THINKING HEALTHY

COGNITIVE BEHAVIORAL TRAINING
FOR
HEALTHY MOTHERS AND INFANTS

Training Manual
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INTRODUCTION

1.1 Need for an early mother and child health intervention

Pakistan has a high rate of infant mortality and morbidity - even higher than many African countries where health conditions are worse and food shortages are common. Diarrhoea and malnutrition account for most infant deaths and illness. These conditions are easily prevented. Furthermore, in the first year of life the brain develops at a very fast rate. Proper attention to the baby during this period means that he or she will grow up to be a much more intelligent child and adult. The first year of a child’s life is therefore very important for his or her physical as well as mental development.

The mother is the most important person in a baby’s first year of life. She provides the baby with nutrition, stimulation and protection. It is important for the mother to be strong, both physically and mentally, to take best care of the baby. Equally important is the support of people around the mother and baby, such as the father and grandparents.

Research has shown that stresses of everyday life, especially around pregnancy and birth, can affect the thinking style and attitudes of many mothers, so that coping with the many tasks of child-care seem difficult. It is here that an intervention can make a great difference, because research has shown that with some help and support most mothers can change these unhelpful patterns of thinking and behaving into very effective ones for optimal development of the baby.

1.2 What type of intervention is suitable for mothers and infants in rural Pakistan?

Our experience shows that to be successful, such an intervention must have the following ingredients:

- **Psychosocial model**: Research shows that unhelpful or unhealthy thinking styles can be changed. However, this cannot be accomplished by using medicines. A different approach is required, one that relies on talking to the mother rather than giving her medicines or pills. It is therefore crucial that both the health worker and the family move away from “medical model” of care.

- **Community-based**: For the same reason it is important to ‘treat’ the mother in the community or at home rather than at the health center. Lady Health Workers routinely see mothers at home during pregnancy and after childbirth. They are therefore the most suitable people to deliver this type of intervention. However, they need training in special techniques to bring about change in thinking.
Integrated: LHWs already have a heavy workload. This intervention must therefore be integrated into existing LHW training so that rather than being an extra burden, it facilitates their work. LHWs main job is to educate and motivate their clients and they would gain from training in special techniques that facilitate this process.

Active and empowering: To be of any use, changes in thinking and attitude have to be accompanied by changes in behaviour and action. Mothers must therefore not become passive recipients of advice but actively participate in seeking and practicing health-promoting activities.

Participatory: The intervention should not just be focused on the mother, but include all family members. Health promoting activities involve the whole household and cannot be practiced in isolation.

Simple and Practical: The intervention should be well structured and easy to follow, even by non-literate clients. It should produce tangible results, which clients can monitor easily.

1.3 Cognitive Behavior Therapy (CBT) as basis for intervention

1.3.1 What is Cognitive Behaviour Therapy

“Cognitions” refers to our thoughts and “Behaviour” refers to our actions. Cognitive Behavior Therapy (CBT) is an evidence-based and structured form of talking therapy that aims to alter the cycle of unhelpful or unhealthy thinking (cognitions) and the resulting undesirable actions (behavior).

![Diagram of the cycle of unhealthy cognitions leading to undesirable behaviour]

Fig 1: The cycle of unhealthy cognitions leading to undesirable behaviour
Research has shown that CBT is very effective in breaking this cycle in people with a number of problems such as depression, poor confidence, lack of assertiveness, inadequate coping skills, passivity and difficulty with relationships. Our research has shown that many mothers whose infants have poor health suffer from such problems. Thus, both mothers and their infants can gain from this type of therapy.

The cycle is broken in two ways:

- Altering ways of thinking — a mother’s thoughts, beliefs, ideas, attitudes, assumptions, mental imagery, and ways of directing her attention — for the better. This is the cognitive aspect of CBT.

- Helping the mother meet the challenges and opportunities of raising her baby with a clear and calm mind — and then taking actions that are likely to have desirable results. This is the behavioral aspect of CBT.

CBT provides clear structure and focus to dealing with health and psychosocial problems. Clients take on valuable “homework” projects to speed up their progress. These assignments — which are developed as much as possible with the clients’ active participation — extend and multiply the results of the work done during a session.

One of the most powerful techniques in CBT to change unhealthy thinking styles is imagery. The client is encouraged to recall an image from real life that contains unhealthy cognitions and consequent undesirable behaviour. She is then encouraged to modify the image by thinking in a healthier manner. Thus use of images and imagination can be employed in people whose strength is not verbal language.

1.3.2 Adapting the CBT approach to mother and infant health in the antenatal and postnatal period

It can be seen that the CBT approach fulfils many of the requirements outlined in section 1.2. The approach can be used with mothers, infants and their families in Pakistan with the following adaptations:

- Focus on mother and infant health rather than maternal depression: Many women and their families do not see depression as a problem requiring intervention. Some would see it as a stigma. Health is a more universally understood and accepted concept than depression. Optimal development of the infant can provide the pivot around which attitudes and thinking styles can be changed for the better. Family members may disagree on many things but infant health is usually a common agenda. Within this
agenda, efforts to improve the physical and psychological health of the primary caregiver, the mother, can be addressed without much resistance or stigma.

- Modified use of imagery: Using carefully researched and culturally appropriate illustrations, the intervention could use imagery techniques to good effect, especially in low-literacy populations. These illustrations could help mothers form their own mental images, which would then be modified by training. These illustrations could also serve as visual cues in between sessions.

- Training rather than therapy: In many ways CBT resembles education, coaching or tutoring. We have therefore called the intervention Cognitive Behavior “Training” rather than “Therapy”, and the therapist “trainer” rather than “health worker”. This emphasizes the active and non-medicine aspect of the intervention. Under the trainer’s guidance, CBT “trainees”, i.e., mothers, will share in setting health-benefiting goals.

- Family oriented: While the mother is the focus of the training, the whole family is actively involved. This is important to make effective use of family members for support and assistance of mother and infant. It also removes the possible ‘paranoia’ of family members against unpopular programmes, e.g., “this is a covert birth control programme”.

- Developmentally appropriate: The contents of the training sessions and activities for the mother are tailored according to the age and developmental level of the infant and the needs of the mother at each stage.

- Culturally adapted: Sessions and homework activities should be culturally appropriate. This can be achieved through careful field-testing of the intervention during the development phase. For example during the chilla (40-day confinement of mothers after delivery), women do not go out. It would not be appropriate to suggest outdoor activities during this period.

1.4 THINKING HEALTHY: Cognitive Behaviour Training for Mothers and Infants

The THINKING HEALTHY training programme is a CBT based intervention developed especially for developing countries like Pakistan. The intervention targets mothers who have many psychosocial stresses and may be depressed. However it can be used as a motivation tool for all mothers living in socioeconomically deprived areas with low literacy rates. It focuses on the health of both mother and baby and encourages participation of the whole family. The approach used is simple and pictorial but retains the essential characteristics of
CBT. It has five modules covering the period from third pregnancy trimester to first year of infant’s life. The structure of the THINKING HEALTHY programme is shown in table 1 and the core features are described below.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Sessions</th>
<th>Frequency</th>
<th>Approximate period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Preparing for</td>
<td>Sessions 1-4</td>
<td>Weekly</td>
<td>30th to 33rd gestational week</td>
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<tr>
<td>the baby</td>
<td></td>
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<tr>
<td>Module 2 The baby’s</td>
<td>Sessions 5-7</td>
<td>Fortnightly</td>
<td>3rd to 5th week postnatal</td>
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<td>arrival</td>
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<tr>
<td>Module 3 Early infancy</td>
<td>Sessions 8-10</td>
<td>Monthly</td>
<td>2nd to 4th month postnatal</td>
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<tr>
<td>Module 4 Middle infancy</td>
<td>Sessions 11-13</td>
<td>Monthly</td>
<td>5th to 7th month postnatal</td>
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<td></td>
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<tr>
<td>Module 5 Late infancy</td>
<td>Sessions 14-16</td>
<td>Monthly</td>
<td>8th to 10th month postnatal</td>
</tr>
</tbody>
</table>

Table 1: Structure of the THINKING HEALTHY CBT programme

1.4.1 Three areas of THINKING HEALTHY

Each module focuses on three areas relevant to mother and infant health during pregnancy and after childbirth – the mother’s personal health, the mother-infant relationship, and the psychosocial support of significant others.

- **Mother’s personal health:** Mothers who are depressed or under stress often ignore their personal health, e.g., their diet and rest. Often, they do not have the energy or motivation to seek appropriate health care for themselves or their children. They get caught up in a cycle of inactivity, which further damages their health and worsens the depression. This also increases the risk for low birth weight and other health problems in the infant. Each module contains a session addressing the mother’s personal health.

- **Mother-infant relationship:** Mother-infant relationship includes responding appropriately to the infant’s emotional needs, frequent physical interaction, establishing eye contact, verbal communication, and creating a stimulating physical environment for the child through toys, pictures and
books. Similarly, feeding behaviours (both breast and bottle), such as appropriate nipple insertion and removal, positive affect during feeding, and provision of nourishing foods (as opposed to comforting foods such as sweets) are also aspects of this interaction and make important contributions to the growth of the infant and young child. The quality of this reciprocal relationship is important for optimal health of both mother and infant. Each module contains a session to address mother-infant relationship.

- **Relationship with people around the mother and infant**: Research shows that the social network or support system available to the mother is important in determining the quality of care she is able to provide to her infant. Social support can be divided into intimate versus community and structural versus functional. Intimate support comes from members of the immediate household (husband, in-laws) while community support may come from the neighborhood or community associations. Social structures such as marriage, religious institutions, and the health center are structures of support. Stressed or depressed mothers often find it difficult to engage and maintain social networks. Each module contains a session to address the social support of mother and infant.

1.4.2 Three steps to THINKING HEALTHY

Each session employs the three-step approach that is repeated throughout the programme.

- **Step-1** - Learning to identify unhealthy thinking: In order to promote healthy thinking, it is important to be aware of the common types of unhealthy or unhelpful thinking styles that gradually develop as a result of life problems or experiences. Mothers are educated about such unhealthy thinking styles and learn to identify them.

- **Step-2** - Learning to replace unhealthy thinking with healthy thinking: Identifying such unhealthy thinking styles enables mothers to examine how they feel and what actions they take when they think in this way. The programme helps mothers question the accuracy of such thoughts and suggest alternative thoughts that are healthier. We have modified the traditional CBT approach by involving the whole family in suggesting alternative healthy thinking. Thus they can assist the mother challenge and replace unhealthy thinking with healthy thinking.

- **Step-3** - Practicing healthy thinking and acting: The programme suggests activities and homework to help mothers to practice thinking and acting healthy. Carrying out these activities is essential for the success of the programme. Mothers receive health education and other materials tailored to their individual needs to help them progress between sessions. The focal point of these activities is a designated “health corner” in each
house, and the “Mother and Child Health Calendar” that is provided to each trainee.

1.4.3 Training Instruments

- Trainer’s manual: The training manual, of which this is the introductory chapter, gives clear step-by-step instructions to the health worker on how to conduct each session. It explains the theoretical rationale of the programme, serves as reference manual for the trainers and forms the basis for their training programme.

- Activity workbooks: It is important for the training to be structured and standardised. Each of the 5 modules has a specially designed pictorial activity workbook that is used by the trainer to conduct a session with the mother. Each mother will have her own activity workbook where activities carried out in each session will be noted.

- Calendar: It is essential that the mother monitors herself and carries out the homework between sessions. The calendar, consisting of pictorial and verbal key messages of each session, serves as a visual cue for the whole family to follow the programme between sessions. In addition, the calendar has monitoring tools that help the mother chart her own progress, and that of her infant’s, throughout the programme. The progress between sessions is discussed in the next session.

1.4.4 Inbuilt monitoring system

It is important that the sessions are delivered in the same way to all mothers. It is also important to ensure that both health workers and mothers are adhering to the given instructions as much as possible. The activity workbooks and monitoring tools will not only assist the mother in charting her progress, but also assist the research team to ensure that the programme is actually being delivered appropriately. From time to time, a member of the research team will analyse these instruments for this purpose.

