LARK

Leader Applicant’s Resource Kit
Leader’s Guide

Combined

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Introduction to the Application

Thank you for being part of a Leader Applicant’s preparation to become a La Leche League Leader. The Leader Accreditation Department (LAD) looks forward to working with you. You can find important application exercises and documents in this resource. If you wish to receive individual documents as attachments, the LAD representative working with the Applicant in your Group is also happy to send them to you. Don’t hesitate to ask if you have questions.

What is required to be accredited as an LLL Leader?
Required application work is summarized below. Please also refer to Application Work Summary on the next page.

**Part 1: Personal History:** This outline of the personal history serves as a guide for the correspondence part of the application.

**Part 2: Breastfeeding Resource Guide** (BRG): The BRG consists of several pages of self-directed learning about basic breastfeeding management and LLL resources. An Applicant can work on this alone, with other Applicants, or with Leaders.

**Part 3: Checklist of Leadership Skills and Attitudes:** This checklist serves as a guide for the discussion work you will do with the Applicant.

**Part 4: Background Reading/Learning:**
- *The Womanly Art of Breastfeeding* (most recent edition in Applicant's language)
- *The Leader’s Handbook* (most recent edition in Applicant's language)
- Comprehensive knowledge of how different methods of delivery and childbirth experiences affect the start of breastfeeding; what LLL recommends and why.

**Part 5: Leader’s Guide to the Preview:** This is an exercise designed to help the Applicant practice with you the kinds of situations that Leaders often encounter. Please report your work on the *Preview* to your LAD representative, following the guidelines in the Leader’s Guide to the Preview.

Note: Often the individual parts of the LARK are revised before the entire document is revised. You can contact your LAD representative or check the LLLI website, Leader Applicant Resources page to make sure you have the current version of each document.
Application Work Summary
Leader Applicant’s Resource Kit: LARK

* Each item is hyperlinked.

- Personal History
  Part 1

- Breastfeeding Resource Guide
  (BRG) Part 2

- Background Reading:
  Childbirth Information
  Part 4

- Checklist
  Part 3

- Preview
  Part 5
Making an Application Action Plan

A. Applicants are welcome to use Leader Applicant Progress Checklist at the end of this chapter and write down what work they have already done to prepare for leadership.

B. Please review with Applicants the LLLI Criteria for Leader Accreditation, Applying for Leadership, LLLI Policies and Standing Rules (PSR). Look at the topics in the Breastfeeding Management Skills Criteria and Leadership Skills Criteria. Ask Applicants which areas they need to learn more about.

C. There are many ways for an Applicant to complete application work:
   - Discussion with the supporting Leader/LAD representative
   - Reading/listening/attending conferences and taking notes
   - Becoming familiar with online resources
   - Reading LLLI publications such as public articles from Leader Today and Breastfeeding Today. They are available on the public pages of the LLLI website at “RE-SOURCES” at: www.llli.org
   - Learning how Leaders use electronic forms of communication such as email, email application group, online chat, Skype, Zoom, etc.
   - Participating in Leader Applicant meetings with supporting Leaders and/or Leader Applicant Workshops

D. How long does an application take?
   Encourage Applicants to think about when they would like to be accredited. What will they need to do beforehand in order to make that a reality? Each Applicant’s planning can have targets for each month, week, or even day, which can be adjusted regularly depending on how much you and the Applicant are able to do. Many Applicants find they can complete the work within six months to a year.

E. Periodically reassess the plan with the Applicant: What required application work does the Applicant need yet to do? This question refers to the application work/materials which the Applicant needs to complete in order to fulfill the Criteria for Leader Accreditation. See Application Work Summary
## Leader Applicant Progress Checklist

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<th>Personal History:</th>
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<td>&quot;About You&quot; section</td>
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<th>Comments on the LLL philosophy statements: The ten concepts</th>
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<td>• Mothering through breastfeeding is the most natural and effective way of understanding and satisfying the needs of the baby</td>
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<td>• Human milk is the natural food for babies, uniquely meeting their changing needs.</td>
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<td>• Alert, active participation by the mother in childbirth is a help in getting breastfeeding off to a good start.</td>
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<td>• Mother and baby need to be together early and often to establish a satisfying breastfeeding relationship and reliable milk production.</td>
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<td>• Breastfeeding is enhanced by the loving support of the baby’s father, a co-parent, a partner, and/or close family members who value the breastfeeding relationship.</td>
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<td>• For the healthy, full-term baby, human milk is the only food necessary until the baby shows signs of readiness for complementary foods, about the middle of the first year after birth.</td>
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<td><strong>Breastfeeding Resource Guide (BRG)</strong></td>
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<td><strong>Checklist of Topics to Discuss in Preparation for LLL Leadership</strong></td>
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<td><strong>Ongoing work, optional exercises:</strong></td>
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<td>Read from the Group Library and Leader materials</td>
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<td>Bias Exercise A: Respecting Differences</td>
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<td>Attend workshops, Chapter Meetings, etc.</td>
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<td>Regular communication with LAD representative</td>
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Part 1: Personal History

The Applicant will receive the following outline from the LAD representative.

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Personal History of Breastfeeding and Mothering

This is the personal history correspondence with the Leader Accreditation Department (LAD). Use it in the manner that suits you best. Please keep copies of your writing; emails and postal mail are occasionally lost.

The personal history consists of two parts: “About You” and “LLL Philosophy.”

About You
Motivation is an essential element in the work of a La Leche League (LLL) Leader. What inspired your desire to become an LLL Leader? What would you like to accomplish as a Leader? LLL leadership involves work at home and time away, so it is important to talk to your family about your goals. Please write about any of your interests, hobbies, other volunteer activities, and education/employment experiences. Feel free to send your “About You” writing to your corresponding LAD representative as a self-introduction.

LLL Philosophy
Our personal philosophy guides our choices. What we do as mothers and parents strengthens or changes what we believe; thus there is continual interaction between our ways of thinking and acting. As a Leader, you will represent LLL. Your example is critical to how others see the organization. Your experiences will become part of your resources for helping others.

Suggestions for writing your personal history:
• Write about each concept separately or two concepts that fit together.
• Start with any concept. They can be done in any order.
• Send your writing about each concept one at a time, a few together, or all at once.

When writing about a concept, please explain how your childbirth, breastfeeding and mothering have, or have not, reflected La Leche League philosophy.
• Give examples of the choices you have made.
• Describe what each concept means to you by relating it to your experience. For example:
  • How did you come to see the concept as part of your personal philosophy?
  • What choices have you made because of your beliefs?
  • How have your current ideas been influenced by your choices?
  • How might you present the concepts to others (for example, at Series Meetings) while showing respect for different beliefs and choices?

On the next page is a list of the LLL concept statements with questions to suggest information you might include. Please use the questions as guides only. You are unique, and your experience is both similar to and different from that of other people. Be sure to include information you think will help the LAD to understand you, your experiences, and your ideas.

Writing this personal history offers you an opportunity to reflect on your experiences and clarify your beliefs and goals related to LLL leadership. Your LAD representative will respond to your writing about each concept, matching your ideas and experience to the criteria for accreditation. The LAD representative may request additional information to clarify something you have written. The goal of this dialogue is to help you develop the understanding, skills, and information base you will need as an LLL Leader.
LLL Philosophy: The ten concept statements with sample questions

**Mothering through breastfeeding is the most natural and effective way of understanding and satisfying the needs of the baby.**
Describe how breastfeeding has helped you to understand and meet your baby’s needs. How have you handled nighttime nursing? How did you manage when your baby cried or had a “fussy” time? Please describe any experience with artificial nipples.

**Human milk is the natural food for babies, uniquely meeting their changing needs.**
What qualities of your milk have been important for you and your family? How would you describe the importance of human milk?

**Alert, active participation by the mother in childbirth is a help in getting breastfeeding off to a good start.**
Briefly tell about your birth experience and first feedings. How do you think these contributed to the initiation of breastfeeding and the attachment you and your baby feel?

**Mother and baby need to be together early and often to establish a satisfying breastfeeding relationship and reliable milk production.**
Describe the transition between birth and breastfeeding. Did you have any difficulties in the early weeks? If so, how did you overcome them?

**Breastfeeding is enhanced by the loving support of the baby’s father, a co-parent, a partner, and/or close family members who value the breastfeeding relationship.**
How is the role of the baby’s father or your partner viewed in your family? What kind of support was helpful to you?

