It is my privilege to write this last KEEA newsletter for 2009.

2010 will herald a number of exciting changes for KEEA and the end of an era for the Nelson based KEEA committee.

In September Jackie and I met with the NZ Continence Association Executive and discussed a merger proposal with them. They have given the merger their full support and the following points summarise some of the key components of the merger:

- KEEA will become the Childrens Division of the NZCA.
- Jackie has been co-opted onto the NZCA Executive where alongside public health nurse Frances Ryan, she can advocate for childrens continence.
- Continuation of the 0800 number. From February this number will be diverted to the NZCA 0800 line where callers can be directed to an appropriate continence specialist in their area. More urgent/complicated calls will be directed to either Frances or Jackie.
- Continuation of the KEEA web pages within the NZCA website. The KEEA web address will take the user straight to these pages.
- Maintenance of a ‘parent’ focus, and parent newsletter (this will become a separate section of the NZCA newsletter) as well as continuing to support health professionals.
- The merger will become official on 31 March 2010.

I wish to acknowledge the contribution of the following supporters as well as current & past committee members.

Jackie Brown – Current Coordinator, committee member.
Andrea Fensom – Treasurer, Newsletter Compiler
Fiona Fahey – Secretary, Newsletter Distributor
Val Collie – Past Coordinator & current committee member.
Gwen Saddler – Original Trustee & past committee member.
Yvonne Murray – Past Coordinator
Gisela Purcell – Past Committee member
Dave Marshall – Past Committee member
Briar Maaroufi - Original Trustee & Committee Member
Dr Pat Boulton
JR McKenzie Trust
COGS
Lottery Welfare
Huggies – Dry Nites
Ferring Pharmaceuticals
Norgine

Parents who have contributed to our newsletter over the years and all of your who have spread the KEEA word.

And our biggest thanks go to Shirley and John Reid without their vision and passion for children and families affected by soiling and wetting we would not have KEEA.

On behalf of the KEEA committee I wish you and your family safe and relaxing holidays and if an opportunity comes up to tell others about the support KEEA offers please share our contact details with them.

A further newsletter will be sent in February with updated contact information and details about KEEA’s integration with the New Zealand Continence Association.

Karen Lane
Chairperson KEEA Trust
Temperament, Emotion Coaching and Resilience

Your child’s temperament, emotional coaching and resilience

Parenting is one of the most demanding, challenging and rewarding roles one will experience. Children, like adults can vary dramatically in temperament and a parent will often puzzle at the totally different response one child will have to certain situations compared to another. Psychologists have long recognized, studied and researched the key components of temperament and their role in child development.

Nine elements of temperament have been identified. (S. Chess & A. Thomas, 1986) These are: Activity Level, how calm or busy your child is; Approach-Withdrawal, whether your child approaches new situations with curiosity and excitement or withdraws from new situations out of fear and trepidation; Regularity, how easily your child establishes routines for sleep, eating and daily activities; Adaptability, how easily your child adapts to changes in routine and activities; Physical sensitivity, how sensitive your child is to noise, temperature, taste and touch; Intensity of Reaction, intensity and vigoroussness of facial reactions, body language and tones of voice have a biological basis. It is very difficult for some children to control and modulate their reactions. Distractibility, some children can concentrate and stay focused for much longer periods than other children. Positive or Negative Mood, some children are naturally cheerful whereas others often seem sad in disposition. Persistence, some children will quickly forget a goal or activity whereas others come back to an activity even when distractd. These characteristics of temperament exist along a continuum and so your child will have his/her own unique make-up which you as a parent know well.

The parent-child relationship is even more complex when one considers that a parent’s temperament must be considered as well. The field of psychology has often referred to the concept of “Goodness of Fit” between the parent and child, referring to compatibility between temperaments. The active energetic dad who loves to be outdoors working on projects or kicking a ball will be highly challenged by a child who is timid and quiet and would rather read a book or play on his own. Parents can get into bother when they find that the rules and discipline that worked so well for one child seem to be ineffective or detrimental with another child. This is likely due to the approach not “fitting” that particular child’s temperament or personality. What to do?

Research on emotional intelligence and the role of emotion coaching (J. Gottman 1997) can help your child develop resilience. Emotion regulation is a life-long skill which can mean the difference between negotiating life’s challenges with success as opposed to distress and drama. Emotion-coaching requires that a parent have a certain awareness of their own emotional states. Children learn to recognize their emotional states by hearing their parent describing it for them. A child does not know that his/her facial expression and body language is conveying “anger” until a parent or adult names it. Being able to refer to that feeling as “anger” is both empowering and liberating. It means I can say “I am angry …because Johnny took my toy without asking”. It means words have described this overwhelming internal experience and can have the potential of removing the need to “hit Johnny for taking my toy”.