1.4.5 Cross-reference with LHW Manual

The THINKING HEALTHY programme incorporates the health education material contained in the LHW’s Training Manual used by the Department of Health for their training. Thus they will be using their existing knowledge, but delivering it in the THINKING HEALTHY format which is more effective for health education of the most deprived or depressed mothers. Where necessary, the THINKING HEALTHY manual is cross-referenced with the LHW Training Manual so that both can be used in conjunction. Many LHWs have told us that the THINKING HEALTHY approach gives structure to their work and makes it more interesting for them as well as their clients.
1.5 Requirements of a good CBT trainer

A feature of the THINKING HEALTHY programme is that it does not require specialists to carry it out. Anyone with the educational level of a Lady Health Worker (Middle or Matriculation) can become a trainer after attending a two-day course. However, trainers will be more effective if they inculcate the following attributes in themselves:

- Psychological mindedness: The ability to listen to and empathize with upset feelings. Being able to shift from the directive medical model to the more ‘client-centered’ active problem-solving model.

- Optimism: Some unhelpful thinking patterns and behaviours are very difficult to shift. The results are not immediate. At times, the trainer may be frustrated if the mothers and families do not cooperate fully with instructions. Being an optimist will help the trainer to keep on trying despite these difficulties.

- Good motivational skills: For the same reasons, the trainer must be a good motivator. Skills of persuasion are important to create changes in thinking. The programme helps you develop these further.

- Good public relations skills: To gain the confidence and trust of household, the trainer must develop and employ these skills.

- Cultural sensitivity: The trainer should develop an understanding of local culture. At times, the trainer has to challenge ideas that are part of the culture. This has to be done sensitively or else there is a risk that the families may no longer want to continue with the programme.

1.6 How the THINKING HEALTHY approach was developed

This manual has is based on research we have been conducting in rural Rawalpindi for the last 5 years. This consisted of 3 phases. In the first phase, an epidemiological study was carried out to understand the stresses that mothers living in poor areas face and the impact of such stresses on the mother and infant. Over 300 mother-infant pairs were studied from third trimester pregnancy to one year after birth, using various interviews and questionnaires. An important finding was that about a quarter of the mothers suffer from depression shortly during pregnancy or in the first year after giving birth. The infants of these mothers have poorer growth and higher rates of diarrhoea compared to non-depressed mothers. We also identified a number of social and ‘life-problems’ such mothers faced.
In the second phase, smaller groups of depressed and non-depressed mothers were studied through focus-group discussions and in-depth interviewing. Thinking styles of both depressed and non-depressed mothers were studied and the manner in which they dealt with health problems was explored. The manual incorporates information obtained from these 2 phases of research.

In the third phase, the manual was piloted to see if it was easily understood and found practicable by health workers and mothers in rural Rawalpindi. Many improvements in language and presentation were carried out, before reaching its present form.

However, we would like to continue to improve this manual. Therefore comments and suggestions are welcome. Please give these to your trainer or post them to the address below.

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Training Module 1: PREPARING FOR THE BABY  
Session 1 - What is THINKING HEALTHY?

Learning Objectives of this session:

The purpose of this session is to engage the mother and family in this programme. The THINKING HEALTHY approach and its components will be explained. Ground rules will be established for future sessions. The required activities for the session will be carried out and homework given.

Instruments required:

A) Activity Workbook 1: Preparing for the baby  
B) Health Monitoring Calendar

The first introduction: This is important. Start by saying that the progress of any society depends upon the good health of its future generation. If our children are healthy and bright, they can deal with challenges of life and become assets for the family and community. When they go to school, they will be able to learn more effectively. If they become farmers, they can be more productive. For a healthy future, the baby needs to be looked after very carefully when it is in the mother’s womb and in the first year of life. That is when the foundations for the future are being laid. As the mother is so important to the infant during this period, her physical and mental health will determine how the baby will progress. Support of the whole family is important.

Do not be condescending. Say that the family probably knows many good ways of bringing up children, but you would like to SHARE (not dictate) some new concepts.

Now open page 1 of Activity Workbook 1:

1. Two sides of a picture:
1.1 Objective: To engage the family in the training programme.

1.2 Instructions:
- Show the mother (and other family members) the two pictures for about half a minute. Ask the mother which picture she would prefer herself to be in. Almost all mothers would prefer picture B.
- Ask her to give the reasons for liking picture B. Note down these reasons on the activity workbook in the space provided.
- Now ask her about picture A. What types of problems are there likely to be in the family shown? If necessary prompt: illiteracy, poverty, personal health, and family conflicts.

1.3 Dos and don'ts:
- Don't blame the characters in picture A of being weak or bad. Say that stresses of life can sometimes make anyone of us give up hope and stop trying.
- Do let mother and family talk about their own problems. Listen sympathetically.

2. Balancing life problems

2.1 Objective: To shift the agenda of the family from problems to finding solutions.

2.2 Instructions:
- Picture A shows a dejected mother weighed down by life problems. Ask mother if this is how she sometimes feels.
- Now show her picture B. Ask her to note that the problems have not gone away. But the woman in the picture is up on her feet trying to balance life’s problems. Explain that this programme has been designed to help mothers try to achieve this.
- Explain that this programme cannot make life problems disappear. It does not offer monetary support or medical care other than advice. However, it can help mothers and families help themselves to achieve better health for mother and baby. Life problems will not go away but may seem more manageable after a while.
• Do give the mother time to look at the images.
• Don’t be too directive. Give family members the opportunity to voice their opinions. Do not challenge at this stage. Listen sympathetically.

• Now ask if they would like to know more about the THINKING HEALTHY programme.

3. The 3 Areas of THINKING HEALTHY

3.1 Objective: To introduce the 3 areas that form the basis of the programme and will be the focus of future sessions.

3.2 Instructions:
• Explain that you will meet mother, baby and family 15 times in the next year.
• Show Picture A to mother. Ask her to focus on top middle bubble. Explain that mothers who are under stress often ignore their personal health, e.g., their diet and rest. Often, they do not have the energy or motivation to seek appropriate health care for themselves or their children. They get caught up in a cycle of inactivity, which further damages their health and worsens their situation. Poor personal health increases the risk for low birth weight and other health problems in the infant. Therefore 5 out of 15 meetings will focus on mother’s personal physical and psychological health.
• Now ask her to focus on top left bubble. Explain that the quality of relationship between mother and baby is important for optimal health of both mother and infant. Aspects of this relationship include not just appropriate feeding but response to the infant’s emotional needs, frequent physical interaction and creating stimulating physical environment for the child. These activities make important contributions to the growth and well being of the infant and young child. Five out of 15 sessions will address mother-infant relationship.
• Now ask her to focus on top right bubble. Explain that the social network or support system available to the mother is important in determining the quality of
care she is able to provide to her infant. Stressed or depressed mothers often find it difficult to engage and maintain social networks. By losing out on this support, both mother and baby are at increased risk of stress and poor health. Therefore 5 out of 15 sessions will help the mother and family optimize the available support.

- Focusing on bottom middle bubble, say that research has shown these 3 areas to be important for mother and baby’s health. Ask mother and family for their views and if they feel these areas are important.
- Ask if family would like to know how this programme can help.

4. The 3 steps to THINKING HEALTHY

4.1 Objective: To introduce the basic principles of Cognitive Behaviour Training that will be used in each session.

4.2 Instructions:

- Explain that every action starts as a thought in our mind. The thought usually determines our feelings, actions and behaviour. The behaviour then has consequences.
- Explain that stresses of everyday life, especially around pregnancy and birth, can affect the thinking patterns of many mothers, so that coping with life problems may seem difficult. These “negative” thinking patterns especially affect the 3 areas discussed, viz., personal health, mother-baby interaction, and relationship with others. When it becomes difficult to change these patterns of thinking and the resulting feelings and behaviour starts to have negative effects on these three areas, help may be required.
- This programme can help mothers try to change these negative patterns of thinking and behaving into positive ones so that coping with life tasks, especially those of bringing up the baby, becomes easier. This is done in 3 steps:

A

Step 1: Learning to identify negative thoughts: Ask mother to focus on picture A, the symbol for this step. Explain that in order to promote healthy thinking, it is important to be aware of the common types of negative or unhealthy thinking styles. By conducting research on many thousand ordinary people like us, scientists have defined the following types of negative or unhealthy thinking styles. Make the mother familiar with the symbol below for learning to identify negative thoughts and go through the following examples in Box 1. Tell mother
that we will talk a bit more about such thoughts and their effects later in the
session.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Unhealthy thinking style</th>
<th>Typical thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Symbols" /></td>
<td><strong>Blaming oneself</strong>&lt;br&gt; If things go wrong, it is always your fault</td>
<td>If my child falls ill, it is always my fault, I am not a good mother</td>
</tr>
<tr>
<td><img src="image2" alt="Symbols" /></td>
<td><strong>Not giving oneself credit</strong>&lt;br&gt; If things go well, its luck or somebody else’s doing</td>
<td>Its only luck that my children are healthy</td>
</tr>
<tr>
<td><img src="image3" alt="Symbols" /></td>
<td><strong>Gloomy view of future</strong>&lt;br&gt; Believing or predicting that bad things are going to happen</td>
<td>Nothing can stop my children from getting diarrhea this summer</td>
</tr>
<tr>
<td><img src="image4" alt="Symbols" /></td>
<td><strong>Mind reading</strong>&lt;br&gt; Negative view of how others see you</td>
<td>I often think that others think badly of me</td>
</tr>
<tr>
<td><img src="image5" alt="Symbols" /></td>
<td><strong>Thinking in extremes</strong>&lt;br&gt; If things can't be perfect there's no point trying</td>
<td>As I am uneducated, I will never be a capable mother</td>
</tr>
<tr>
<td><img src="image6" alt="Symbols" /></td>
<td><strong>Not believing in one’s capability</strong></td>
<td>I can never achieve this task</td>
</tr>
<tr>
<td><img src="image7" alt="Symbols" /></td>
<td><strong>Giving up before trying</strong></td>
<td>I am no good at this</td>
</tr>
</tbody>
</table>

Box 1

- **Step 2:** Learning to replace negative or unhealthy thinking with positive or healthy thinking: Ask mother to focus on picture B. Explain that identifying the above unhealthy thinking styles enables us to examine how we feel and what actions we take when we think in this way. The programme will help the mother question the accuracy of such thoughts and suggest alternative thoughts that are
healthier. With practice the mother can learn to challenge and replace unhealthy thinking with healthy thinking. Make the mother familiar with the symbol for learning to replace negative or unhealthy thinking with positive or healthy thinking.

**Step 3:** Practice healthy thinking and acting: Ask mother to focus on picture C. Explain that the programme suggests activities and homework to help mothers to practice thinking and acting healthy. Carrying out these activities is essential for the success of the programme. Mothers will receive health education and other materials tailored to their individual needs to help them progress between sessions. Make the mother familiar with the symbol for learning to practice healthy thinking and behaviour.

**The Three Steps to Thinking Healthy**

Now show the mother picture D. Summarise the 3 steps and ask if she understands the concept. Explain that the same 3 steps will be used for each of the 3 areas throughout the programme.

Ask mother and other family members if they have any questions. Then ask if they agree to take part in the programme. Read out the ‘informed consent form’.
5. Ground rules for taking part in programme:

Objective: To explain the rules that need to be observed by mother and family in order to take part in the programme.
Instructions: Go through each of the rules (with accompanying picture) in the activity book, making sure the mother understands and agrees.

Rule 1: Active participation:

Explain that the programme does not offer financial support or medical care, but helps mothers to help themselves and their infants. In this sense it should be seen as a training programme. It can only succeed if the mothers actively participate, with the support of other family members.

Rule 2: Being on time:

Explain to the mother that in order to participate actively, it is very important to make a commitment to the sessions and make herself available on the agreed time.

Rule 3: Do the homework:

Explain that practicing what is learnt in the sessions is an essential step. The mother should try, as best as she can, to complete the given tasks. These would eventually help improve her well-being, and that of her baby. Tell family members to support the mother in doing the homework.

Rule 4: Tell your trainer if you are unwell or have problems with the training:

Tell mother to bring up any concerns with you. Tell her to let you know if she is unwell or having problems with the programme.
6. Activities and Homework for session 1:

Objective: To make mother and family aware of the practical aspects of the programme, prepare a suitable environment for future sessions and introduce family to the ‘Health Calendar’ and monitoring instruments.

Instructions: This part of the session is also very important. Taking part in this ritual formally commits the mother and family to the programme. It also further reinforces the message that the programme requires the mother and family to be active participants rather than passive recipients.

Activity 1: Introduction to the Health Calendar:

Show the mother and family members the Health Calendar. Explain that the pictures in the front will serve as reminders of what was discussed in the first session while the monitoring charts will help mother and family monitor progress of the homework in-between sessions. Explain it is important not to destroy or lose the Calendar, as at the end of the year, it will be a useful record of the mother and baby’s health.