**In the early years, the baby has an intense need to be with his mother which is as basic as his need for food.**
How has your baby shown you that he needs you as well as your milk? Describe how you meet your baby’s or toddler’s need to be with you.

**For the healthy, full-term baby, human milk is the only food necessary until baby shows signs of readiness for complementary foods, about the middle of the first year after birth.**
When and how did you introduce complementary foods and a cup? What signs of readiness did you look for? If you have used bottles, please describe when and how.

**Good nutrition means eating a well-balanced and varied diet of foods in as close to their natural state as possible.**
How have you incorporated principles of good nutrition into your baby’s and family’s diet?

**Ideally the breastfeeding relationship will continue until the child outgrows the need.**
What are your thoughts about when and how weaning proceeds? If it’s part of your experience, describe your baby’s weaning.

**From infancy on, children need loving guidance, which reflects acceptance of their capabilities and sensitivity to their feelings.**
Describe how you practice loving guidance. How do you handle “rough” times? What are your favorite resources on this topic?
References to LLL Concepts in

*The Womanly Art of Breastfeeding (2010 edition)*

**Mothering through breastfeeding is the most natural and effective way of understanding and satisfying the needs of the baby.**

“The newborn baby has only three demands. They are warmth in the arms of [his] mother, food from her breasts, and security in the knowledge of her presence. Breastfeeding satisfies all three.” (Page 4, Grantly Dick-Read, MD, from *Childbirth Without Fear*, 1955)

**Human milk is the natural food for babies, uniquely meeting their changing needs.**

“There’s no formula that comes even close to the milk your body creates. Your milk has every vitamin, mineral, and other nutritional element that your baby’s body needs, including many that haven’t been discovered or named yet, and it changes subtly through the meal, day, and year, to match subtle changes in his requirements.” (Pages 5-6)

**Alert, active participation by the mother in childbirth is a help in getting breastfeeding off to a good start.**

“All medications, including those in epidurals, reach your baby through the placenta, affecting his ability to find the breast, latch, and suck effectively after he’s born. Depending on how long the epidural was in place and the drugs used in it, these effects can last from a few days to a few weeks.” (Page 45)

“Many of today’s interventions have not been shown to improve outcomes as much as they’ve been shown to complicate the birth. Most women today want to breastfeed, but many are finding it hard, and the way we give birth today is a big part of the problem.” (Pages 49-50)

**Mother and baby need to be together early and often to establish a satisfying relationship and an adequate milk supply.**

“With all this intimate time together, you get to know his body and his personality better than anyone else. You know how to interpret his cries sooner than your partner. You know what makes him happy and what he doesn’t like. Day by day, breastfeeding builds your confidence and mothering skills.” (Page 11)

“Milk removal is especially important during the first two to three weeks because that’s when your milk production capability is established.” (Page 23)

**Breastfeeding is enhanced by the loving support of the baby’s father, a co-parent, a partner, and/or close family members who value the breastfeeding relationship.**

“Partners don’t need to know how to solve breastfeeding problems; they just need to help you link up with the support and information you need.” (Page 31)

“Partners want to connect with their babies, too, and when they see the closeness and intimacy of the breastfeeding relationship, feeding the baby themselves looks like the obvious way to do it. But there are a gazillion ways to bond with a baby without bottle-feeding – in fact partners have the key role of teaching the baby that love sometimes comes without food.” (Page 32)
In the early years, the baby has an intense need to be with his mother which is as basic as his need for food.

“But you already know that ignoring your crying baby doesn’t feel right. Mothers are hardwired to respond because it’s Nature’s design to keep babies protected, cared for, and thriving.” (Page 143)

“At night, babies ‘expect’ to stay safely close to their mothers, waking as needed to nurse or re-connect. Keeping your baby close at night and letting him nurse to sleep meets his physiological and emotional needs.” (Page 223)

“The research-based reality is that neither one of you is built, physiologically or emotionally, for long and regular separations. Growing research from a number of different countries shows that a baby who is separated from his mother for the hours that full-time outside work requires has elevated cortisol levels – a clear sign of stress. It isn’t always easy to tell how a baby is doing; the baby who seems quiet and content in the child care center may actually have higher levels of stress hormones than the one who cries and protests.” (Pages 280-81)

“Some mothers, consciously or not, harden themselves to the reality of an early return to work and try not to ‘melt into their babies’ during their maternity leaves. While it’s understandable to try and protect your heart, most mothers are far, far happier in the long run if they give their heart freely to their baby, even though it makes the transition tough at the start.” (Page 287)

For the healthy, full-term baby, human milk is the only food necessary until the baby shows signs of readiness for complementary foods, about the middle of the first year after birth.

“His insides are designed to be ready for solid food once his outside has developed enough for him to eat it on his own. If he can’t pick up food, get it in his mouth, and chew it without choking, then he’s just not ready for solids, and his tummy probably isn’t ready, either. He’ll acquire those on-the-outside skills by about six months. And that’s when his digestive tract is ready, too.” (Page 248)

Good nutrition means eating a well-balanced and varied diet of foods in as close to their natural state as possible.

“La Leche League has always recommended a well-balanced and varied diet of foods in as close to their natural state as possible. Fresh foods are usually better than frozen, and frozen foods are preferable to canned. By concentrating on unprocessed foods, you and your baby will get all the known nutrients in their natural proportions.” (Page 255)

Ideally the breastfeeding relationship will continue until the child outgrows the need.

“Many mothers continue breastfeeding because it’s so central to how they mother their children. It’s a whole mothering package – how they interact and manage and connect.” (Page 204)

“Children naturally have a tremendous desire to move on to the next stage of development: once they can walk they stop crawling. As the wider world opens up to them, they gradually close the door on babyhood. So even if you never lift a finger, even if you never ever ask him to wait, Your Child Will Wean, just as surely as his teeth will come in. Doing nothing works just fine.” (Page 317)

From infancy on, children need loving guidance which reflects acceptance of their capabilities and sensitivity to their feelings.

“You’re actually practicing early discipline – gently encouraging alternative activity, substituting an acceptable object or activity for an unacceptable one, distracting your child to head off a problem. A decade from now you’ll be saying, ‘I know you’re disappointed that Sadie can’t come over to-day. Why don’t we make some cookies that you two can share tomorrow?’ ” (Page 174)

“Children are people, with feelings, capabilities, and limitations that vary from child to child, month to month, moment to moment. If we work within those changing strengths and limits and look for the need that drives the behavior, if we show love and consistency, if we respect them as people who are trying their best to adjust to this strange planet they find themselves on with us, if they know they are loved, most likely it will all come out fine in the end no matter how much we stumble along the way.”(Page 216)
Part 2: Breastfeeding Management Skills

The Applicant is welcome to work on the Breastfeeding Resource Guide (BRG) alone, with other Applicants, or with you. After the Applicant has completed the BRG, the Applicant lets the LAD representative know what approach was used to research the information, what was most helpful and if there are any remaining questions.

Breastfeeding Resource Guide

The Breastfeeding Resource Guide (BRG) aims to provide you with certain basic information and references so that you will be ready to support the normal course of breastfeeding and to help mothers cope with common concerns. It also directs you to relevant resources to support mothers facing specific breastfeeding challenges.

The primary resource is the 2010 edition of The Womanly Art of Breastfeeding (WAB) or most recent edition in your language. Other resources listed are LLLI website links. Find out what other resources are available in your LLL entity; they may provide alternatives to the LLLI resources listed below. Use the most up-to-date resources available to you.

How to use the BRG

LLL Leaders support mothers by providing them with information and encouragement to make their own decisions. Providing information is just one aspect of the Leader’s role. Leaders are not expected to know everything about breastfeeding; they are required to know where to find further information and support if they do not have the information necessary to support a mother.

• The BRG is a resource you can use later as a Leader as well as now as a Leader Applicant; add to it to develop a resource which will help you gain confidence to support breastfeeding mothers.
• Use the BRG in ways that suit you and your preferred learning style, so that you gain confidence to support mothers with relevant breastfeeding information.
• The Womanly Art of Breastfeeding is the primary resource referred to in the BRG. Chapter and index references are provided for the 2010 edition. You may want to look up key words (some of which are printed in bold) in the index of any references you use. Make a note of additional resources available to you.
• Make use of the most up-to-date references available to you through LLLI and your entity.
• The BRG is a tool you may choose to use in conjunction with the Preview of Helping Questions and Group Management as you become familiar with the information and resources available to you. You can build your knowledge and skills through note taking, discussion with your supporting Leader, writing an answer to a hypothetical email question from a mother, and role-play with your supporting Leader.

