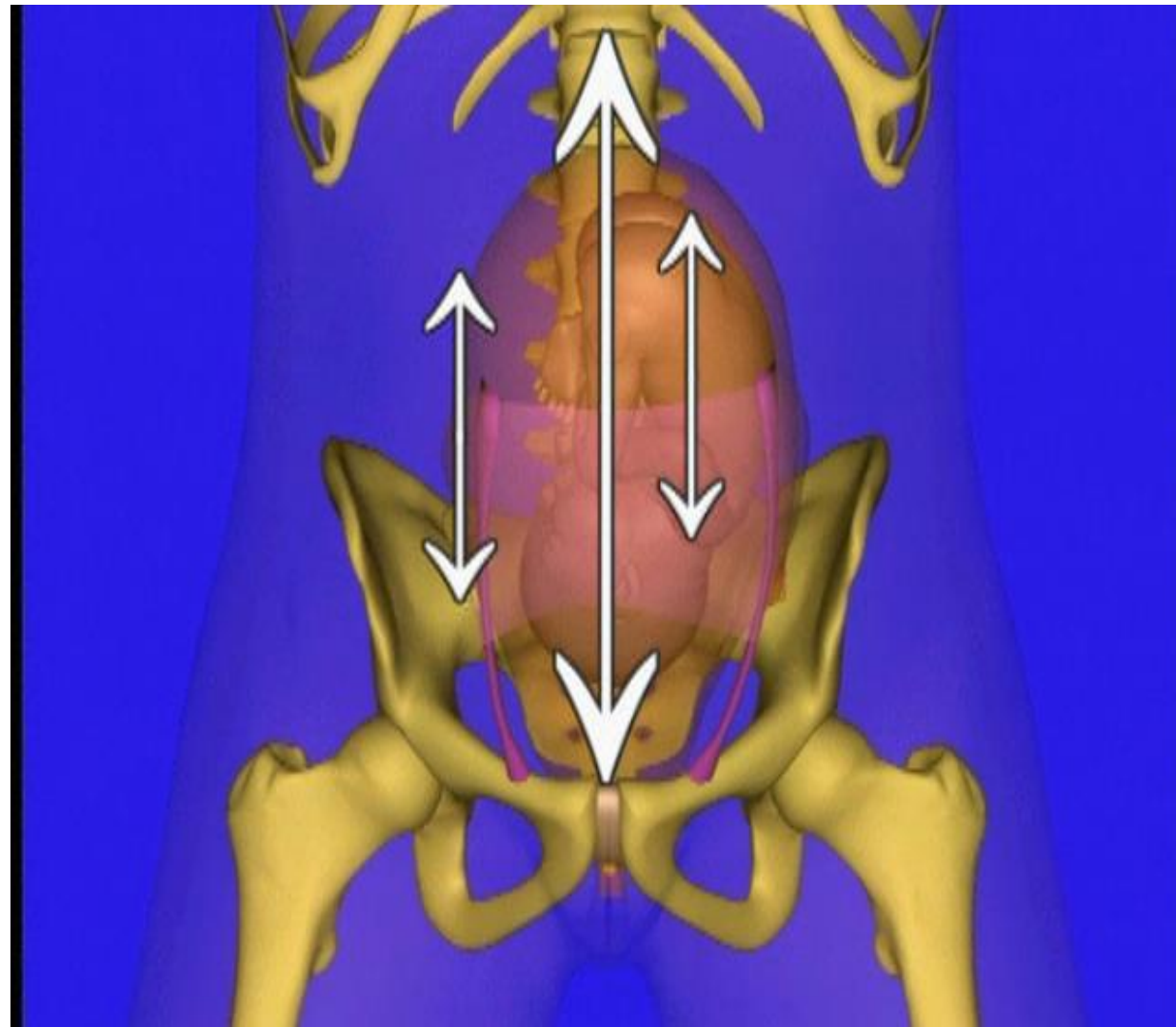


In-utero-constraint





Primitive reflexes







Pause. Breathe.
listen.