Activity 2: Designate an area as the Health Corner:

Ask the family to designate an area where the Health Calendar can be displayed. It should be an area that is visible but not accessible to younger children who might damage the calendar. This area would also serve as a resource where other health information could be kept for reference.
**Activity 3:** Identify a family member or friend to assist mother:

Ask mother to designate one or more persons in the family who can assist her with activities and homework. Remind them that the activities in-between sessions are essential for the programme’s success.

**Homework:**

Objective: To teach mother make the link between thoughts and feelings, and to monitor her mood on the mood chart between sessions.

Instructions: The MOOD CHART is one of the monitoring instruments that forms part of the health calendar. It consists of a visual scale of emotional state represented by 5 different facial expressions ranging from ‘very well’ to ‘very poorly’.

Return to Box 1 in the Activity workbook. Go through the unhealthy thinking styles with mother and ask if she has any of these thinking styles. Discuss how she feels when she has such thoughts. Discuss how she usually acts when she has such thoughts and feelings. Ask her to think of a recent example when she had such thoughts, and to rate how she felt on the visual scale in the Mood Chart.
Ask mother to go through this exercise once every day and rate her mood and feelings on the visual scale by putting a mark in the box for that day. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the following session.

Ask mother and family members if they have any questions about the issues discussed in this session.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the principles of THINKING HEALTHY and to apply the approach to the mother’s personal health. This session is important because for the first time, you will be helping the mother in practical application of the concepts learned in the first session.

Instruments required:

A) Activity Workbook 1: Preparing for the baby
B) Health Monitoring Calendar

1. Review of previous session:

- Briefly summarise the concepts discussed in the first session.
- Do this sequentially, using the pictures on the Health Calendar as the focus of discussion. When this is done repetitively, the family will start to associate the pictures with the concepts and these will serve as visual cues between sessions, helping the mother form her own mental images which can be discussed.
- Encourage the family to use the terms ‘Health Corner’ and ‘Health Calendar’, so that these terms get accepted into everyday usage.

2. Check Homework

- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.
- Again, briefly explain the importance of the mother’s personal physical and psychological health for the baby therefore this is the area you would like to address first of all.

3. THINKING HEALTHY about personal health

Learning to identify unhealthy thoughts about one’s personal health
Instructions:

- Using the relevant section of Activity Workbook 1, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss what these circumstances might be, e.g., poverty, illiteracy, domestic problems.

![Image A]

Due to my circumstances there is nothing I can do to improve my health

- Now ask mother to focus on Picture B. Discuss how these problems have induced a state of despondency and helplessness in the woman.

![Image B]

There is no point in making an effort

- Now focus on Picture C. Discuss the consequences of giving up.
- Do not blame the woman in the picture. Say that this is a very natural human response to stresses and problems. However, it is important to identify the thinking styles and related feelings early, so that the actions and consequences can be changed.

![Image C]

Greater probability of poor mother & infant health
- Now ask mother if she has had such thoughts. Note these down in the space provided in the activity workbook.
- If necessary, prompt the mother with the examples of negative thoughts, actions, and consequences given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being ill is in my fate</td>
<td>Helplessness, sadness I will not get vaccinated, as there is no point.</td>
<td>Greater risk of illness (tetanus) for both mother and baby</td>
</tr>
<tr>
<td>What does an illiterate person like me know about health matters</td>
<td>Poor confidence, self-esteem. No effort made to learn about health matters</td>
<td>Greater risk of poor health for both mother and family</td>
</tr>
<tr>
<td>Poor folk like us are born to be unhealthy</td>
<td>Hopelessness. No attempt made to make maximum use of whatever resources are available</td>
<td>Greater risk of poor health</td>
</tr>
<tr>
<td>If I have a problem with my general health or pregnancy, only a doctor can find it out</td>
<td>Not paying attention to one’s symptoms or signs of poor health</td>
<td>Greater risk of serious health problems developing</td>
</tr>
</tbody>
</table>

**STEP 2**

**Learning to replace unhealthy thinking with healthy thinking**
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.
- If one is despondent, it may become difficult to identify resources that may already exist. Ask mother if she can think of resources available to improve her health.

![Image D]

I can try to do something for my health and nutrition, whatever the circumstances

- Picture B: If the mother is unable to think of any resource, challenge her gently by saying that your (health worker’s) availability to discuss her nutrition is an example of one such resource. Say that later on, you will discuss other such resources to improve her nutrition.

![Image E]

I can consult my health worker about my nutrition considering what is available

- Discuss that it’s important not to think in terms of ‘all or none’. Even small changes (such as those to be discussed in this programme) can make big differences to health of the whole family.

![Image F]

Small changes can lead to a healthier you and baby
Now discuss the negative thoughts about personal health that mother may have described in step 1. Ask the mother to think of alternative thoughts. Note down her suggestions.

- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking after my health, to a large extent, is in my control</td>
<td>Making an effort to do positive things for one’s health, e.g. vaccination</td>
<td>Protection against a potentially fatal illness</td>
</tr>
<tr>
<td>It is not necessary to be educated to learn about health matters</td>
<td>Active effort to learn about and follow health principles, e.g. balanced diet.</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>Even a poor person can make an effort to stay healthy</td>
<td>Making an effort to make the best use of available resources</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>Looking out for problems in pregnancy and getting help early is my responsibility and will help the doctors help me</td>
<td>Looking out for early problem signs and actively seeking help</td>
<td>Decreased risk of pregnancy related problems</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
Activity 1: Refer to your training manual page xx (advice about nutrition). Tell mother that you would like to prepare a balanced diet chart from foodstuff easily available in the household. Engage the whole family in this exercise. Use the diet chart template provided in the activity workbook. An example of a diet chart is given below. Include only those items that are available in the household. Explain that balanced diet does not mean expensive or excessive diet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Choice of food items</th>
<th>Daily Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>▪ A glass of milk or lassi or dahi or one egg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ One paratha or 4 slices or 1 roti with butter</td>
<td></td>
</tr>
<tr>
<td>Before lunch</td>
<td>▪ Any fruit or fruit juice/lassi/gannay ka rus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ handful of channas or gurr</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>▪ Two rotis or serving of rice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ one bowl of daal or piece of meat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ a piece of raw vegetable or fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ glass of lassi</td>
<td></td>
</tr>
<tr>
<td>Tea time</td>
<td>▪ One cup of tea or milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Biscuit or piece of roti</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>▪ two rotis or rice, daal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ meat curry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ salad</td>
<td></td>
</tr>
<tr>
<td>Bedtime</td>
<td>▪ One glass of milk</td>
<td></td>
</tr>
</tbody>
</table>

Now attach this diet-monitoring chart to the health calendar in the space provided.

Activity 2: Refer to your manual page xx (relaxation techniques). Educate mother and family about the importance of rest and relaxation for the health of the unborn baby. Teach the mother deep breathing and relaxation techniques. Discuss with mother and family members how to organize everyday chores in a way that the mother gets time for rest and relaxation. Note down these periods in the activity workbook. Remind the mother and family that a small amount of time spent on your personal health everyday means a healthier you and a healthier baby.
Attach this rest and relaxation chart to the health calendar in the space provided.

**Activity 3:** Refer to your training manual page xx (advice during pregnancy). Educate mothers about problems that may occur in last trimester of pregnancy. Instruct her on how to seek appropriate help for such problems.

Give directions to the nearest primary care centre and how to reach it
**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** As for session 1, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 1: PREPARING FOR THE BABY  
Session 3 – Mother’s relationship with the baby

Learning objectives of this session

The purpose of this session is to review the progress from the first session and to apply the THINKING HEALTHY approach to the mother's relationship with her unborn baby.

Instruments required:

A) Activity Workbook 1: Preparing for the baby  
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with your baby

Learning to identify unhealthy thoughts about your relationship with your baby

Instructions:

- Say that you will now help mother use these steps in the second important area for mother and child health. Briefly explain the importance of the mother's relationship with the baby for both mother and child health. Explain that the relationship starts to develop while the child is in the womb.
- Using the relevant section of Activity Workbook 1, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss that it is normal to have such feelings sometimes, but a problem if they become a preoccupation.
Now ask mother to focus on Picture B. Discuss how these feelings have induced a state of guilt in the woman.

I am not a good mother.

Now focus on Picture C. Discuss how this thought has led to feelings of self-blame. The stress caused by such feelings is harmful for mother and baby. Say that such feelings may develop in many mothers as a response to stresses and problems. However, it is important to identify the thinking styles and related feelings early, so that the actions and consequences can be changed.

May be more difficult to have positive feelings for the baby after it is born
- Now ask mother if she has had such thoughts. Note these down in the space provided in the activity workbook.
- If necessary, prompt the mother with the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The baby is growing automatically. I don’t need to care for it till after it is born.</td>
<td>Not caring about baby’s prenatal development</td>
<td>Baby may not have optimal prenatal environment</td>
</tr>
<tr>
<td>My tension and anxiety will not harm my baby.</td>
<td>Not making an effort to reduce one’s stress.</td>
<td>Baby’s health affected.</td>
</tr>
<tr>
<td>I can’t be bothered about myself, let alone think of the baby.</td>
<td>No effort made to care for oneself and unborn baby.</td>
<td>Risk of poor health in both mother and baby.</td>
</tr>
<tr>
<td>I don’t feel a relationship with my baby. It will happen when he or she is born</td>
<td>Not trying to develop a bond with your unborn baby</td>
<td>More difficulty in developing a bond when baby is born</td>
</tr>
</tbody>
</table>

**STEP 2**

**Learning to replace unhealthy thinking with healthy thinking**

Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.
It is not necessary that positive feeling exist from the start, rather I can work on it.

- Such alternative thoughts can help reduce feelings of guilt. By reducing this stress in her, the mother is helping her unborn baby’s development.
- Say that later in the session, you will be discussing what other steps the mother can take to build her relationship with the unborn baby.

Taking small steps to develop positive feelings towards baby.

- Discuss that it’s important not to be ashamed and hide such feelings. Make family members understand this and be supportive.

Easier to develop a positive bond with the baby after it is born
Now discuss the negative thoughts that the mother may have described in step 1.
Ask the mother (and family) to think of alternative thoughts for these. Note down these suggestions.
Ask mother to think of alternative thoughts for examples described in step 1.
If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My unborn baby also needs my care</td>
<td>Active attention to baby’s needs.</td>
<td>Healthy baby born.</td>
</tr>
<tr>
<td>In spite of my difficulties, I have to try and reduce my tension and anxiety for my baby.</td>
<td>Trying to deal with difficulties and reduce tension with relaxing activities,</td>
<td>Positive effects on mother and baby’s health</td>
</tr>
<tr>
<td>If not for myself, I have to look after my health for my baby’s sake.</td>
<td>Efforts to look after one’s health</td>
<td>Healthy mother and baby.</td>
</tr>
<tr>
<td>If I try, I can develop a deep bond with my baby</td>
<td>Making an active effort to develop a bond</td>
<td>Strong and health mother-infant relationship</td>
</tr>
</tbody>
</table>

**STEP 3**

**Practicing healthy thinking and acting (Activities and Homework)**

**Activity 1:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.
**Activity 2:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary. Add or substitute the following relaxing activities, which could also help with her feeling about her unborn baby.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing or humming a lullaby and visualizing baby going to sleep</td>
<td>3 or 4 times every day</td>
<td></td>
</tr>
<tr>
<td>Dua or zikr</td>
<td>Once a day, e.g. before going to bed</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3:** Refer to your training manual page xx (advice during pregnancy). Educate mothers about problems that may occur in last trimester of pregnancy. Instruct her on how to seek appropriate help for such problems.

**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 1: PREPARING FOR THE BABY
Session 4 – Mother’s relationship with people around her

Learning objectives of this session

The purpose of this session is to review the progress from the last session and to apply the THINKING HEALTHY approach to the mother’s relationship with people around her, i.e., her immediate family, relatives, friends and the community.

Instruments required:

A) Activity Workbook 1: Preparing for the baby
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her relationship with the baby in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with people around you

Learning to identify unhealthy thoughts about your relationship with people around you

Instructions:
- Say that you will now help mother use these steps in the third important area for mother and child health, i.e., the mother’s relationship with people around her. Briefly explain the importance of the mother’s relationship with the people around her.
- Using the relevant section of Activity Workbook 1, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss that it is normal to have such feelings sometimes, but a problem if they become a preoccupation.