How to complete the BRG

Leader Applicants are required to complete the BRG (LLL Criteria for Leader Accreditation, LLL Policies and Standing Rules, Applying for Leadership). Consider each topic presented and self-assess your familiarity with the information and resources provided. You may choose to work with your supporting Leader to build and practice using your knowledge in the ways described above.
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Part A: **LLL and non-LLL Resources**
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- Breastfeeding and working
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- Weaning from the breast

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- Nighttime nursing
- Nipple/suck confusion
- Nursing strike
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- Sleepy newborn
- Sore breasts
- Sore nipples; thrush
- Too much milk
- When supplemental feeds interfere with breastfeeding

Part E: **Beyond the Normal Course of Breastfeeding**
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- Breastfeeding multiples
- Diabetes and breastfeeding
- Hospitalization of mother or baby
- Jaundice
- Postpartum depression (PPD)/postnatal depression (PND)
- Premature baby
- Pumping milk for the baby
- Reflux
Part A: LLL and non-LLL Resources

Every Leader is a resource
When a mother calls for support with the normal course of breastfeeding, remember that you are a valuable resource. Listening, empathizing, reflecting her feelings back to her, clarifying her concerns—these can help in themselves, before you even begin to share information. You may be able to simply confirm to the mother that what she is experiencing is within the normal course of breastfeeding, and this will help her gain confidence to continue. She may be going through a particular phase while her baby builds up her milk supply or begins to learn the difference between night and day. There may be things she can do to help cope with her baby’s intense need for her and her milk. It may help her to know that, even if she does nothing differently, her situation is likely to change all by itself because her baby is growing, developing, and learning. This week’s overwhelming problem soon becomes history as time and our babies move on.

A Leader is also a resource in terms of the information she can provide. Her knowledge and experience, as well as her familiarity with the resources available to her, contribute to her effectiveness at imparting appropriate information to support a mother.

Published LLL resources
The Womanly Art of Breastfeeding provides answers to many mothers’ questions. LLL Groups often keep more than one copy in the Group Library, if available, to loan to any mother who comes to a meeting. Make use of the most up-to-date references available to you.

Online resources
Online resources give you the option to refer a mother immediately to information or send her something electronically. On the LLLI website www.llli.org you can find:

- LLLI website “Breastfeeding Info A to Z” at: https://www.llli.org/breastfeeding-info/
- La Leche League Online Support Resources at: https://www.llli.org/la-leche-league-online-support-resources/
- Breastfeeding Support Facebook Group at: https://www.llli.org/get-help/breastfeeding-support-facebook-group/

There are several non-LLL websites that Leaders find informative and helpful. If a Leader suggests these resources to a mother, it is important to mention that the information is not from LLL, yet may be helpful. Describe any association with LLL, such as if the author is a Leader, and the reason you are recommending the site. If you have any reservations about the style or content of the source, either find an alternative source of information or mention your reservations to the mother.

The list below, apart from Dr. Newman includes LLL Leaders who hold other qualifications related to breastfeeding. Leaders need to check the information they think is relevant before sharing it.

- Kelly Bonyata, M.S., IBCLC: www.kellymom.com
- Suzanne Colson, Ph.D.: www.biologicalnurturing.com
- Kathleen Kendall-Tackett, Ph.D., IBCLC: http://www.uppitysciencechick.com/postpartum-depression.html
- Nancy Mohrbacher, IBCLC, and Kathleen Kendall-Tackett, Ph.D., IBCLC: www.breastfeedingmadesimple.com
- Jack Newman, M.D.: ibconline.ca
- Diana West, BA, IBCLC: www.bfar.org

People resources
Every LLL Leader is part of a network of support that extends far beyond the individual or the Group. Sometimes consulting with another Leader (respecting the confidentiality of personal information) will provide you with the support you need. The Professional Liaison Department (PLD) of
fers support and accurate, up-to-date information to Leaders helping mothers in medical, legal, or other complex or unusual situations. You can contact the PLD if you receive a helping call which goes beyond the normal course of breastfeeding, and for which your usual resources are not adequate. Find out about the LLL support structure where you live.

**Leader’s Handbook, Chapter One**, provides information about how to effectively use published, online and people resources, as well as how to best communicate that information to mothers. Part E of this **Breastfeeding Resource Guide** (see below) also provides helpful information about situations that are beyond the normal course of breastfeeding.

<table>
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<th>A: Study Questions</th>
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| 1. What is a Leader’s Log and why must all Leaders keep one? What information needs to be included in this log?
| 2. What basics are important to remember when a mother calls with a question about a drug/medication she is/will be taking? Who or what are your references?
| 3. How can we recognize situations where a Leader needs extra help? Where can she turn first? Next? Beyond that?
| 4. Who is your Professional Liaison (PL) Leader? How can we use the Medical Questionnaire to gather information prior to contacting the PL Leader? |

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**Part B: Breasts and Breast Milk**

**The structure of the breast; how it makes and delivers milk**

- WAB 2010 index: Hormones, milk production; Milk release--milk ejection reflex

Additional sources of information include:


You may get a helping call from a mother who has had **breast enlargement** (implants) or **breast surgery**.

- Diana West's website: [www.bfar.org](http://www.bfar.org)

**Colostrum**

- WAB 2010 index: Colostrum

**Fertility**

- WAB 2010 index: Fertility
- LLLI website, “Breastfeeding Info A To Z,” **Fertility**: [https://www.llli.org/breastfeeding-info/fertility/](https://www.llli.org/breastfeeding-info/fertility/)

**Health and nutritional benefits of human milk**

Learn how breastfeeding affects a baby's health and well-being, protecting him from **illness** and **allergies**.
Part C: What Is “Normal” for a Full-Term, Healthy Breastfeeding Baby?

There is wide variation in what is normal. No one can tell a mother, for example, how often or how long her baby will need to nurse or at what age he will “sleep through the night.” Babies' nursing patterns vary, and a pattern that is right for one mother and baby may not be right for another. Also, an individual baby's nursing pattern may vary as he grows. A healthy baby with a good suck who is gaining normally and thriving will naturally fall into the nursing pattern that is best suited to him. By responding to her baby's cues, a mother can be confident that she is doing the best for her baby.

From your own experience, you will know many aspects of behavior that are within the normal range for a breastfeeding baby. To read more about this topic, see:

- WAB 2010 Part II, “Ages and Stages”
- WAB 2010 Chapter 5, “The First Few Days: Hello, Baby . . . ”
- WAB 2010 Chapter 6, “The First Two Weeks: Milk!”
- WAB 2010 Chapter 7, “Two to Six Weeks: Butterfly Smiles”
- WAB 2010 Chapter 8, “Six Weeks to Four Months: Hitting Your Stride”
  Tips: [https://www.llli.org/breastfeeding-info/tips/](https://www.llli.org/breastfeeding-info/tips/)

### Infant reflexes and sucking

- WAB 2010 index: Sucking

### Maternal nutrition, health, and environment

- WAB 2010 index: Nutrition, mothers' needs
- LLLI website, “Breastfeeding Info A To Z,” Vitamin D—Your Baby, and You: [https://www.llli.org/breastfeeding-info/vitamin-d/](https://www.llli.org/breastfeeding-info/vitamin-d/)
  Contaminants: [https://www.llli.org/breastfeeding-info/contaminants/](https://www.llli.org/breastfeeding-info/contaminants/)
  Tobacco, Smoking and Breastfeeding: [https://www.llli.org/breastfeeding-info/smoking-and-breastfeeding/](https://www.llli.org/breastfeeding-info/smoking-and-breastfeeding/)
Positioning and attaching a baby at the breast

- WAB 2010 Chapter 4, “Latching and Attaching”

Signs baby is getting enough milk


Occasionally a mother will be concerned that her baby is gaining weight too quickly:
- WAB 2010 index: Weight gain

C: Study Questions

| 1. | How often, on average, do newborns need to nurse? About how many times in 24 hours? |
| 2. | Explain the difference between foremilk and hindmilk. |
| 3. | What is the rooting reflex and how does it affect breastfeeding? |
| 4. | Why is it important for a mother to hear or see her baby swallowing? |
| 5. | How can a mother reassure herself that her baby is latching on and sucking well? |
| 6. | What kind of a diet does a breastfeeding mother need? |
| 7. | How can a breastfeeding mother determine how much liquid intake she requires? Is any particular liquid, such as milk, required? Why or why not? |
| 8. | What are the basics of proper positioning? What can signal a possible positioning problem? |
| 9. | Describe how to help a mother get her baby latched on effectively. |
| 10. | How can a mother tell if her baby is getting enough milk? What are some signs that he is not? What might we suggest? |
| 11. | How does colostrum help a baby pass meconium? |
| 12. | On average, when should a baby regain his birth weight? |
| 13. | How can early supplements interfere with breastfeeding? How can a Leader help a mother reduce or eliminate them? |

Breastfeeding and separation

If a mother must leave her baby, taking his needs into account will help ensure as positive an experience as possible for both mother and baby. Many parents find that they can minimize separation of mother and baby, adapting their lives to include their babies and children, such as by taking baby along when going out or travelling, and by altering work arrangements/taking maternity leave for as long as possible.
Breastfeeding and working
The references for “Breastfeeding and separation” (above) may be helpful, as well as resources that specifically support a mother who is returning to work.