The five key steps of Emotion Coaching involve:
1. Being aware of your child’s emotion
2. Recognising the emotion as an opportunity for intimacy and teaching
3. Listening empathically and validating the child’s feelings
4. Helping the child verbally label emotions
5. Setting limits while helping the child problem-solve. The parent and child can brainstorm a range of possible solutions to a problem.

Enuresis and Encopresis pose emotional as well as physical challenges for the child. A parent who can both read and respond empathetically to his/her child as well as facilitate problem-solving is helping his/her child develop a sense of competence and understanding that problems can be dealt with and managed. An understanding of developmental ages and stages helps the parent set realistic expectations for what a child is capable of. A child’s development can vary tremendously across a range of skills. Your child may have excelled at gross motor skills (walking, climbing, riding a bike and kicking a ball) but may have a reading age a few years behind his/her classmates. In addition a child with a highly reactive and outgoing temperament is more likely to challenge parent’s and teacher’s authority and this is normal and to be expected. An outgoing reactive child will need clear firm boundaries to contain his/her “energy” whereas the quiet, timid child will need support and encouragement to explore and “venture out”. A parent’s confidence and skill in “reading” their child’s emotional states and behavior gives a child a sense of security knowing that the adult is “in charge” and regardless of what happens Mum or Dad can “handle it”. At times even the most confident parent may need “professional guidance” helping the child “handle” the management of the additional challenges of continence problems. Conveying to your child a sense of confidence and belief that you as a parent can help him/her succeed will build his or her sense of confidence and success as well.

Adele Tuckey, senior clinical psychologist, NMDHB

References
Stella Chess & Alexander Thomas “Temperament in Clinical Practice”. Guilford Press 1986
### Books for loan

To loan a copy of the following books please e-mail your request to info@keea.org.nz or leave a message on the 0800 free phone number clearly stating your name, address and the book/s you require.

An invoice for $5 will be included with the book/s along with a pre-paid courier bag for their return. Books can be borrowed for **three weeks**, this term being renewable if there are no other requests for the book/s. Lost books will be charged at replacement cost.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>How you can be the boss of the bladder (3rd edition, 1997)</td>
<td>Dr Janet Hall</td>
<td><em>How you can be the boss of the bladder</em> is designed to help both children and parents gain some insight into the management and eventual control of wetting.</td>
</tr>
<tr>
<td>Everything a child needs to know about BEDWETTING (2008)</td>
<td>Dr C R Yemula</td>
<td>This book is written in a child friendly way, for children aged 6-12 years to help them understand more about bedwetting, the associated problems and self-help measures. It is packed with colourful illustrations, fun and humour to engage the interest of young readers.</td>
</tr>
<tr>
<td>Toilet Training Toddlers (1992)</td>
<td>Phyllis Brock, Leslie Centre</td>
<td>Based on the knowledge that all children will ultimately gain control of their bodies, providing there is no permanent physical problem, <em>Toilet Training Toddlers</em> outlines a programme to help your child from no control to self-control. It discusses the steps to follow, and outlines the roles and feelings of both parent and child.</td>
</tr>
</tbody>
</table>
Jesus, can you hear me, Jesus? See me on my knees?
Jesus, I don’t understand it won’t you help me, please?
Guess I must be awful dumb, cause that’s what Daddy said, Gee
Whillakers, he must be right cause I still wet the bed...

I don’t wanna do it, Jesus Honest, cross my heart, Must be something
wrong with me I guess I’m not too smart, Johnny Miller lives next
door She’s just a little kid, He com to spend the night with me She
didn’t, but I did...

I tried so hard to stay awake cause he was in my bed, And if my eyes
was open, I could jump right up instead, But, Golly Gee, what’s wrong with me?
He went and told the guys, They called me Little Baby and  Gee Whillakers, I cried...

I’m all grown up, I go to school I even ride a bike, Gee Whillakers,
what’s wrong with me? You don’t know what its like, Sister doesn’t
wet the bed just hides and grins, And calls me Little Sissy
Pants and runs to tell her friends...

Daddy always yells at me “You’ve got to stop this, Son,” Tells me I
could quit it if I wasn’t quite so dumb, Momma always tells me
everything will be all right, But, Jesus, Gee how come it’s me who
wakes up wet at night...

*Bless the little children* Well, Gee Whiz, now ain’t I one?
Guess you just forgot me, huh? Gee Whillakers, how come?
Won’t you help me, Jesus, cause you know you said you would, *Bless
the little children,* cause you love us all so good...

And you know what you bet your boots I betcha if you did, Then, I
could be his little man instead of just a kid, If I don’t wet that bed
no more, I bet he’d bless me, too, And, Jesus, maybe then my dad could
love me good like you...

Sara Thierry Cox
invisible ties cr/91

**THANKS TO OUR SPONSORS:**

Dry Nites
Night-Time Absorbent Pants

NORGINE

To:

If undelivered please return to: P O Box 1123, Nelson