![Image A](image1)

**A**

People don’t care about me

- Now ask mother to focus on Picture B. Discuss how these feelings may lead to social withdrawal in the woman.

![Image B](image2)

**B**

I won’t bother meeting people

- Now focus on Picture C. Discuss how a cycle of bad feelings between mother and important people around her. This may lead to both distancing themselves from each other.
- Say that such feelings may develop in many mothers as a response to stresses and problems. It is important for the mother, and also family members and friends, to understand such feelings.
- By identifying such thinking styles and related feelings early, the negative actions and consequences can be changed.

![Image C](image3)

**C**

Lack of social support for mother and baby
Now ask mother if she has had such thoughts about people around her. Note these down in the space provided in the activity workbook.

Be very careful not to get involved in family politics. Stress that social support is important for the baby’s development and everyone in the family should work for it.

The mother may not want to disclose such feelings, especially in front of family. Don’t force her. Instead, discuss the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family tensions can affect me but will not harm my unborn baby.</td>
<td>Irritability. Not making efforts to reduce family tensions.</td>
<td>Harmful effects on mother and baby.</td>
</tr>
<tr>
<td>An expecting mother should not visit socially as it brings bad karma for the baby.</td>
<td>Stops going out of the house.</td>
<td>May lose important sources of social support and health care.</td>
</tr>
<tr>
<td>No one likes to talk to me.</td>
<td>Starts to avoid other people.</td>
<td>May lose important source of social support.</td>
</tr>
<tr>
<td>I don’t meet other people because I feel inferior.</td>
<td>Avoiding other people.</td>
<td>Become isolated.</td>
</tr>
</tbody>
</table>

**STEP 2**

Learning to replace unhealthy thinking with healthy thinking
Instructions:
 Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

![Image D](image_d)

All People are not alike

 Such alternative thoughts can help reduce negative feelings towards other people. Even if social contact is limited to one or two people, it will help mother share her feelings with others and maintain social relationships.

![Image E](image_e)

I will try to talk to a few people I like.

 Discuss how other family members may need to be extra-understanding at this important period for the baby’s development. Their support is crucial for the infant’s physical and psychological development.

![Image F](image_f)

Social support for mother and baby.
- Now discuss her own negative thoughts about her relationship with people around her that the mother may have described in step 1.
- Ask the mother (and family) to think of alternative thoughts. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the sake of the baby, my family and I will have to make an effort to reduce tensions.</td>
<td>Efforts to reduce family tensions</td>
<td>Healthy effects on mother and baby.</td>
</tr>
<tr>
<td>As long as I am in a safe and healthy environment, I can visit other people during pregnancy.</td>
<td>Actively participate in social activities outside home.</td>
<td>Social support structures remain intact.</td>
</tr>
<tr>
<td>I may feel like this right now, but there are people who want to talk to me.</td>
<td>I will actively approach such people and initiate the conversation.</td>
<td>Remain in touch with people around you who can be of help in times of need.</td>
</tr>
<tr>
<td>God has made everyone equal, why should I feel inferior.</td>
<td>Feeling confident about meeting others.</td>
<td>Remain in touch with people around you who can be of help in times of need.</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Assess and monitor social support system, using this diagram. Write down the name of the main person/s who support you in each domain:

![Diagram of Family and Community domains]

**Activity 2:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 3:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.
**Homework 3:** Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 4:** Start organizing social support for chilla
Identify key family members who will support you in chilla and talk to them.

**Homework 5:** With the help of your LHW form a group of women in your village who are expecting or have young children. Call this group the 'Mother and Baby Health Group'. Try to meet once every week.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 2: THE BABY’S ARRIVAL
Session 5 – Mother’s personal health

Learning objectives of this session

The purpose of this session is to assess the mother and baby’s health after birth, listen to her problems, and help her apply the THINKING HEALTHY programme to her personal health in the first month after birth.

Instruments required:

A) Activity Workbook 2: The Baby’s Arrival
B) Health Monitoring Calendar

1. Review of previous session:

- Briefly summarise the concepts discussed in Training Module 1.
- Do this sequentially, using the pictures on the Health Calendar as the focus of discussion.
- Encourage the family to use the terms ‘Health Corner’ and ‘Health Calendar’, so that these terms get accepted into everyday usage.

2. Check Homework

- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts or feelings in any of the 3 areas discussed in Training Module 1. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about personal health

STEP 1

Learning to identify unhealthy thoughts about one’s personal health

Instructions:
Briefly explain the importance of the mother’s personal physical and psychological health for the baby in the first year of life. State that the baby’s arrival is a time of change that can be stressful and therefore the mother needs to pay special attention to her health.
Using the relevant section of Activity Workbook 2, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.

- Say that such thoughts are normal after the baby’s arrival but can become a problem if mother feels overwhelmed most of the time.
- Do not blame the woman in the picture for being lazy or disorganised.
- Ask if this is how the mother sometimes feels.

**Picture A:**

I have too much to do already. I can’t be bothered about my health.

- Picture B: Discuss how these problems have induced a state of despondency and helplessness in the woman.
- It is important to identify the thinking styles and related feelings early, so that the actions and consequences below can be changed.

**Picture B:**

Not caring about your health, e.g. getting rest or taking a balanced diet.

- Picture C: Discuss the consequences of such a state of mind.
- Discuss that even though the baby is the priority, the mother has to look after herself. If the mother is not healthy, the baby’s health will suffer.

**Picture C:**

Difficulty in caring for baby due to tiredness and weakness.
Now ask mother if she has had such thoughts. Note these down in the space provided in the activity workbook.

If necessary, prompt the mother with the examples of negative thoughts, actions, and consequences given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am too tired to think clearly or do anything productive</td>
<td>Giving up and not trying</td>
<td>Stresses build up leading to even more problems</td>
</tr>
<tr>
<td>Other people or the government are responsible for my health</td>
<td>Relying on others instead of making an effort oneself</td>
<td>Greater chances of poor health</td>
</tr>
<tr>
<td>If I have a problem with my health only a doctor can find it out</td>
<td>Not paying attention to one's symptoms or signs of poor health</td>
<td>Greater risk of serious health problems developing</td>
</tr>
<tr>
<td>I am not good enough to be a mother</td>
<td>Guilt, poor self-esteem. I don’t deserve to be healthy</td>
<td>Your poor health will have consequences for the baby</td>
</tr>
</tbody>
</table>

Learning to replace unhealthy thinking with healthy thinking
Instructions:

- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a healthier alternative to the one in Picture A.
- Discuss the arguments mother in picture A would have in replacing her thought with the healthier alternative.

If I spend a small amount of time for my health everyday, I will remain healthy and strong and be able to do my everyday chores.

- With the help of mother and family, discuss how these difficulties could be overcome.
- Calculate actual time it takes mother per day to follow the diet and rest/relaxation activities discussed in previous sessions.

Organizing oneself in a way that some time can be spared for healthy or relaxing activities.

- Discuss that it’s important not to think in terms of ‘all or none’. Even small changes (such as those to be discussed in this programme) can make big differences to health of the whole family.

Better health and easier coping with caring for baby and other life demands.
- Now discuss the negative thoughts about personal health that mother may have described in step 1 or in the examples given. Ask the mother to think of alternative thoughts. Note down her suggestions.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing just a little everyday (as much as I can) is better than just sitting and worrying</td>
<td>Trying to do a small task successfully and building this up</td>
<td>Cycle of inactivity broken</td>
</tr>
<tr>
<td>If I don’t care about care about my health, why should others or the government bother</td>
<td>Active efforts to achieve what one can for one’s health</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>Looking out for early signs of poor health getting help early is my responsibility and will help the doctors help me</td>
<td>Looking out for early problem signs and actively seeking help</td>
<td>Decreased risk of post-delivery health problems</td>
</tr>
<tr>
<td>Under the circumstances, I try to do my best for my children</td>
<td>Part of being a good mother is looking after my personal health</td>
<td>A healthier mother means healthier children.</td>
</tr>
</tbody>
</table>

STEP 3

Practicing healthy thinking and acting (Activities and Homework)
Activity 1: Refer to your training manual page xx. Teach the mother to do the following post-delivery exercises. Prepare a weekly monitoring chart and instruct mother to place a mark against every day that these exercises are completed. Attach the Exercise Monitoring Chart to the Health Calendar in the place provided.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Daily Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise-1</td>
<td></td>
</tr>
<tr>
<td>Lie on your back with knees bent</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Breath in slowly and deeply</td>
<td></td>
</tr>
<tr>
<td>Lie the legs straight</td>
<td></td>
</tr>
<tr>
<td>Bend and stretch your toes</td>
<td></td>
</tr>
<tr>
<td>Roll the feet in circles in both directions</td>
<td></td>
</tr>
<tr>
<td>Again bent the knees and pull your abdomen so that your back is pressed against bed, hold this position while you count six, then relax</td>
<td></td>
</tr>
<tr>
<td>Exhale before starting each time and repeat five times.</td>
<td></td>
</tr>
<tr>
<td>Exercise-2</td>
<td></td>
</tr>
<tr>
<td>This can be done sitting or lying</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Exhale; pull up the muscles through which your baby was born.</td>
<td></td>
</tr>
<tr>
<td>Its just like as you contract muscles when you try to stop the flow of urine.</td>
<td></td>
</tr>
<tr>
<td>Hold the contraction while you count six, and then relax.</td>
<td></td>
</tr>
<tr>
<td>Exhale before starting, repeat five times,</td>
<td></td>
</tr>
<tr>
<td>Exercise-3</td>
<td></td>
</tr>
<tr>
<td>Lie with your right knee bent and right foot on bed, left leg straight</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Slide the heel of your left leg down the bed, as far as possible, and then slide the whole leg up the bed.</td>
<td></td>
</tr>
<tr>
<td>Only your waist muscles must work, repeat with the other leg, and do four times with each leg.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

Activity 4: Refer to your training manual page xx (advice after birth). Educate mothers about baby blues. Instruct her on how to seek appropriate help if symptoms persist beyond two weeks.

Activity 5: Refer to your training manual page xx. Advise mother about breast-feeding.

Homework:

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: Follow the Exercise chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 2: Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

Homework 3: Follow the rest and relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

Homework 4: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 5: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the progress from previous sessions and to apply the THINKING HEALTHY approach to the mother’s relationship with her baby in the first month of life.

Instruments required:

A) Activity Workbook 2: The Baby’s Arrival  
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.  
- Go through the Mood Chart with mother. Ask if she had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.  
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with your baby

Learning to identify unhealthy thoughts about your relationship with your baby

Instructions:

- Say that you will now help mother use the THINKING HEALTHY approach to build up her relationship with her baby. Briefly explain the importance of this relationship for both mother and child health.  
- Using the relevant section of Activity Workbook 2, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.  
- Discuss the mother and family’s opinion about this statement.
Now ask mother to focus on Picture B.
• Ask mother to point out the features in the picture that indicate a lack of bond with the baby.

The baby is too young to have feelings for me. All it needs is feeding and cleaning.

Not enough effort to bond with baby

Now focus on Picture C. Discuss the effects of mother's feelings on the infant.
• Say that such lack of feelings for baby may develop in many mothers. It is important not to feel guilty about it. However, it is important to identify the thinking styles and related feelings early, so that the actions and consequences can be changed.

This affects both your and baby's health
- Now ask mother if she has had such thoughts about her baby. Note these down in the space provided in the activity workbook.
- If necessary, prompt the mother with the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family is not happy because I gave birth to a baby girl.</td>
<td>Sadness. Less motivation to care for the baby.</td>
<td>Bother mother’s and baby’s health may suffer.</td>
</tr>
<tr>
<td>I sometimes feel I don’t want this baby, and feel hatred rather than love towards it.</td>
<td>Guilt. Feeling ashamed about this feeling and not sharing it with others.</td>
<td>The feeling may grow and make you feel stressed which is bad for both you and baby.</td>
</tr>
<tr>
<td>My baby will get ill if it’s in her ‘kismet’ (fate)</td>
<td>Helplessness. No point get baby immunized. You can’t fight fate</td>
<td>Greater risk of potentially fatal illness baby</td>
</tr>
<tr>
<td>My baby’s health is going to suffer because the evil eye of envious people</td>
<td>Putting more efforts into countering the evil eye than looking after baby</td>
<td>Full attention to baby’s needs may be diverted</td>
</tr>
</tbody>
</table>

**STEP 2**

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.
- Discuss if the mother has experienced such feelings when interacting with the baby. Demonstrate this with baby if necessary.

D

My baby responds to my feelings when I interact with it. This is pleasurable for me.