- WAB 2010 index: Separations
- WAB 2010 Chapter 14, “When You Can’t Be With Your Baby”

[Breastfeeding and separation](#)

- WAB 2010 index: Pumping, maternity leave
- WAB 2010 Chapter 15, “Milk to Go”
- LLLI website, “Breastfeeding Info A to Z,”
  - Pumping Milk: [https://www.llli.org/breastfeeding-info/pumping-milk/](https://www.llli.org/breastfeeding-info/pumping-milk/)
  - Storing Human Milk: [https://www.llli.org/breastfeeding-info/storing-milk/](https://www.llli.org/breastfeeding-info/storing-milk/)

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<tr>
<th>C: Study Questions - continued</th>
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<tr>
<td>14. What suggestions could we offer a mother who is introducing a bottle to her baby?</td>
</tr>
<tr>
<td>15. What factors determine the number of times a mother needs to pump while away from home?</td>
</tr>
<tr>
<td>16. Stimulating the let-down reflex is the key to effective milk expression. What are some techniques a mother might employ to trigger this reflex?</td>
</tr>
<tr>
<td>17. Hand expression may be more acceptable than mechanical pumps to some mothers. How could we describe the steps of hand expression to a mother?</td>
</tr>
<tr>
<td>18. What information is important to share with a mother who plans to express and store milk for her baby?</td>
</tr>
</tbody>
</table>

Solid food: baby's readiness

- WAB 2010 Chapter 13, “The Scoop on Solids”

Weaning from the breast

- WAB 2010 Chapter 16, “Everybody Weans”
  - How to [https://www.llli.org/breastfeeding-info/weaning-how-to/](https://www.llli.org/breastfeeding-info/weaning-how-to/)
  - I want to [https://www.llli.org/breastfeeding-info/weaning-i-want-to/](https://www.llli.org/breastfeeding-info/weaning-i-want-to/)
  - Unexpected [https://www.llli.org/breastfeeding-info/weaning-unexpected/](https://www.llli.org/breastfeeding-info/weaning-unexpected/)

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<th>C: Study Questions - continued</th>
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<tr>
<td>19. For how long is his mother’s milk the appropriate primary food for an infant?</td>
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<tr>
<td>20. How does a breastfed baby indicate readiness for solids?</td>
</tr>
</tbody>
</table>
21. While not every baby accepts new foods in the same order, what might we suggest as a first food? What food group might follow? Why?

22. When a baby begins eating solid foods, how might the mother introduce a new food and why?

23. Describe natural weaning and its advantages

24. If a mother chooses to wean, describe a plan if time is not an issue.

25. Discuss a few situations where a mother may have been told to wean her infant. What suggestions might we offer in each situation?

26. If abrupt and/or temporary weaning is required, what consequences can a mother expect? What suggestions might we offer to help her and her baby cope with them?

Part D: Common Concerns

- WAB 2010 Chapter 18, “Tech Support"
- LLLI website, “Breastfeeding Info A to Z” [https://www.llli.org/breastfeeding-info/]

**Allergies**

- WAB 2010 index: Allergies
- LLLI website, “Breastfeeding Info A to Z,” Food Allergies and Breastfeeding: [https://www.llli.org/breastfeeding-info/allergies/]

**Breast refusal in the early days**

A baby may refuse to take the breast, which can be very distressing for a mother. There are many possible explanations for this, and your support may enable the mother to work out what is happening and encourage her to persevere.

- WAB 2010 index: Nipple shields, refusing to nurse
- LLLI website, “Breastfeeding Info A to Z,” Back to Breast: [https://www.llli.org/breastfeeding-info/back-to-breast/]

**Cesarean birth**

- WAB 2010 index: Cesarean birth
- Leader Accreditation Department booklet: Childbirth and Breastfeeding: Background Information for Leader Applicants and Supporting Leaders

**Encouraging the let-down reflex**

- WAB 2010 index: Milk release (milk ejection reflex)

**Engorgement**

- WAB 2010 index: Engorgement
- LLLI website, “Breastfeeding Info A to Z,” Engorgement: [https://www.llli.org/breastfeeding-info/engorgement/]

**Flat or inverted nipples**

- WAB 2010 index: Flat nipples, inverted nipples, nipple shields
- LLLI website, “Breastfeeding Info A to Z” Inverted and Flat Nipples: [https://www.llli.org/breastfeeding-info/inverted-flat-nipples/]
  Preparing: [https://www.llli.org/breastfeeding-info/preparing/]

Back to Top (BRG)
“High need” babies/colicky babies
• WAB 2010 index: Colic, fussy babies

Jaundice in healthy newborns
Jaundice in a newborn baby is a common and usually harmless condition. In most cases the jaun-
dice will disappear by itself in two to three weeks. Learn what causes normal or physiologic jaun-
dice and how breastfeeding can help.
• WAB 2010 index: Jaundice, newborn
• LLLI website, “Breastfeeding Info A to Z”
Jaundice: https://www.llli.org/breastfeeding-info/jaundice/

Nighttime nursing
• WAB 2010 Chapter 12, “Sleeping Like a Baby”
• LLLI website, “Breastfeeding Info A to Z,” Sleep:
BEDSHARE Should I sleep with my baby? https://www.llli.org/breastfeeding-info/sleep-bedshare/
SAFE SLEEP https://www.llli.org/breastfeeding-info/safe-sleep-breastfeeding-babies/
SAFE SURFACE CHECKLIST https://www.llli.org/breastfeeding-info/sleep-safe-surface-checklist/

Nipple/suck confusion

Nursing strike
Occasionally a baby will suddenly refuse to nurse for no apparent reason. This can be a real puzzle,
whatever the age of the baby. A situation like this is called a nursing strike. The resources for
“Breast refusal in the early days” (page 6) may also help.
• WAB 2010 index: Nursing strike

Signs baby is not getting enough milk
Learn what weight gain and other signs of well-being to expect in the early days and weeks. Asking
questions and gathering information to establish the baby’s weight gain and loss are essential. If a
mother’s concern about her milk supply seems to be warranted, these resources can help you sup-
port her:
• LLLI website, “Breastfeeding Info A to Z,” Amount of Milk “Is my baby getting enough
milk?”: https://www.llli.org/breastfeeding-info/is-baby-getting-enough/
• Diana West’s website: www.lowmilksupply.org

Sleepy newborn
• WAB 2010 Chapter 5, “The First Few Days; Hello Baby”

Sore breasts
• WAB 2010 Chapter 18, “Tech Support”
• LLLI website, “Breastfeeding Info A to Z,” Mastitis: https://www.llli.org/breastfeeding-info/
mastitis/

Sore nipples; thrush
• WAB 2010 Chapter 18, “Tech Support”
• LLLI website, “Breastfeeding Info A to Z,” Thrush: https://www.llli.org/breastfeeding-info/
thrush/
Too much milk
Mothers are sometimes worried about an overabundant milk supply or overactive let-down reflex.

- WAB 2010 index: Oversupply

When supplemental feeds interfere with breastfeeding
Mothers of young babies are sometimes advised to give supplements of water or artificial baby milk (formula) in addition to breastfeeding.

- WAB 2010 index: Supplements can interfere with milk supply
  - Colostrum: General https://www.llli.org/breastfeeding-info/colostrum-general
  - Nipple Confusion https://www.llli.org/breastfeeding-info/nipple-confusion/

D: Study Questions

1. What are some typical symptoms of allergies in a breastfed baby?

2. What are some suggestions for a mother to try if she suspects an allergic reaction?

3. How long must a mother stop eating a food for it to be eliminated from her system and that of her baby?

4. How can we help the mother who has had a caesarean birth to breastfeed?

5. Name a few signs of a let-down (milk-ejection) reflex.

6. How can a mother encourage her let-down (milk-ejection) reflex?

7. What factors can influence let-down?

8. What is engorgement? How can a mother minimize it? How can it be treated?

9. What breastfeeding problems may exist for a mother with flat nipples? with inverted nipples? How can these be overcome before/after the baby is born?