Transfer of the
relational field

Model and reflect
listening

HOW TO FEEDBACK TO PARENTS?



Summarise the
baby's PPN story

Awareness levels of
parent/child

Teaching self
help skills &
homework

Empower
parents



Regulate within
functional range

Body
awareness

Regular
singing/playing
instrument

MODEL &
EDUCATE
SELF CARE



Regular physical
activity

1:1 vagal
breathing
rhythm

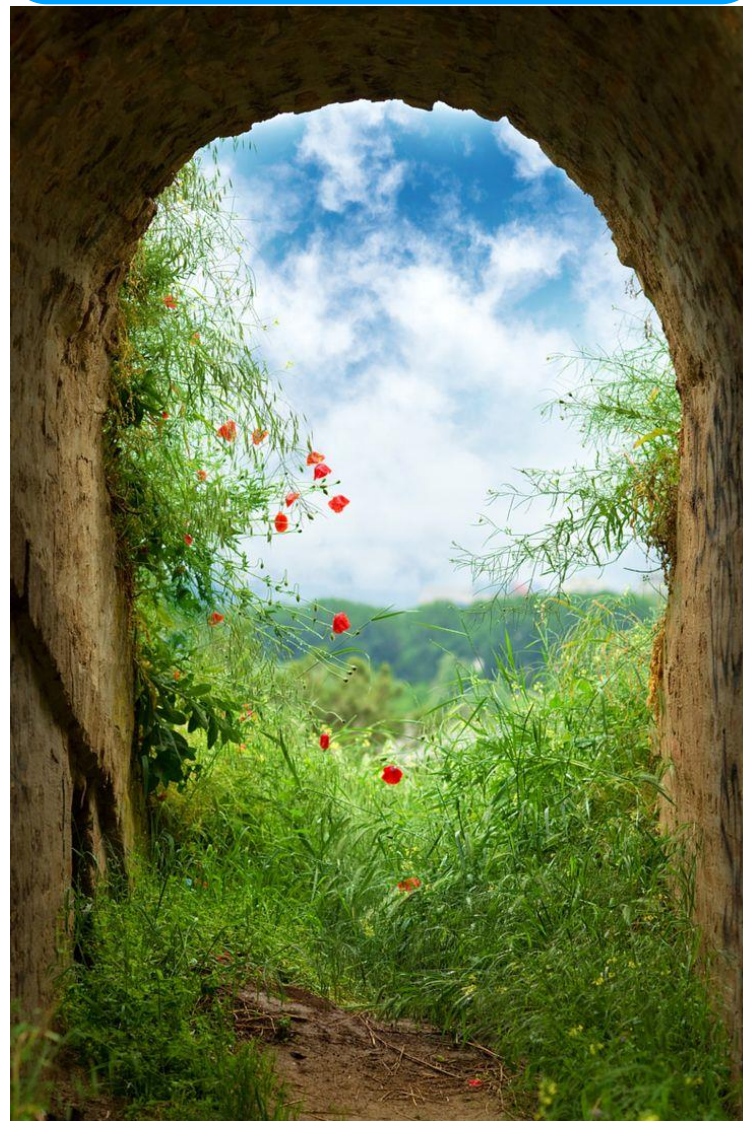


EDUCATE PARENTS

Positive
aspects
of birthing

Your own
unresolved
birth trauma

Permission
based practice



Understand
relevance of PPN
traumas

Birthing can
reactivate early
PPN trauma

Limit use of
medical
interventions



EVERY Woman
WHO HEALS HERSELF,
HEALS her CHILDREN'S
CHILDREN.

- LIEZEL GRAHAM



WHAT CAN WE DO?

Intervention for
containment

Conscious
beings

Early
imprints



Intervention for
resolution

Healing and
child
development

Aware of
emotions

Be present
to facilitate change