- Such activities can help improve lift the mother's mood and greatly assist the baby's psychological development.
- Say that later in the session, you will be discussing what other steps the mother can take to build her relationship with her baby.

E

Tuning in to baby’s reactions to your feelings and vice versa

- Not only the mother but also the father and other family members can assist with baby’s development by positively interacting with it.

F

This positively affects both your and baby’s health
Now discuss the negative thoughts that the mother may have described in step 1.
- Ask the mother (and family) to think of alternative thoughts for these. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is old thinking. God has blessed us with a healthy baby girl who will contribute as much to the family.</td>
<td>Good motivation to care for baby girl.</td>
<td>Contentment and good mental health for mother, best care for baby.</td>
</tr>
<tr>
<td>It is not necessary that positive feeling exist from the start, rather I can work on it.</td>
<td>Taking small steps to develop positive feelings towards baby.</td>
<td>A greater chance of a positive relationship when baby is born.</td>
</tr>
<tr>
<td>It’s my baby’s good fate that he can be protected from illnesses by immunization.</td>
<td>I will get him/her immunized.</td>
<td>Protection against a potentially fatal illness.</td>
</tr>
<tr>
<td>My baby’s health will be good if I give it the best possible care.</td>
<td>I will give my full attention to the baby. This is the best way to counter the evil eye.</td>
<td>Full focus on baby’s needs</td>
</tr>
</tbody>
</table>

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Teach the mother to carry out activities below that will strengthen her relationship with the baby. Prepare a weekly monitoring chart and instruct mother to place a mark against every day that these activities are completed. These activities may be combined with the rest and relaxation activities. Attach the Baby-Interaction Monitoring Chart to the Health Calendar in the place provided.

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Suggested Frequency</th>
<th>Daily Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massage</td>
<td>At least once a day</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Talking or singing to baby</td>
<td>3 or 4 times every day, e.g., after feeding</td>
<td></td>
</tr>
<tr>
<td>Playing with baby</td>
<td>3 or 4 times every day, e.g., after feeding</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar.

Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

Activity 4: Refer to your training manual page xx. Advise mother about breast-feeding.

Homework for this session:

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 2: Follow the Exercise Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 2: Ask mother to try to continue to follow the Diet Chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

Homework 3: Follow the Rest and Relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

Homework 4: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 5: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the progress from the last session and to apply the THINKING HEALTHY approach to the mother's relationship with people around her, i.e., her immediate family, relatives, friends and community.

Instruments required:

A) Activity Workbook 2: The Baby’s Arrival
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her relationship with the baby in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with people around you

Learning to identify unhealthy thoughts about your relationship with people around you

Instructions: Briefly explain the importance of the mother’s relationship with the people around her, especially in the context of her need for social support and the benefits of social interaction for the baby.
- Using the relevant section of Activity Workbook 2, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss that it is normal to have such feelings sometimes, but a problem if they become a preoccupation.
Now ask mother to focus on Picture B. Discuss how these feelings may lead to social withdrawal in the woman.

Now focus on Picture C. Discuss how social isolation is bad for both mother and baby.

- Say that such feelings of not wanting to meet other people may develop in many mothers as a response to stresses and problems. It is important for the mother, and also family members and friends, to understand such feelings.
- Identifying and changing such thinking styles and related feelings early can change the negative actions and consequences.
Now ask mother if she has had such thoughts about people around her. Note these down in the space provided in the activity workbook.

Be very careful not to get involved in family politics. Stress that social support is important for the baby’s development and everyone in the family should work for it.

The mother may not want to disclose such feelings, especially in front of family. Don’t force her. Instead, discuss the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel anxious and shy discussing my problems with others.</td>
<td>Not sharing problems with others.</td>
<td>Increased stress, which is bad for both you and baby.</td>
</tr>
<tr>
<td>Only I should look after the baby — it is not the father's job</td>
<td>Discouraging father even if he wants to</td>
<td>Baby loses father's involvement which can greatly help its development</td>
</tr>
<tr>
<td>A person comes to this world alone and has to face problems on her own</td>
<td>Not sharing problems with others.</td>
<td>Increased stress, which is bad for both you and baby.</td>
</tr>
<tr>
<td>I don't feel like meeting other people because no one understands me.</td>
<td>Not making an effort to meet or talk to people.</td>
<td>Gradually distancing from people and losing their support</td>
</tr>
</tbody>
</table>

Learning to replace unhealthy thinking with healthy thinking
Instructions:
 Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

Human beings are healthy and happy if they are with other supportive people.

 Such alternative thoughts can encourage mother to seek social support from people around her. Even if this is limited to one or two people, it will help mother avoid isolation.

Support in child care of others can greatly reduce your burden

 Discuss how other family members; especially the father may need to be extra-understanding at this important period for the baby’s development. Their support is crucial for the infant’s physical and psychological development.

Better health and easier coping with caring for baby and other life demands
- Now discuss her own negative thoughts about her relationship with people around her that the mother may have described in step 1.
- Ask the mother (and family) to think of alternative thoughts. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can share my feelings with a few people whom I trust.</td>
<td>Making an effort to share problems with people.</td>
<td>Stress from life problems reduced by sharing.</td>
</tr>
<tr>
<td>Father’s involvement is good for the baby’s psychological development</td>
<td>Encourage father to attend to baby</td>
<td>Father’s involvement helps baby’s development</td>
</tr>
<tr>
<td>Sometimes, it is easier to cope with the help of others.</td>
<td>Making an effort to get people around you help with your problems.</td>
<td>Better coping of problems.</td>
</tr>
<tr>
<td>I might feel good if I talk to one or two family members trusted friends</td>
<td>Actively trying to meet one or two people you get on with.</td>
<td>Not being isolated.</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Re-assess and monitor social support system, using this diagram. Praise family and community members who have been most supportive.

![Diagram of Family and Community Support](image)

**Activity 2:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 3:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Activity 4:** Check the Baby-Interaction Chart. Include the father in these activities at least once a day.

<table>
<thead>
<tr>
<th>Playing with baby at least once a day or more</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Image of Father and Baby Playing" /></td>
</tr>
</tbody>
</table>

**Activity 5: Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Educate as necessary.
Activity 6: Refer to your training manual page xx. Advise mother about breast-feeding.

Homework for this session:

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 2: Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

Homework 3: Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 4: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 5: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 3: EARLY INFANCY
Session 8 – Mother’s personal health

Learning objectives of this session

The purpose of this session is to assess the mother and baby’s health during early infancy, listen to her problems, and help her apply the THINKING HEALTHY programme to her personal health in the first few months after birth.

Instruments required:

A) Activity Workbook 3: Early Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Briefly summarise the concepts discussed in Training Module 2.
- Do this sequentially, using the pictures on the Health Calendar as the focus of discussion.
- Encourage the family to use the terms ‘Health Corner’ and ‘Health Calendar’, so that these terms get accepted into everyday usage.
- Go through the Mood Chart with mother.
- Ask if she had noticed any particular negative thoughts or patterns in any of the 3 areas discussed in Training Module 2. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she was able to replace these thoughts with alternative healthy thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about personal health

Learning to identify unhealthy thoughts about one’s personal health

Instructions:
Briefly explain the importance of the mother’s personal physical and psychological health for the baby in the first year of life. State that early infancy is an important period in an infant’s development, but a stressful period for the mother as she adjusts to the baby’s many demands. It is therefore important not to neglect one’s personal health at this crucial period.
Using the relevant section of Activity Workbook 3, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Say that such thoughts and feelings are normal when looking after a young baby but can become a problem if mother feels overwhelmed most of the time.
- Do not blame the woman in the picture for being lazy or disorganised.
- Ask if this is how the mother sometimes feels.

![Image A](image1.png)

I don’t have time to care about my health

- Now ask mother to focus on Picture B. Discuss how this mother feels guilty about looking after herself. However, her health is suffering from not paying attention to her health.
- It is important to identify the thinking styles and related feelings early, so that the actions and consequences below can be changed.

![Image B](image2.png)

People will say I care more for myself than my baby if I spend time looking after myself

- Focus on Picture C and discuss the consequences of such a state of mind. The mother actually does become ill from neglecting her health.
- Discuss that even though the baby is the priority, the mother has to look after herself. If the mother becomes ill, the baby health will suffer.

![Image C](image3.png)

You actually become ill as a result of not looking after your health
- Now ask mother if she has had such thoughts about her health. Note these down in the space provided in the activity workbook.
- If necessary, prompt the mother with the examples of negative thoughts, actions, and consequences given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am too tired to think clearly or do anything productive</td>
<td>Fatigue. Giving up and not trying</td>
<td>Stresses build up leading to even more problems</td>
</tr>
<tr>
<td>I am very worried about things and I can’t relax at bedtime</td>
<td>Anxiety. Unable to relax or sleep</td>
<td>Excessive anxiety can lead to health problems in you and baby</td>
</tr>
<tr>
<td>I am so tense I won’t be able to sleep well.</td>
<td>Anxiety. Tossing and turning in bed and having worrying thoughts</td>
<td>Excessive stress and tension can cause aches and pains in the body.</td>
</tr>
<tr>
<td>I have aches and pains in my body.</td>
<td>I must be ill and there is nothing I can do about it.</td>
<td>A cycle of stress and inaction leads to actual health problems.</td>
</tr>
</tbody>
</table>

**STEP 2**

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a healthier alternative to the one in Picture A.
- Discuss the arguments mother in picture A would have in replacing her thought with the healthier alternative.

![Picture D]

If I spend a small amount of time for my health everyday, I will remain healthy and strong and do my everyday chores more effectively

- Picture B: With the help of mother and family, discuss how these difficulties could be overcome.
- Calculate actual time it takes mother per day to follow the diet and rest/relaxation activities discussed in previous sessions.

![Picture E]

Organizing oneself in a way that some time can be spared for healthy or relaxing activities

- Picture C: Discuss that it's important not to think in terms of 'all or none'. Even small changes (such as those to be discussed in this programme) can make big differences to health of the whole family.

![Picture F]

Better health and easier coping with caring for baby and other life demands
Now discuss the negative thoughts about personal health that mother may have described in step 1 or in the examples given. Ask the mother to think of alternative thoughts. Note down her suggestions.

If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I look after my health, I will feel less tired</td>
<td>Hope. Efforts to improve health, e.g., nutrition</td>
<td>Cycle of inactivity broken leading to improved health</td>
</tr>
<tr>
<td>My worries can wait until tomorrow. I can’t do anything about them now</td>
<td>Reduced anxiety. Efforts to relax</td>
<td>Relaxation and rest leads to improved health.</td>
</tr>
<tr>
<td>Even if I don’t sleep, I can relax</td>
<td>Reduced anxiety. Doing relaxing activities on your own or with the baby</td>
<td>The cycle of anxiety and sleeplessness broken</td>
</tr>
<tr>
<td>My aches and pains are from tension and lack of rest.</td>
<td>I am not ill. Rest and relaxation will help reduce the aches and pains.</td>
<td>Better health for mother and baby</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
Activity 1: How to improve sleep.

It is often difficult to get enough sleep when the baby is young. However, the mother should make an effort to improve the quality of sleep. Read out the 7 rules of good sleep below, and place a tick before those that mother observes.

<table>
<thead>
<tr>
<th>Seven rules for sleeping well</th>
<th>Tick if answer is ‘yes’</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t go to bed until I am drowsy</td>
<td></td>
</tr>
<tr>
<td>I get up at about the same time every morning (baby allowing)</td>
<td></td>
</tr>
<tr>
<td>I don’t take long naps during the day</td>
<td></td>
</tr>
<tr>
<td>I don’t drink tea, coffee or cola drinks later than 6 hours before bedtime.</td>
<td></td>
</tr>
<tr>
<td>My sleep environment is comfortable, eg mattress, pillow, temperature, light, noise.</td>
<td></td>
</tr>
<tr>
<td>I do my exercises and spend some time relaxing everyday.</td>
<td></td>
</tr>
<tr>
<td>I drink a cup of warm milk before bed.</td>
<td></td>
</tr>
</tbody>
</table>

Now teach the mother to fill in this Sleep Monitoring Chart every morning.

<table>
<thead>
<tr>
<th>Daily Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>My thoughts disturbed my sleep last night</td>
</tr>
<tr>
<td>I tried to replace unhealthy thoughts with healthy ones</td>
</tr>
<tr>
<td>I tried to follow the seven rules of sleeping well.</td>
</tr>
</tbody>
</table>
Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

Activity 4: Check the Baby-Interaction Chart. Discuss as necessary.