10. When might a nipple shield be suggested and what information would a mother need about its use?

11. What is thought to contribute to physiologic jaundice in a breastfed infant? What can help the baby eliminate bilirubin?

12. Discuss phototherapy and the side effects of bilirubin lights may have on a baby.

13. What suggestions might a Leader make about nighttime nursing?

14. What suggestions can a Leader make to help a mother to encourage her baby back to the breast after he has become used to bottles?

15. What is a nursing strike and what suggestions can a Leader make to help a mother in this situation?

16. What is slow/low weight gain? List some possible reasons for slow/low weight gain and the actions that can be taken to help baby gain weight. What is failure-to-thrive?

17. How can a mother increase her milk supply?

18. What is breast compression, and how does it work?
Part E:  Beyond the Normal Course of Breastfeeding

Sometimes mothers contact LLL with a very specific question about a breastfeeding challenge requiring specific information and support. Knowing where and how to access relevant information is crucial. *The Womanly Art of Breastfeeding* contains information about certain breastfeeding challenges; if this information is not enough, you will need to know where to look next or whom to ask for the information you need.

Published resources (optional for Leaders)
If you own a copy of *Breastfeeding Answers*, 2nd ed. (2020) by Nancy Mohrbacher, or another more technical resource, such as the most current edition of *Medications and Mothers’ Milk* by Thomas Hale, these may provide the answers to specific questions. Sometimes it is enough to look up the relevant section of *Breastfeeding Answers*, for instance, and learn along with the mother what she needs to know, reading aloud the relevant extract. An example is if the mother has blood in her milk. *The Womanly Art of Breastfeeding* does not have an entry about this in the index, but *Breastfeeding Answers* gives detailed information about it (“Blood in milk” is in the index), which can inform a mother who may be anxious about it.

Medical questions
You can refer a mother’s question pertaining to a medical condition, either of the mother or the baby, to the Professional Liaison Department (PLD). Contacting a PLD Leader by telephone or email is one way of accessing information you need to help the mother.

Although most helping questions can be answered over the telephone, it is sometimes apparent that the person would be helped most efficiently or effectively by a home visit. Making home visits, however, is not a part of basic Leader responsibilities. It is a Leader’s choice as to whether she is able to provide a home visit to support a mother. If a Leader thinks a mother would benefit from a home visit, she can offer to make a home visit. Yet it is a Leader’s choice as to whether she is able to do a home visit.
visit but is unable to offer that herself, she can refer the mother to another Leader in the community who is known to do home visits, a health professional, or a qualified lactation consultant.

**Handling challenging breastfeeding questions**

In certain situations, it becomes clear that the mother needs more information than you can provide. If that is the case, it is perfectly acceptable to say that you don’t know the answer to her question. In fact, it is important to be prepared to admit this. A mother will respect your honesty and appreciate your help with accessing accurate information.

So what can you do? Adapt the list below, depending on the urgency of the situation and the resources available to you:

- Explain that you would like to find out more information and get back to her.
- Make sure you have her contact details in your Leader’s Log; this could include her email address if she has an urgent question and you could send her information via email.
- Arrange to contact her within a reasonable time period, depending on the urgency of the situation.
- Refer to the LLL publications you own or have access to.
- Check out "Breastfeeding Info A to Z" on the LLLI website at: [https://www.llli.org/breastfeeding-info/](https://www.llli.org/breastfeeding-info/)
- See “Online resources” on page 3, Part A: “LLL and non-LLL Resources”.
- Telephone a Leader to get a second opinion, respecting the confidentiality of personal information.
- Contact a Professional Liaison Leader.
- Refer the mother to more local support from a health professional or breastfeeding drop-in, if available in your area, or to a lactation consultant.

Be sure that you record in the Leader’s Log the details of the call, the information offered, and further lines of support suggested.

Sometimes the mother will request a face-to-face visit, or you may want to suggest this as something for the mother to consider. If you are unable to visit the mother or have her come to you, it may be especially important to suggest that she see a local health care provider or International Board Certified Lactation Consultant (IBCLC), if there is one in the mother’s area. Lactation consultants often provide home visits for a fee. Talk to your supporting Leader about how to refer a mother to an IBCLC.

**Medical implications**

The *Leader’s Handbook* refers to “health care providers,” which can include doctors, midwives, pediatricians, or any other health professionals involved in caring for the mother and baby. Read "Contacting the Professional Liaison (PL) Leader" and "Completing a Medical Questionnaire" in Chapter 4 - Using LLL Resources in *Leader’s Handbook* to gain confidence in handling questions relating to the following:

- When the Leader’s suggestions differ from the health care provider’s advice
- Handling medically related breastfeeding questions
- The art of sharing information without giving medical advice
- Helping a mother to work with her health care provider
- Questions about medications while breastfeeding

### E: Study Questions

1. What resources are available to Leaders when helping mothers in situations beyond the normal course of breastfeeding?

2. What can a Leader do when she needs to find more information to answer a mother’s question?
Part F: Breastfeeding Challenges

*The Womanly Art of Breastfeeding*, Chapter 18, “Tech Support” provides useful background information on many of the topics in this section. If you need information beyond *The Womanly Art of Breastfeeding*, consult the Professional Liaison Department (PLD). Make use of the most up-to-date references available to you. Another source of information is the LLLI website “Breastfeeding Info A to Z” at [https://www.llli.org/breastfeeding-info/](https://www.llli.org/breastfeeding-info/) which provides links to relevant information.

This section lists the references that can help you support a mother facing a particular breastfeeding challenge. Become familiar with where to look for this information; practice explaining to a mother that you will find out more information and get back to her. You can use the references below to help you practice a helping situation from the *Preview of Helping Questions and Group Management*.

**Adopted baby**

Sometimes mothers ask Leaders for support with re-lactation or induced lactation in order to breastfeeding an adopted baby.

- WAB 2010 index: Adopted babies

**Babies born with special needs**

- Cleft lip/palate WAB 2010 index: Cleft lip or palate; LLLI pamphlet: *Breastfeeding a Baby with a Cleft Lip or Palate*
- Cystic fibrosis and other metabolic conditions WAB 2010 index: Cystic fibrosis;
- Down syndrome WAB 2010 index: Down syndrome;
- LLLI website, “Breastfeeding Info A to Z,” *Special Needs*:
  - [https://www.llli.org/breastfeeding-info/special-needs/](https://www.llli.org/breastfeeding-info/special-needs/)

**Breastfeeding multiples**

When a mother has more than one baby and is breastfeeding them, this is referred to as breastfeeding multiples.

- WAB 2010 index: Multiple births

**Diabetes and breastfeeding**

- WAB 2010 index: Diabetes

**Hospitalization of mother or baby**

- WAB 2010 index: Hospitalizations
- LLLI website, “Breastfeeding Info A to Z,”
  - Anesthesia: - My baby is having surgery: [https://www.llli.org/breastfeeding-info/anesthesia/](https://www.llli.org/breastfeeding-info/anesthesia/)
  - Pumping Milk: [https://www.llli.org/breastfeeding-info/pumping-milk/](https://www.llli.org/breastfeeding-info/pumping-milk/)
Jaundice
Newborn jaundice is a common concern; however, jaundice which continues to concern the mother beyond the first few days, or which appears to threaten the continuation of breastfeeding, can be regarded as beyond the normal course of breastfeeding and requires additional knowledge.

- WAB 2010 index: Jaundice
- LLLI website, “Breastfeeding Info A to Z”
  Jaundice: https://www.llli.org/breastfeeding-info/jaundice/

Postpartum depression (PPD)/postnatal depression (PND)
If you suspect, or a mother tells you, that she has postpartum depression, she may need medical or other specific support, such as from a local support group for mothers with PPD/PND.

- WAB 2010 index: Postpartum depression
- LLLI website “Breastfeeding Info A to Z,” Postpartum Mood Disorders:
  https://www.llli.org/breastfeeding-info/postpartum-mood-disorders/

Premature baby
Human milk is the best possible nourishment for premature infants, just as it is for full-term babies. A mother may need support and information about pumping her milk.

- LLLI website “Breastfeeding Info A to Z,” Premies
  Premies: https://www.llli.org/breastfeeding-info/premies-breastfeeding/
  Kangaroo Care and Skin-to-Skin Contact: https://www.llli.org/breastfeeding-info/premies-kangaroo-care-skin-skin-contact/
  Positioning: https://www.llli.org/breastfeeding-info/premies-positioning/
  Pumping: https://www.llli.org/breastfeeding-info/premies-pumping/

- WAB 2010 index: Premature baby

Pumping milk for the baby
Situations can arise in which a mother needs to pump her milk for her baby. This can occur if the baby is premature, or if the baby has problems latching on at the breast, or there are health issues for either the mother or baby, or in situations involving separation of the mother and baby.

- WAB 2010 Chapter 15, “Milk to Go”
- LLLI website, “Breastfeeding Info A to Z,” Pumping Milk:
  https://www.llli.org/breastfeeding-info/pumping-milk/

Reflux
Gastroesophageal reflux disease, which is not the same as normal “spitting up,” can cause feeding problems. A doctor must diagnose reflux, but sometimes simple management strategies can help.

- WAB 2010 index: Reflux

F: Study Questions

1. What are some of the feelings that mothers might be dealing with in special situations? How can we help?
2. What are some good suggestions for a mother who has given birth to twins?
3. What information about breastfeeding would be helpful to a mother with diabetes?
4. How can Leaders help mothers facing hospitalization of mother or baby?
5. Under what circumstances would jaundice be of more serious concern than normal physiologic jaundice?
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<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>6</td>
<td>What are some symptoms of postpartum depression? How can a Leader help?</td>
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<tr>
<td>7</td>
<td>How can we assist the mother of a premature baby in pumping?</td>
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<tr>
<td></td>
<td>When is it best for her to begin pumping and how often?</td>
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<td>8</td>
<td>What can be expected in a premature baby’s first few feedings at the breast?</td>
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<tr>
<td>9</td>
<td>Give some ideas for easing the homecoming of mother and baby in special situations.</td>
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<tr>
<td>10</td>
<td>Name some strategies that could be helpful for a baby with reflux disease.</td>
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Part 3: Leadership Skills and Attitudes

To learn about leadership skills and attitudes, the Applicant will discuss with you the topics on the Checklist of Topics to Discuss in Preparation for LLL Leadership (Checklist) which is included below. Please refer to Leader’s Handbook and check the relevant resources as you and the Applicant work on this required exercise.

As you work through the Checklist with the Applicant, let your LAD representative know if you would like to receive any LLL documents, and tell her when you’ve completed the entire Checklist. This chapter also lists some optional exercises which you may wish to use to help the Applicant increase her understanding.

<Required exercise>

**Checklist of Topics to Discuss in Preparation for LLL Leadership**

Use your experience and Leader resources such as Leader’s Handbook, The Womanly Art of Breastfeeding, Leader’s Pre-Application Packet, Leader publications, etc. Explore, discuss, and/or practice the following topics and skills, relating each to the Leader Applicant's preparation to fulfill the responsibilities of an LLL Leader. Add topics and themes you think would be helpful, and contact your LAD representative for additional suggestions.

**Definition of an Active Leader**

An active LLL Leader pursues the La Leche League mission through basic Leader responsibilities as defined in the Policies and Standing Rules Notebook and/or other service to LLL. An active Leader's fees are current, she keeps up to date with Leader education, and she communicates regularly with the organization.

**BASIC RESPONSIBILITIES**

**Helping mothers one-to-one by telephone, by email, or in person**

- Child development/parenting
  - Common parenting concerns among mothers
  - Solids, infant and toddler nutrition
  - Weaning
  - Loving guidance
  - Relevant LLL philosophy
  - Separating LLL philosophy from apparently related ideas

- Communication/helping skills
  - Helping as an informed peer
  - The art of listening
  - Gathering information
  - Selecting and communicating information
  - Working with personal biases
  - Identifying and overcoming obstacles to communication

**Importance of respect**

- For individuals; information and experience each brings to a discussion or question
- Confidentiality
- Equity, diversity and inclusion

**Telephone/one-to-one helping**

- Organizing materials for phone helping
• Telephone helping with young children present
• Leader’s log
• Responding to medical and legal questions
• Helping online (online etiquette, where to find “answers” to give a mother, Help Forms)
• Email inquiries
• Making home visits

Planning and leading monthly Series Meetings

Preparing to lead a meeting
• Finding a location (how to; where your Group meets now and why)
• Publicizing the meeting
• Materials to have on hand (e.g. sign-in sheet)
• Setting the scene
• Leader’s image

Planning a meeting
• Approaches, format
• Series Meeting topics
• Meeting ideas
• Back-up topics
• Different roles of Leaders and Group workers

Leading a meeting
• Creating a welcoming atmosphere
• Announcements and disclaimer
• Promoting membership
• Balancing a discussion
• Ensuring LLL information is presented (how to; copy of “Reference to LLL Concepts in The Womanly Art”)
• Respectful disagreement
• Avoiding mixing causes
• Limiting personal sharing
• Encouraging participation by attendees
• Ending a meeting
• Common challenges to facilitating a meeting in your Group (and toddlers at meetings)

Supervising the management of the LLL Group

Group Treasury
• Record keeping
• Group’s bank account
• Processing memberships
• Sales
• Fundraising

Group Library
• Open or closed Libraries (and which your Group chose, and why)
• Recommending books to mothers
• Keeping the Library up-to-date
• Ordering Library materials
• Keeping track of books

Evaluation /Meetings
• When Leaders in your Group do this
• How to evaluate a meeting
• Importance of reporting
• Shared leadership
• Group workers—recruiting, evaluation
• Appropriate Enrichment Meeting topics
• Splitting or starting a new Group
• Self-evaluation

Organizing materials
• Forms (copies of ones used in your Group/Area/Affiliate)
• Leader resources (on paper, in your computer)
• Telephone helping materials
• Using the Leader’s Handbook

Time management
• Balancing LLL responsibilities with family needs
• Adding or changing LLL commitments
• Delegating

Publicity
• Meeting notices; what to include and consider, where to distribute

Keeping up-to-date on breastfeeding information

LLL support network
• Local and online support Leaders (who they are, what they do, where to find contact information)
• Organization of your Area, Area Network, Affiliate, LLLI (including Area Departments)
• LLL’s accountability to us

LLL publications and documents
• LLL Bylaws, LLLI Inclusivity Statement
• LLL policies Concept Explanations and Applying for Leadership
• International WHO Code https://www.llli.org/about/international-who-code/
• The Womanly Art, Leader’s Handbook
• Leader and member publications; local LLL publications
• How to join a mailing list or distribution list for Leaders

LLL internet resources
• Web pages for mothers, Applicants, Leaders
• Email lists (what is available, online etiquette, how to join a list)

Using non-LLL resources
• Critical reading, listening
• Why to refer first to LLL resources
• When a mother needs help beyond the scope of leadership

Continuing education events, workshops, conferences
• Chapter Meetings
• Workshops for Leaders and/or Leader Applicants
• Area/Regional/International Conferences

Helping others find out about leadership and prepare to become LLL Leaders

Identifying potential Applicants
• When to approach a mother
• When a mother approaches you
• When there is no Applicant in sight
• Outreach
Consulting with co-Leaders
- Before approaching a mother
- Before recommending accreditation at an application’s completion
- When Applicants or co-Leaders move

Pre-application dialogue
- Resources for conducting pre-application dialogue
- When there are concerns about a mother’s meeting the Prerequisites to Applying for Leadership
- When a mother needs financial help to pay application costs
- Including necessary information in your Leader’s Recommendation (copy of the form, how to find the information)

Supporting an Applicant during the application
- Leadership Skills Criteria (your plans to help her learn about these and to evaluate her understanding)
- Leader’s Guide to the Preview and Preview Evaluation
- Providing practice opportunities (e.g. Applicant leading an Enrichment Meeting or planning a Series Meeting)
- Modeling the Leader’s role
- When an Applicant feels stalled, or has run into a roadblock

Transition to leadership
- Applicant’s preferences for beginning leadership
- Sharing Leader-only jobs with new Leader
- Our accountability to LLL and mothers
- Statement of Commitment
- Encouraging mothers to see former Applicant as a Leader
Organizational Structure
Giving Advice Versus Offering Suggestions

Giving advice often sends an unspoken message—a lack of confidence and trust. Advice usually begins with phrases such as:

- You should . . .
- You ought to . . .
- Why don’t you . . .
- You should have . . .
- Why didn’t you . . .
- You shouldn’t have . . .