Activity 5: Growth Monitoring: Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

Activity 6: Refer to your training manual page xx. Advise mother about breast-feeding.

Homework:
Adviser mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: Follow the Sleep Monitoring Chart prepared in this session.

Homework 2: Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

Homework 3: Follow the rest and relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

Homework 4: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 5: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 6: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 3: EARLY INFANCY
Session 9 – Mother’s relationship with the baby

Learning objectives of this session

The purpose of this session is to review the progress from previous sessions and to apply the THINKING HEALTHY approach to the mother’s relationship with her baby in the first few months of life.

Instruments required:

A) Activity Workbook 3: Early Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with your baby

STEP 1

Learning to identify unhealthy thoughts about your relationship with your baby

Instructions:
- Say that you will now help mother use the THINKING HEALTHY approach to build up her relationship with her baby. Briefly explain the importance of this relationship for both mother and child health.
- Using the relevant section of Activity Workbook 3, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- State that it is normal to have these feelings sometimes, but can be a problem if they become a preoccupation.
- Ask mother if she has had such thoughts.
Now ask mother to focus on Picture B.
- Angry and resentful feelings can result.

Now focus on Picture C. Discuss the effects of mother’s feelings on the mother-infant relationship.
- Say that such lack of feelings for baby may develop in many mothers. It is important not to feel guilty about it. However, it is important to identify the thinking styles and related feelings early, so that the actions and consequences can be changed.
Now ask mother if she has had such thoughts about her baby. Note these down in the space provided in the activity workbook.

If necessary, prompt the mother with the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the baby becomes ill it will be my fault.</td>
<td>Increased anxiety. The baby can sense this and may become irritable, increasing the mother’s anxiety even more.</td>
<td>Mother-infant relationship may suffer.</td>
</tr>
<tr>
<td>As the baby can’t understand language, I shouldn’t talk to it until it does.</td>
<td>Less verbal communication with the baby.</td>
<td>Both mother and baby miss a pleasurable and healthy activity.</td>
</tr>
<tr>
<td>We can’t afford fancy toys for our baby</td>
<td>It can’t play and I cannot do anything about it</td>
<td>Mother and baby miss a pleasurable and healthy play activity.</td>
</tr>
<tr>
<td>The baby may come to harm if exposed</td>
<td>Excessive anxiety. Baby may be bundled up all day so that it doesn’t come to any harm.</td>
<td>Less opportunity for baby to experience different sensations.</td>
</tr>
</tbody>
</table>

**STEP 2**

**Learning to replace unhealthy thinking with healthy thinking**

Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.
- Discuss if the mother has experienced such pleasurable feelings when interacting with the baby. Demonstrate this with baby if necessary.
I can try to enjoy my baby’s company.

- Such activities can help improve the mother’s mood and greatly assist the baby’s psychological development.
- Say that later in the session, you will be discussing what other steps the mother can take to build her relationship with her baby.

It can be fun, and good for the baby, too!

- Not only the mother but also the father and other family members can assist with the baby’s development by positively interacting with it.

Happier mother, healthier baby.
Now discuss the negative thoughts that the mother may have described in step 1.
- Ask the mother (and family) to think of alternative thoughts for these. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can try my best to protect the baby against illness.</td>
<td>Learning how to prevent and deal with baby’s illnesses as early as possible</td>
<td>Healthy baby and less tension for mother</td>
</tr>
<tr>
<td>The baby loves it when I talk to her about what’s happening.</td>
<td>Talking to baby about things going on around it.</td>
<td>Enjoyable experience for both mother and baby, baby enjoys trying to imitate mother’s sounds and smiles. This helps baby learn more words when it starts talking.</td>
</tr>
<tr>
<td>The baby doesn’t need fancy toys to play with. It loves interesting things like plastic bottles or colourful objects.</td>
<td>Baby given interesting things to touch and play with.</td>
<td>Both mother and baby can use these objects</td>
</tr>
<tr>
<td>The baby needs opportunities to stretch its arms and legs and discover what her body can do.</td>
<td>After making its environment safe and comfortable, the baby is allowed to explore itself and the space around it.</td>
<td>Experiences different sensations and becomes intelligent.</td>
</tr>
</tbody>
</table>

STEP 3

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** As in session 5, teach the mother to carry out activities for early infancy that will strengthen her relationship with the baby. Prepare a weekly monitoring chart and instruct mother to place a mark against every day that these activities are completed. These activities may be combined with the rest and relaxation activities. Attach the Baby-Interaction Monitoring Chart to the Health Calendar in the place provided.

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Suggested Frequency</th>
<th>Daily Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing with baby using age appropriate material</td>
<td>3 or 4 times every day, eg, after feeding</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Talking or singing to baby whenever you attend to it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massage At least once a day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation and sleep monitoring charts. Discuss problems mother may have had in following them. Modify if necessary.

Activity 4: Check the Baby-Interaction Chart. Discuss as necessary.

Activity 5: Growth Monitoring: Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

Activity 6: Breast-feeding: Refer to your training manual page xx. Advise mother about breast-feeding.

Homework for this session:

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 2: Follow the Exercise Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 2: Ask mother to try to continue to follow the Diet Chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

Homework 3: Follow the Rest and Relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

Homework 4: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 5: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the progress from the last session and to apply the THINKING HEALTHY approach to the mother’s relationship with people around her, i.e., her immediate family, relatives and friends.

Instruments required:

A) Activity Workbook 3: Early Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her relationship with the baby in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with people around you

Learning to identify unhealthy thoughts about your relationship with people around you

Instructions: Briefly explain the importance of the mother’s relationship with the people around her, especially in the context of her need for social support, the benefits of social interaction for the baby, and her ability to seek appropriate care from health professionals.

- Using the relevant section of Activity Workbook 3, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss that it is normal for some people not to make a fuss about their health problems. Others may dislike going to hospitals, but it can become a problem if this prevents them from seeking appropriate care.
Now ask mother to focus on Picture B. Discuss how these feelings may lead to avoidance of discussion of one’s health problems.

Now focus on Picture C. Discuss how neglecting one’s health can lead to serious problems.
- Stress that this does not mean one should go to hospital for every minor ailment. Rather, one should not feel shy or afraid of sharing concerns about health with an experienced family member or health worker.
- Say that this not only applies to health problems but other ‘life’ problems, too.
- Say that later in the session, you will carry out an activity that will help the mothers seek appropriate care for herself and her baby.
• Now ask mother if she has had such thoughts about discussing her or her baby’s health problems with others. Note these down in the space provided in the activity workbook.
• Be very careful not to encourage ‘illness behaviour’.
• Discuss the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>People don’t understand my problems</td>
<td>It’s no use discussing problems with them</td>
<td>Not sharing your problems</td>
</tr>
<tr>
<td>I don’t want to create conflict by talking about my problems.</td>
<td>Keeping feelings to oneself</td>
<td>Increased stress and tension that is bad for both baby and you.</td>
</tr>
<tr>
<td>I have to be responsible for everything.</td>
<td>Taking extra burden on yourself.</td>
<td>Increased stress and tension that is bad for both baby and you.</td>
</tr>
</tbody>
</table>

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

D

If I am worried about my health I must talk to somebody otherwise it may become serious and become a problem for everyone

- Picture E: Such alternative thoughts can encourage mother to seek appropriate help from people around her.

E

I must discuss my health problem with people. I may get good advice

- Picture F: Discuss how other family members may need to be extra-understanding at this important period for the mother and baby.

F

Illness treated in time and mother (or baby) remains healthy
- Now discuss her own negative thoughts about her relationship with people around her that the mother may have described in step 1.
- Ask the mother (and family) to think of alternative thoughts. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples described in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maybe I don’t make enough effort to feel understood</td>
<td>I should try harder to explain things that bother me</td>
<td>While not everyone will understand, some will, and will support you.</td>
</tr>
<tr>
<td>I will discuss my problems with someone I trust and seek their advice.</td>
<td>Talking about problems with someone trusted.</td>
<td>Even if the problems are not resolved, talking will reduce stress and tension.</td>
</tr>
<tr>
<td>The world will not fall apart if I talk about my problems instead of trying to solve others’.</td>
<td>Talking about problems with someone trusted.</td>
<td>Reduced stress and tension.</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
Activity 1: Educate mother of the importance of explaining symptoms precisely to the doctor. Do a role-play exercise in which the mother plays an unwell person who visits the doctor, played by the health worker. Health workers teaches mother to be confident in explaining her symptoms and asking questions about the treatment. Repeat until mother feels well rehearsed. Ask mother to repeat the role-play exercise with a member of her family at least once between sessions.

Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation and sleep monitoring charts. Discuss problems mother may have had in following them. Modify if necessary.

Activity 4: Check the Baby-Interaction Chart. Include the father in these activities at least once a day.

Activity 5: Growth Monitoring: Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

Activity 6: Breast-feeding: Refer to your training manual page xx. Advise mother about breast-feeding.

Activity 7: Immunization: Refer to your training manual page xx. Advise mother about immunization.

Homework for this session:

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

Homework 2: Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.
Homework 3: Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 4: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

Homework 5: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 4: MIDDLE INFANCY
Session 11 – Mother’s personal health

Learning objectives of this session

The purpose of this session is to assess the mother and baby’s health during early infancy, listen to her problems, and help her apply the THINKING HEALTHY programme to her personal health during her infant’s crawling phase.

Instruments required:

A) Activity Workbook 4: Middle Infancy
B) Health Monitoring Calendar

1. Review of previous sessions:
   - Briefly summarise the concepts discussed in Training Module 3.
   - Do this sequentially, using the pictures on the Health Calendar as the focus of discussion.
   - Encourage the family to use the terms ‘Health Corner’ and ‘Health Calendar’, so that these terms get accepted into everyday usage.
   - Go through the Mood Chart with mother.
   - Ask if she had had noticed any particular negative thoughts or patterns in any of the 3 areas discussed in Training Module 3. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
   - Now ask if she was able to replace these thoughts with alternative healthy thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about personal health

Learning to identify unhealthy thoughts about one’s personal health

Instructions:
Briefly explain the importance of the mother’s personal physical and psychological health for the baby in the first year of life. State that middle infancy is an important period in an infant’s development, but a stressful period for the mother as she adjusts to the baby’s many demands. It is therefore important not to neglect one’s personal health at this crucial period.
Using the relevant section of Activity Workbook 3, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Say that such thoughts and feelings are common in our culture but can become a problem if mother is distressed most of the time by such thoughts.
- Do not challenge strongly held cultural beliefs.
- Ask if this is how the mother sometimes feels.

![Image A](image1.png)

I or (my baby) are unwell because of the effects of ‘tawiz’ from an evil person

- Now ask mother to focus on Picture B. Discuss how such feelings can cause anxiety in the whole family. Rather than focus attention on health issues, they can be excessively preoccupied with the effects of the ‘tawiz’.

![Image B](image2.png)

I will feel better only if this spell is broken

- Focus on Picture C and discuss the consequences of such a state of mind. There is a risk unscrupulous practitioners may exploit the mother and family. Thus resources that could be spent on healthcare could go waste.

![Image C](image3.png)

Added stress and tension and waste of resources
Now ask mother if she has had such thoughts about her health. Note these down in the space provided in the activity workbook.

- If necessary, prompt the mother with the examples of negative thoughts, actions, and consequences given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being ill is in my fate</td>
<td>I will not see the doctor, it's a waste of time</td>
<td>Greater risk of illness becoming serious</td>
</tr>
<tr>
<td>What does an illiterate person like me know about health matters</td>
<td>No effort made to learn about health matters</td>
<td>Greater risk of poor health</td>
</tr>
<tr>
<td>Poor folk like us are born to be unhealthy</td>
<td>No attempt made to make maximum use of whatever resources are available</td>
<td>Greater risk of poor health</td>
</tr>
<tr>
<td>My health doesn't matter. It's my family's health that's important</td>
<td>Paying all the attention to the family's health</td>
<td>Becoming ill, with the result that family has to look after you.</td>
</tr>
</tbody>
</table>

STEP 2

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a healthier alternative to the one in Picture A.
- Discuss the arguments mother in picture A would have in replacing her thought with the healthier alternative. Note that this mother is not rejecting traditional sources of help.

![Image D]

I can do a number of things to improve my health

- Picture E: Educate family about cause of common illnesses affecting mother and baby. Refer to your training manual.
- Do not challenge commonly held strong cultural beliefs.

![Image E]

Taking positive action along with traditional help

- Discuss that it’s important not to think in terms of ‘all or none’. Modern and traditional care can exist side by side.

![Image F]

Modern and traditional care can both be pursued for best result
- Now discuss the negative thoughts about personal health that mother may have described in step 1 or in the examples given. Ask the mother to think of alternative thoughts. Note down her suggestions.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking after my health, to a large extent, is in my control</td>
<td>Making an effort to do positive things for one’s health, e.g., diet, exercise, appropriate health care</td>
<td>Protection against a potentially fatal illness</td>
</tr>
<tr>
<td>It is not necessary to be educated to learn about health matters</td>
<td>Active effort to learn about and follow health principles, e.g. hygiene</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>Even a poor person can make an effort to stay healthy</td>
<td>Making an effort to make the best use of available resources</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>If my health is good, I will be better able to look after my family</td>
<td>Spending a small amount of time looking after one’s own health</td>
<td>Remaining healthy and being able to provide better care to the family</td>
</tr>
</tbody>
</table>

**STEP 3**

**Practicing healthy thinking and acting (Activities and Homework)**
Activity 1: Discuss commonly held superstitions or beliefs about baby’s health with mother and family. Give medical explanations for common ailments, especially diarrhoea in children. Train mother about use of ORS for diarrhoea. Refer to your training manual page xx.

Activity 2: Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

Activity 3: Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

Activity 4: Check the Baby-Interaction Chart. Discuss as necessary.

Activity 5: Growth Monitoring: Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

Activity 6: Breast-feeding: Refer to your training manual page xx. Advise mother about breast-feeding.

Activity 7: Immunization: Refer to your training manual page xx. Advise mother about immunization.

Homework:
Advisie mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

Homework 1: Follow the Sleep Monitoring Chart prepared in this session.
Homework 2: Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.
Homework 3: Follow the rest and relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.
Homework 4: Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.
Homework 5: As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.
Homework 6: Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the progress from previous sessions and to apply the THINKING HEALTHY approach to the mother’s relationship with her baby in middle infancy.

Instruments required:

A) Activity Workbook 4: Middle Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with your baby

Learning to identify unhealthy thoughts about your relationship with your baby

Instructions:
- Say that you will now help mother use the THINKING HEALTHY approach to build up her relationship with her baby. Briefly explain the importance of this relationship for both mother and child health.
- Using the relevant section of Activity Workbook 4, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- State that it is normal to have these feelings sometimes, but can be a problem if they become a preoccupation.
- Ask mother if she has had such thoughts.
Picture B. Discuss how such thoughts can lead to feelings of low self-esteem and worthlessness. One may even feel anger and resentment towards baby for being ill.
- Due to these feelings, the mother may stop trying to take positive actions for the child’s health.

Picture C. Discuss the consequences of such thoughts and feelings. Feelings of worthlessness leading to helplessness leading to even more illness, thus perpetuating the cycle.
- Do not imply that it is the woman’s fault. Such thoughts can a reaction to everyday stress and life difficulties.
- However, it is important to identify the thinking styles and related feelings early, so that the actions and consequences can be changed.
Now ask mother if she has had such thoughts about her baby. Note these down in the space provided in the activity workbook.

- If necessary, prompt the mother with the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl babies need less attention and care than boys</td>
<td>Less attention to girls compared to boys</td>
<td>Girls are less healthy than boys</td>
</tr>
<tr>
<td>My baby will get ill if its in our 'kismet' (fate)</td>
<td>No point get baby immunized. You can't fight kismet (fate)</td>
<td>Greater risk of potentially fatal illness baby</td>
</tr>
<tr>
<td>Excessive picking up and playing with the baby will spoil her</td>
<td>Not playing with baby</td>
<td>Psychological development of baby hampered</td>
</tr>
<tr>
<td>My tension and anxiety will not harm my baby</td>
<td>Not making an effort to reduce one’s stress</td>
<td>Baby’s health affected</td>
</tr>
</tbody>
</table>

STEP 2

Learning to replace unhealthy thinking with healthy thinking
Instructions:
• Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

D

Babies commonly get diarrhoea but I can take some steps to protect my baby from it

• By taking positive action, the mother will be doing all she can for the baby.

E

Taking these steps will reduce the chances of my baby developing diarrhoea

• This activity will help break the cycle of illness-helplessness.

F

Cycle of illness-helplessness broken
Now discuss the negative thoughts that the mother may have described in step 1.
Ask the mother (and family) to think of alternative thoughts for these. Note down these suggestions.
Ask mother to think of alternative thoughts for examples described in step 1.
If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls need as much attention as boys to become bright and intelligent women</td>
<td>Equal attention to boys and girls</td>
<td>Both boys and girls healthy</td>
</tr>
<tr>
<td>Its my baby’s good fate that he can be protected from illnesses</td>
<td>I will get it immunized</td>
<td>Protection against a potentially fatal illness</td>
</tr>
<tr>
<td>Interacting with the baby makes her more intelligent</td>
<td>Mother and family members pick up and play with baby</td>
<td>Psychological development improves</td>
</tr>
<tr>
<td>In spite of my difficulties, I have to try and reduce my tension and anxiety for my baby</td>
<td>Trying to deal with difficulties and reduce tension with relaxing activities</td>
<td>Positive effects on mother and baby’s health</td>
</tr>
</tbody>
</table>

STEP 3

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Check the Baby-Interaction Chart. Modify the activities according to the child’s developmental level.

**Activity 2:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Activity 3:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 4: Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

**Activity 5: Breast-feeding:** Refer to your training manual page xx. Advise mother about breast-feeding.

**Activity 6: Immunization:** Refer to your training manual page xx. Advise mother about immunization.

**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 2:** Follow the Exercise Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 2:** Ask mother to try to continue to follow the Diet Chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the Rest and Relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

**Homework 4:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 5:** Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

**Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.**
Learning objectives of this session

The purpose of this session is to review the progress from the last session and to apply the THINKING HEALTHY approach to the mother’s relationship with people around her, i.e., her immediate family, relatives and friends.

Instruments required:

A) Activity Workbook 4: Middle Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her relationship with the baby in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with people around you

STEP1

Learning to identify unhealthy thoughts about your relationship with people around you

Instructions: Briefly explain the importance of the mother’s relationship with the people around her, especially in the context of her need for social support, the benefits of social interaction for the baby, and her ability to seek appropriate care from health professionals.
- Using the relevant section of Activity Workbook 4, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss that it is normal for women in many families to dislike going out without a male chaperone. Other times, the woman herself may lack the confidence to go out on her own.
• Discuss what difficulties this woman might have if she were to go out on her own.

If I go out people will gossip about me

• Picture B. Such thoughts may lead the woman to becoming house bound.
• Discuss if there could be situations when the woman, no matter how conservative, would have to leave the house on her own. E.g., her baby was seriously ill and no one else was available.

I will not leave the house no matter what

• Picture C. Discuss the possible consequences of total reliance on others for such essential functions.

Reliance on others, e.g. husband who may not always be available, for health care
- Now ask mother if she has had such thoughts about going out on her own for some essential function. Note these down in the space provided in the activity workbook.
- Do not challenge her or any family member at this stage. Ensure the discussion does not lead to conflict between family members.
- Discuss the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this day and age you can’t trust anyone</td>
<td>I will not have any contact with anyone outside the home.</td>
<td>Reluctance to meet even health workers such as the vaccinator.</td>
</tr>
<tr>
<td>I don’t feel like meeting other people.</td>
<td>Not making an effort to meet or talk to people.</td>
<td>Gradually distancing from people and losing their support</td>
</tr>
<tr>
<td>People will always disappoint you</td>
<td>Avoiding people.</td>
<td>Losing support.</td>
</tr>
<tr>
<td>For generations we have been like this. Why should we change?</td>
<td>Blocking one’s mind to benefits that may come with change</td>
<td>Younger generation may be at a disadvantage compared to those who adjust to change</td>
</tr>
</tbody>
</table>

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

![Picture D](image1.png)

In this day and age, it is sometimes necessary for women to venture out.

- Such alternative thoughts can encourage mother to seek appropriate help from sources that are available.

![Picture E](image2.png)

I will get the baby immunised from the health centre. My family will be pleased.

- Picture F. A confident and well-informed mother will breed confidence in her children.
- She can also share responsibilities with her husband and other family, thus reducing their burden.
- A mother can only be confident if she has support of the whole family.

![Picture F](image3.png)

Not having to rely on others all the time to seek health care.
Now discuss her own negative thoughts about her relationship with people around her that the mother may have described in step 1.

- Ask the mother (and family) to think of alternative thoughts. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I should not make up my mind about people until I have had an opportunity to judge them.</td>
<td>I will meet people but will be cautious about trusting them blindly.</td>
<td>Talking to the vaccinator about what he does and making up your mind afterwards.</td>
</tr>
<tr>
<td>I might feel good if I talk to one or two family members trusted friends</td>
<td>Actively trying to meet one or two people you get on with.</td>
<td>Not being isolated.</td>
</tr>
<tr>
<td>There is some good in almost everybody.</td>
<td>I should talk to people I like without having too much expectations.</td>
<td>Maintain social support.</td>
</tr>
<tr>
<td>Not all change is bad. My family and I are sensible enough to judge good from bad</td>
<td>Keeping an open mind to benefits of change, such as better health care.</td>
<td>Younger generation will not be left behind in today’s competitive world.</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Refer to your Training manual page xx. Educate mothers about common health problems in children of this age and their management. Give her a list of nearby government health centres and hospitals.

**Activity 2:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 3:** Check rest and relaxation and sleep monitoring charts. Discuss problems mother may have had in following them. Modify if necessary.

**Activity 4:** Check the Baby-Interaction Chart. Include the father in these activities at least once a day.

**Activity 5: Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

**Activity 6: Breast-feeding:** Refer to your training manual page xx. Advise mother about breast-feeding.

**Activity 7: Immunization:** Refer to your training manual page xx. Advise mother about immunization.

**Homework for this session:**
Adviser mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 4:** Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 5:** Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to assess the mother and baby’s health during late infancy, listen to her problems, and help her apply the THINKING HEALTHY programme to her personal health.

Instruments required:

A) Activity Workbook 5: Late Infancy
B) Health Monitoring Calendar

1. Review of previous sessions:

- Briefly summarise the concepts discussed in Training Module 4.
- Do this sequentially, using the pictures on the Health Calendar as the focus of discussion.
- Encourage the family to use the terms ‘Health Corner’ and ‘Health Calendar’, so that these terms get accepted into everyday usage.
- Go through the Mood Chart with mother.
- Ask if she had had noticed any particular negative thoughts or patterns in any of the 3 areas discussed in Training Module 4. Ask her how these thoughts made her feel and act. Inquire if she was able to replace these thoughts with alternative healthy thoughts. Praise her for her success in implementing these steps.
- Listen attentively and sympathetically. Note down her thoughts for later discussion.

3. THINKING HEALTHY about personal health

Learning to identify unhealthy thoughts about one’s personal health

STEP 1

Instructions:
Briefly explain the importance of the mother’s personal physical and psychological health for the baby in the first year of life. State that late infancy is an important period in an infant’s development, but a stressful period for the mother as she adjusts to the toddler’s many demands. It is therefore important not to neglect one’s personal health at this crucial period.
Using the relevant section of Activity Workbook 5, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
• Say that stresses of everyday life can make some people believe that they are responsible for their misfortunes. They can be so preoccupied with such thoughts that they start feeling ill.
• Ask if this is how the mother sometimes feels.

My illness must be a punishment for my deeds

• Picture B. Discuss how such thoughts can make a person become resigned to their situation rather than to try and get out of it.

I don’t deserve to get well

• Picture C. Discuss how such thoughts and feelings can become prolonged. The longer this goes on, the more difficult it becomes to break out of the cycle.

Trapped in cycle of illness-hopelessness
• Now ask mother if she has had such thoughts about her health. Note these down in the space provided in the activity workbook.
• If necessary, prompt the mother with the examples of negative thoughts, actions, and consequences given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many things wrong in my life</td>
<td>Nobody can do anything about it so no point trying</td>
<td>Increased stress and anxiety</td>
</tr>
<tr>
<td>I am always tired. This must mean I have a serious illness.</td>
<td>I can’t afford expensive treatment such as drips and injections so there is no hope</td>
<td>Inactivity and further neglect of health</td>
</tr>
<tr>
<td>If only we had more money, none of us would have health problems</td>
<td>No attempt made to make maximum use of whatever resources are available</td>
<td>Greater risk of poor health</td>
</tr>
<tr>
<td>I have too many problems, looking after health is low on my priority</td>
<td>I will pay some attention to health as soon as I have some time</td>
<td>Health neglected</td>
</tr>
</tbody>
</table>

**STEP 2**

**Learning to replace unhealthy thinking with healthy thinking**

Instructions:
• Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a healthier alternative to the one in Picture A.
Discuss the arguments mother in picture A would have in replacing her thought with the healthier alternative.