When we give advice

<table>
<thead>
<tr>
<th>Possible outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mother follows the advice and is successful.</td>
</tr>
<tr>
<td>The mother may not give herself credit for making the decision to use the information in the advice and for implementing it.</td>
</tr>
<tr>
<td>The mother follows the advice and fails.</td>
</tr>
<tr>
<td>The mother may blame the Leader, and the Leader and LLL lose credibility.</td>
</tr>
<tr>
<td>The mother rejects the advice and is successful.</td>
</tr>
<tr>
<td>The mother doesn’t trust LLL information, and the Leader and LLL lose credibility.</td>
</tr>
<tr>
<td>The mother rejects the advice and fails.</td>
</tr>
<tr>
<td>The mother resents the Leader or becomes dependent on her and doesn’t trust herself.</td>
</tr>
</tbody>
</table>

Offering information and suggestions shows respect for the other person and encourages her to choose what suits her. It can begin with phrases such as:

- Here’s what other mothers have done in similar situations . . .
- How would you feel about . . .
- Many mothers have found . . .
- Some babies seem to need . . .
- You may find that . . .

When we offer information & suggestions

<table>
<thead>
<tr>
<th>Possible outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mother can make her own well-informed decision.</td>
</tr>
<tr>
<td>The mother gains confidence both in her judgment and in the Leader as a source of reliable information. Even if her decision does not lead to the desired outcome, she has learned from her own experience and may make a different choice in the future.</td>
</tr>
</tbody>
</table>
Guidelines for Skillful Conversations

• Listen and inquire for understanding
• Suspend judgement and assume good intent
• Use ‘I’ statements – avoid over-generalization
• Share your thinking – articulate your assumptions
• Allow self and others to be inarticulate
• Express and welcome divergent views
• Respect silence – be aware of pace
• Stick with difficult and important issues
• Maintain confidentiality
• Be responsible for your own participation
• One conversation at a time

Adapted from an article in *Leaven, Report From The Board, Guidelines For Skillful Conversation*, June-July 2002, Report from the Board, Trudy Hartt and Jean Moneyhon, LLLI Board of Directors.
Optional exercises may have different names in each entity.

<Optional exercise>

Listening Exercise

At the Series Meeting, you and your Leader observe. If possible, ask another Leader to be responsible for the meeting. If there is only one Leader in your Group, you could still do the exercise, or the two of you could attend another Group's meeting. You and the Leader meet within a few days for discussion.

Note what the attendees say during the meeting, questions they ask, concerns they express, and/or some reactions to what others say.

Consider:
- What you "heard" and what the Leader "heard"
- What was the mother saying or asking or worried about?

How was the statement or question or concern received by the other people: Leader(s), experienced LLL members, other mothers? How did you react, both inside and verbally?

Consider:
- The different responses of the Leader "group" and the attending "group"
- Why the Leader reacted in a particular manner
- How this tied in with the meeting goals and with La Leche League's philosophy of helping
- The different responsibilities of the Leader, the Group helper, the Leader Applicant, and other participants at a Series Meeting
- If you are concerned about your inner reaction, this might be a good time to look at those feelings; if you can't come to terms with them, you might place yourself in a stressful position as an LLL Leader; or you might find that at the same time as you explore your feelings, you clear away some misunderstandings about La Leche League or the Leader's role.

Discuss:
- How particular responses or reactions may or may not be helpful to a mother or parent and why
- How some statements or reactions can be modified to become more effective.

Include, if relevant, discussion of vocabulary, body language, how Leaders can set the tone of the responses and reactions of a group.

During your discussions, you may find it helpful to refer to the Leader’s Handbook and to Communication Skills exercises.
<Optional exercise>

Bias Exercise A:
Respecting Differences

One aspect of preparing to be a La Leche League Leader is developing communication skills. To do our jobs well, Leaders have to hear what the other person is saying. “Biases” -- the things we think of as “right” -- can interfere with communication in many ways. When we hear ideas which are different from our own, we may feel threatened, challenged or disapproving. We may unwittingly send out conversation-stopping messages, or we may close our minds to new information.

For instance, it can be difficult for us to help mothers who choose to be away from their babies or parents who use sleep training. We may not be able to communicate the same caring and unqualified acceptance as we offer to mothers and parents whose choices, for whatever reasons, are more like our own. Some people are impatient with those who resist suggestions, especially if it is over a long period and there has been an investment of time and energy. Because body language and tone of voice communicate most of our message, the other person may sense our discomfort and feel turned away.

The following exercise can help us identify and feel comfortable with our biases. When we recognize that we have valid reasons for believing as we do, we are more likely to respect other people’s different ideas, too. Then the feelings that strengthen us cannot weaken or interfere with our communication with others.

1. Pick a topic you feel strongly about. Some examples: home birth, vegetarianism, family bed, homeschooling, methods of discipline, staying at home.
2. Look at an opinion you hold strongly regarding this topic.
3. Identify the reasons for your belief.
4. Understand that you have a right to your opinions.
5. Think about why someone might hold a different opinion on this topic.
6. Recognize that others have a right to their beliefs, too.
7. Think about how you might help a mother or parent with a belief different from yours.

By thinking through our own personal beliefs now, we can prevent less-than-helpful reactions when leading meetings or helping mothers. We need to remember that the Leader’s goal is to empower the other person by giving facts needed to make informed choices. We need to support mothers and parents as the experts on caring for their own baby.
Bias Exercise B:
Conscious and Unconscious Biases

This is an exercise for both Applicants and Leaders. It is helpful to review it regularly after accreditation. Consider doing this exercise in a small group setting such as a Leader Day or Area Workshop, if available.

**Goals of this exercise:**
- To identify our own biases, conscious and unconscious, and understand how these can affect communication with mothers, parents, Leaders, and healthcare professionals.
- To learn the difference between a conscious and unconscious bias.
- To raise awareness and learn how minimizing the effects of one’s biases can lead to productive and satisfying communication.

Bias is a strong inclination of the mind or a preconceived opinion in favor of or against one thing, person, or group compared with another, usually in a way that is considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences. They are beliefs that define our expectations; things we think of as “normal.”

There are two types of biases:
**Conscious or explicit bias**
This includes any strongly held belief one has, for example, about a behavior or parenting choice.

**Unconscious bias or implicit bias**
All of us have unconscious beliefs about various social and identity groups which may be in conflict with our conscious beliefs. These are:
- Learned stereotypes that are automatic, unintentional, deeply ingrained, widespread, and influence behavior.
- Social stereotypes about certain groups of people that form outside our conscious awareness.

**How might strongly held beliefs and unconscious biases affect a Leader’s ability to help someone?**
As Leaders, we may have such strongly held beliefs that we are amazed that anyone could seriously disagree with them. When our beliefs are challenged, we may show disapproval (verbally or nonverbally) of another’s opinion and not be open to new information. We may dismiss or feel threatened by any view that is different from our own. This creates a barrier to communication. If a mother or parent believes they have said something “wrong,” they may feel unwelcome and become silent; we may have lost the opportunity to help them. Unconscious biases may affect the way we welcome or respond to Leaders as well as parents. Unconscious biases may make us say or do things without our awareness that imply to others that they are not welcome or are somehow wrong in our estimation. We may not take extra effort to ensure that a parent feels warmly welcomed and accepted, when they are especially wary about attending a meeting.

**What can we do to minimize the effects of our biases?**
Thinking about our conscious and unconscious biases ahead of time can help us create a welcoming atmosphere at LLL meetings and when communicating with parents, Leaders or healthcare professionals. When we identify, recognize and accept our own beliefs as valid reasons for thinking as we do, we can accept that others may have valid but different views on the topic. This recognition of our beliefs allows us to step aside from our feelings about the issue, so that these biases don’t interfere with communication. Recognizing that everyone has unconscious biases and identifying our unconscious biases can raise them to a conscious level. This can help avoid “conversation-stopping” messages.
Thinking about Conscious Biases
What is one conscious bias or “hot topic” you have a strong opinion about? Some examples might be home birth, vegetarianism, bedsharing, homeschooling, staying at home, methods of discipline.

What reasons do you have for believing as you do?

List at least three reasons someone might hold a different opinion on this topic.

Imagine a situation or helping question related to this bias that might be challenging for you. How might you respond so that the other person feels respected and understood even if they have a different opinion from yours?

Thinking about Unconscious Biases
Parents and Leaders in your community might have a different race, ethnicity, faith, identity, language, culture, ability, income level or educational level than you or the attendees at your meetings.