Picture E: Faith and praying is important in our culture. Do not reject its importance. However, every religion attaches importance to being able to help oneself in an informed manner.

Picture F: An informed mother can take important decisions for her and her child’s health.
Now discuss the negative thoughts about personal health that mother may have described in step 1 or in the examples given. Ask the mother to think of alternative thoughts. Note down her suggestions.

If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can focus on what is good in my life and what I can do</td>
<td>I can try to make positive changes to my life</td>
<td>Reduced depression and stress</td>
</tr>
<tr>
<td>Tiredness is most commonly caused by overwork, poor diet and lack of exercise</td>
<td>Simple activities could help me feel more energetic.</td>
<td>Attention to diet, rest and exercise</td>
</tr>
<tr>
<td>Even a poor person can make an effort to stay healthy</td>
<td>Making an effort to make the best use of available resources</td>
<td>Better health for mother and baby</td>
</tr>
<tr>
<td>If one is not healthy, even small problems seem big</td>
<td>It only takes a little time everyday to look after my health</td>
<td>A healthy person is better able to solve problems</td>
</tr>
</tbody>
</table>

**STEP 3**

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Educate family about cause of common illnesses affecting mother and baby, and their management. Refer to your training manual. Educate about malpractice by unscrupulous practitioners, e.g. IV infusions and injections for weakness, risk of hepatitis from re-used syringes. Refer to your training manual. Refer to your training manual page xx.

**Activity 2:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 3:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Activity 4:** Check the Baby-Interaction Chart. Discuss as necessary.

**Activity 5:** **Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

**Activity 6:** **Breast-feeding:** Refer to your training manual page xx. Advise mother about breast-feeding.

**Activity 7:** **Immunization:** Refer to your training manual page xx. Advise mother about immunization.

**Homework:**
Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** Follow the Sleep Monitoring Chart prepared in this session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the rest and relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

**Homework 4:** Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 5:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 6:** Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Learning objectives of this session

The purpose of this session is to review the progress from previous sessions and to apply the THINKING HEALTHY approach to the mother’s relationship with her baby in late infancy.

Instruments required:

A) Activity Workbook 5: Late Infancy
B) Health Monitoring Calendar

1. Review of previous session:

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had noticed any particular negative thoughts about her personal health in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with your baby

Learning to identify unhealthy thoughts about your relationship with your baby

Instructions:

- Say that you will now help mother use the THINKING HEALTHY approach to build up her relationship with her baby. Briefly explain the importance of this relationship for both mother and child health.
- Using the relevant section of Activity Workbook 5, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Ask mother and other family members to comment on these thoughts.
- Do not offer your own opinion at this stage.
Picture B. Discuss how this mother with many young children might find it difficult to meet all their demands.

- Ask mother and family for their comments. Ask why this mother should find it difficult.
- Do not offer your own opinion at this stage.

It is difficult to look after all the children

Picture C. Discuss the possible health consequences of the above on both mother and children.

- Ask mother to think in terms of both physical and psychological development.

Mother’s health suffers, children’s needs are neglected

My job is to have as many children as I can. What happens to them is God’s will.
- Now ask mother if she has had such concerns. Note these down in the space provided in the activity workbook.
- If necessary, prompt the mother with the examples of negative thoughts, actions and consequences, given below.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My physical health does not matter, its my children's health that is</td>
<td>Ability to care</td>
<td>Children health, both physical and psychological is affected</td>
</tr>
<tr>
<td>important</td>
<td>compromised if</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mother's health is poor</td>
<td></td>
</tr>
<tr>
<td>Children's ability and intelligence is God-given. It is not in my</td>
<td>I cannot do anything</td>
<td>In this competitive age, child may lose out on opportunities to realize</td>
</tr>
<tr>
<td>control</td>
<td>to improve things</td>
<td>his or her full potential</td>
</tr>
<tr>
<td>I have never been a good mother to any of my children</td>
<td>Blaming oneself for</td>
<td>Looking after children feels unrewarding</td>
</tr>
<tr>
<td></td>
<td>every problem.</td>
<td></td>
</tr>
<tr>
<td>My tension and anxiety will not harm my baby</td>
<td>Not making an effort to</td>
<td>Baby's health affected</td>
</tr>
<tr>
<td></td>
<td>reduce one's stress</td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2**

Learning to replace unhealthy thinking with healthy thinking
Instructions:

- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

![Picture D]

As parents we are responsible for every child we bring to this world. This is God’s will, too.

- Picture E: Discuss advantages a child might have if mother had more time and energy for each child.

![Picture E]

Birth spacing ensures that we can give full attention and resources to our children.

- Picture F: Ask family to give their comments. Do not confront or impose your views. Listen sympathetically.

![Picture F]

Intelligent and healthy children will have a good future.
Now discuss the negative thoughts that the mother may have described in step 1.
Ask the mother (and family) to think of alternative thoughts for these. Note down these suggestions.
Ask mother to think of alternative thoughts for examples described in step 1.
If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

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<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I am healthy, I can give full attention to my children</td>
<td>More time and energy for interaction, stimulation and care</td>
<td>More intelligent and healthy child</td>
</tr>
<tr>
<td>About half of any child’s ability and intelligence is determined by his or her environment</td>
<td>We should find ways and resources to improve his environment</td>
<td>Such children will have greater chances of realizing their full potential</td>
</tr>
<tr>
<td>I am feeling like this at this moment. Most times I take good care of my children</td>
<td>Thinking realistically if there is a problem</td>
<td>Better problem-solving and more effective and rewarding childcare</td>
</tr>
<tr>
<td>In spite of my difficulties, I have to try and reduce my tension and anxiety for my baby</td>
<td>Trying to deal with difficulties and reduce tension with relaxing activities</td>
<td>Positive effects on mother and baby’s health</td>
</tr>
</tbody>
</table>

STEP 3

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Check the Baby-Interaction Chart. Modify the activities according to the child’s developmental level.

**Activity 2:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Activity 3:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 4: Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

**Activity 5: Breast-feeding:** Refer to your training manual page xx. Advise mother about breast-feeding.

**Activity 6: Immunization:** Refer to your training manual page xx. Advise mother about immunization.

**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 2:** Follow the Exercise Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 2:** Ask mother to try to continue to follow the Diet Chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the Rest and Relaxation chart. Encourage family members to help mother find time for this activity. She should monitor this by placing a mark before the box for each day.

**Homework 4:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 5:** Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

Give mother a date for the next session and mark it on the designated space on the Health Monitoring Calendar.
Training Module 5: LATE INFANCY
Session 16 – Mother’s relationship with people around her

Learning objectives of this session

The purpose of this session is to review the progress from the last session and to apply the THINKING HEALTHY approach to the mother’s relationship with people around her, i.e., her immediate family, relatives and friends.

Instruments required:

A) Activity Workbook 5: Late Infancy
B) Health Monitoring Calendar

1. Review of previous session:

Explain that this is the last session of the programme. However you would continue to see the family routinely as part of your duties as LHW.

- Summarise the main points learned in the previous session.
- Go through the Mood Chart with mother. Ask if she had had noticed any particular negative thoughts about her relationship with the baby in the last week. If yes, praise her for successfully completing the first step. Note these down. Ask her how these thoughts made her feel and act. Listen attentively and sympathetically.
- Now ask if she had tried to replace these with alternative thoughts. If not, discuss, and encourage her and other family members to come up with suggestions.

3. THINKING HEALTHY about your relationship with people around you

Learning to identify unhealthy thoughts about your relationship with people around you

Instructions: Briefly explain the importance of the mother’s relationship with the people around her, especially in the context of her need for social support, the benefits of social interaction for the baby, and her ability to seek appropriate care from health professionals.

- Using the relevant section of Activity Workbook 5, ask mother to focus on the woman in picture A and describe the caption that reads out her thoughts.
- Discuss what might be the reason this woman thinks so.
• Picture B. Communication may break down. This worsens the situation.

• Picture C. Discuss the effects of such a situation on the child.
- Now ask mother if she has any such concerns. Note these down in the space provided in the activity workbook.
- Do not become part of the conflict. Keep the focus of discussion on the importance of family conflict on child development.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members spoil the baby.</td>
<td>I will try to prevent them from playing with the baby</td>
<td>Baby loses opportunities social interaction</td>
</tr>
<tr>
<td>People don’t understand my problems</td>
<td>Its no use discussing problems with them</td>
<td>Not sharing your problems</td>
</tr>
<tr>
<td>Talking will not solve my problems</td>
<td>I will keep to myself</td>
<td>Stress increases. This effects both mother and child's health</td>
</tr>
<tr>
<td>I don’t have any friends</td>
<td>I am all alone.</td>
<td>Isolation and lack of support</td>
</tr>
</tbody>
</table>

Learning to replace unhealthy thinking with healthy thinking
Instructions:
- Focusing on the woman in picture D, read out the caption. Discuss if the thought in Picture D is a better alternative to the one in Picture A.

Although we may have our differences, we must talk about our children’s welfare which is paramount to us all.

- Such alternative thoughts can encourage family members to forget their differences for the sake of their children.

We can try to bridge our differences for the sake of our children.

- Picture F: The mother and baby both benefit from this support.

Family works as a team, which is good for baby’s development.
Now discuss mother’s concerns she may have described in step 1.
- Ask the mother (and family) to think of solutions. Note down these suggestions.
- Ask mother to think of alternative thoughts for examples in step 1.
- If mother is unable to think of any, prompt her with the following alternative thoughts, feelings/actions, and consequences.

<table>
<thead>
<tr>
<th>Thought</th>
<th>Feeling/action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and loving attention is good for the baby</td>
<td>When baby is playing with other family members, I can have some time for myself</td>
<td>Both mother and baby gain from family’s involvement</td>
</tr>
<tr>
<td>Maybe I don’t make enough effort to feel understood</td>
<td>I should try harder to explain things that bother me</td>
<td>While not every one will understand, some will, and will support you</td>
</tr>
<tr>
<td>I can share my problems with others</td>
<td>I will talk to a trusted confidante about my problems</td>
<td>Stress reduced</td>
</tr>
<tr>
<td>I can try to make friends with women in my group</td>
<td>I am not alone with my problems</td>
<td>Support of others can help with many problems</td>
</tr>
</tbody>
</table>

STEP 3

Practicing healthy thinking and acting (Activities and Homework)
**Activity 1:** Refer to your Training manual page xx. Educate mothers about common health problems in children of this age and their management. Give her a list of nearby government health centres and hospitals.

**Activity 2:** Check the diet chart. Discuss problems mother may have had in following it. Change items in the chart if mother wants. Praise mother and family lavishly if she has adhered to it.

**Activity 3:** Check rest and relaxation monitoring chart. Discuss problems mother may have had in following it. Modify if necessary.

**Activity 4:** Check the Baby-Interaction Chart. Include the father in these activities at least once a day.

**Activity 5: Growth Monitoring:** Refer to your training manual page xx. Weigh the baby and plot its growth on the growth-monitoring chart attached to the Health Calendar. Discuss as necessary.

**Activity 6: Breast-feeding:** Refer to your training manual page xx. Advise mother about breast-feeding.

**Activity 7: Immunization:** Refer to your training manual page xx. Advise mother about immunization.

**Homework for this session:**

Advise mother to make her best efforts to carry out the following activities between sessions. Encourage family to support mother with these activities and instruct the designated family member/s to gently persuade and help mother to comply if she has difficulties.

**Homework 1:** As for previous session, ask mother to rate her overall thoughts and feelings on the visual scale for each day of the week by putting a mark on the chart provided in her Health Calendar. Ask her to note or remember the types of thoughts that negatively affect her feelings and actions most often. Explain that you would discuss them at the next session.

**Homework 2:** Follow the diet chart she has prepared with your help. She should monitor her diet by placing a mark before the box for each day.

**Homework 3:** Follow the rest and relaxation chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 4:** Follow the Baby-Interaction Chart prepared in this session for the rest of the week. She should monitor this by placing a mark before the box for each day.

**Homework 5:** Continue to attend the ‘Mother and Baby Health Group’ if it has been formed.

The family should keep the Health Calendar and refer to it from time to time.