How comfortable do you feel with people who are different from you?

How would you describe the mothers and parents who attend the Group’s Series Meetings?

What groups in your community are not represented at your meetings?

Where could you go or where could you find resources to help you be more accessible or welcoming to one of the groups currently not attending your meetings?

Are there changes you could make so that LLL is accessible and comfortable to different populations within your community? (In some Areas this may mean having meetings in different languages, at different times, or in different formats.)
<Optional exercise>  

Mixing Causes Exercise

The purpose of this exercise is to help you see how mixing causes might impact different mothers and parents we help and how a Leader can avoid mixing causes. Each of the following situations has potential for mixing causes. You might think of others common to your location or specific to your own experience. Please use this exercise as a “jumping off point” to stimulate your own thoughts and/or your discussions with Leader(s).

For each situation, ask yourself:

• What mistaken impression might the other person make about what LLL believes or supports?
• How might mixing causes in this situation discourage someone from returning to LLL?
• How would you ensure that what you say stays within LLL’s guidelines for how/what Leaders say and do?
• How might you respond if a question is uncomfortable for you due to your own strong personal beliefs?

Some possible situations:

1. You are a midwife and a Leader. The hospital where you work has offered you a room for LLL Series Meetings.
2. You are a nutritionist (or you have strong feelings about a particular diet), and you are planning Series Meeting 4.
3. You are the Leader of a Group meeting in the evening. In the daytime, you operate a daycare business out of your home. At your Series Meeting, a mother asks you about care for her child.
4. Your personal beliefs forbid using birth control, and a mother calls you with a question about contraception.
5. You have sacrificed a second income to stay home with your children. A mother asks you for information about pumping after she returns to work.
6. You live in a small town and everyone knows . . . (the church you attend, the political causes you support, etc.).
7. A member of your Group wants to sell . . . (slings, toys, etc.) at your meetings.
8. Another nonprofit group with similar goals asks your Group to participate in its upcoming presentation/affair.

Here are some resources you might find useful:

LLL Mixing Causes, Cindy Garrison, Leader Today, April 3, 2015

Code of Conduct policy (PSR), March 2021

Mixing Causes, Rosemary Gordon Leaven, Feb-Mar 03
Part 4: Background Reading/Learning

Required:

- The Womanly Art of Breastfeeding
- Leader’s Handbook
- Childbirth information

The Womanly Art of Breastfeeding contains basic breastfeeding management information as well as practical parenting recommendations, all of which reflect LLL philosophy of breastfeeding and mothering. The 2010 edition of The Womanly Art has much more breastfeeding management information than previous editions. Many Leaders find that having this book allows them to answer most of the questions they receive from mothers.

Leader’s Handbook This book offers information about leadership and will be a reference which Applicants will use throughout their Leader careers.

Childbirth information: Also required is knowledge covering a variety of birthing choices, interventions, and experiences, and their effect on the start of breastfeeding. There are various ways to meet this requirement. Some Applicants have in-depth discussions with a Leader who is well-informed about this topic. Other Applicants attend a conference which focuses on this subject. Applicants are also welcome to read a comprehensive childbirth book. The supporting Leader may be able to share the bibliography issued by the local LLL. Another option is to read Childbirth and Breastfeeding: Background Information for Leader Applicants and Supporting Leaders. The Applicant can also ask the LAD representative for an attachment copy.

Recommended:

The LLL Policies and Standing Rules are important reading. The Applicant can read this document in the LARK Addendum. When the Applicant signs the Statement of Commitment (SoC) at the end of the application, the Applicant is agreeing to follow these policies. Ask Applicants to pay particular attention to the policies about Leader work.

Leader Statement of Commitment

I am personally committed to furthering the mission of LLL and to supporting breastfeeding as presented in The Womanly Art of Breastfeeding and other LLLI publications. I understand and agree that in using the designation “La Leche League Leader,” and in representing La Leche League, I will comply with the La Leche League Policies and Standing Rules. I will resign from this position if for any reason I find that I can no longer represent La Leche League in accordance with this agreement, and I will discontinue use of the designation “La Leche League Leader.”

There are also a number of books which are highly recommended. Tell the Applicant which ones you recommend and which ones are most popular in your Group.
Part 5: Leader’s Guide to the Preview

Welcome to the Preview of Helping Questions and Group Management (Preview)!

This exercise gives Leader Applicants an opportunity to practice basic Leader responsibilities and skills with you. Your role as a Leader is vital when the Applicant works on the Preview. You do this by providing a supportive atmosphere and giving specific feedback to Applicants.

With the Leader Accreditation Department (LAD) representative and Applicant, decide how to work on the Preview:

- throughout the application time, as part of your regular meetings with the Applicant to discuss topics and practice skills;
- at the end of the application, as a review and formal practice of skills;
- in combination, with some during the application and some at the end.

The topics of the Preview are divided into two sections: “Helping Questions” and “Group Management.” In all, the Applicant is asked to cover at least five topics from “Helping Questions” and three from “Group Management.”

The Applicant’s copy of the Preview includes only the basic questions under each topic in the “Helping Questions” section. This guide offers additional statements to help you expand and broaden the discussion. You can use them to reflect the perspective of different mothers or parents, or to show a sequence of comments from the same person as a conversation progresses. Feel free to use as many of these statements as needed to thoroughly explore the conversation. You may also want to add additional insights based on your own experience responding to helping questions.

It will be helpful to have the following available at Preview sessions: The Womanly Art of Breastfeeding, Leader’s Handbook, website access, and other pertinent LLL publications. The Preview also gives you the opportunity to explain to the Applicant use of a Leader’s log, medical questionnaire, and meeting report.

If you and the Applicant decide to use the Preview as a review exercise only:
The LAD representative may choose the five topics from “Helping Questions” and three situations from “Group Management” for the Applicant to practice, or you and the Applicant can decide which to cover. Consider starting with a topic familiar to the Applicant. Also include a topic that the Applicant is less familiar with and would like to practice. If you think it would be helpful, you can discuss other topics and situations too—either now or after accreditation.

The Applicant will choose the Leader(s) to participate in the Preview if you use this exercise as a review. Some Applicants enjoy having more than one Leader present. You may want to suggest more than one Preview meeting to allow time for reflection on your discussions and for the Applicant to apply your suggestions in role-play. It is recommended that you practice at least one of the questions by phone or sit back-to-back if you are in person to simulate an actual helping call without any body language. You may also want to practice at least one question by email.

Preview evaluation:

You and the Applicant are expected to report the Preview practice to the LAD representative, whether it is used throughout the application or at the end as a formal review. Please read Preview Evaluation Questions at the end of this exercise before you start working on the Preview.
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Helping Questions

A. NIPPLE ISSUES
B. BREAST INFECTION/PLUGGED DUCTS/SURGERY
C. REFUSING THE BREAST/NURSING STRIKE
D. WEIGHT GAIN/NURSING FREQUENCY/TOO MUCH MILK
E. SPECIAL CIRCUMSTANCES
F. BIRTH
G. HOSPITALIZATION AND PUMPING
H. NIGHTTIME NURSING
I. STARTING SOLIDS/NUTRITION
J. RETURNING TO WORK/NURSING AND SEPARATION
K. WEANING
L. LOVING GUIDANCE
M. INTEREST IN BECOMING A LEADER
N. DIVERSITY AND INCLUSION
O. AREA-SPECIFIC or APPLICANT-SPECIFIC QUESTIONS

Group Management

Preview Evaluation Questions
Helping Questions

A. NIPPLE ISSUES
I am 30 weeks pregnant and want to breastfeed. I have inverted nipples and heard that my baby might not be able to attach to my breast.

- My doctor suggested I wear breast shells to help pull out the nipples.
- My friend who has inverted nipples used a nipple shield.
- I read that pumping is helpful to draw out the nipples.

My nipples are cracked and bleeding. I've been expressing milk and giving it in bottles until they heal.
- We have been home from the hospital for a week, and my baby has regained his birth weight.
- My mother says I should dry my nipples with a hair dryer each time after I pump.
- I'm good at pumping, and it doesn't cause the pain that nursing does. My baby likes the bottle. Maybe I should continue the bottles and pumping after my nipples heal.

My baby is six weeks old, and my nipples are still sore. I'm certain I'm positioning him correctly.
- I feel like quitting; I can't handle the pain.
- The doctor has told me to space out the feedings to give the breasts time to fill properly.
- I've been taking antibiotics, and my baby has a diaper rash.

Yesterday, my nipples suddenly got very sore and itchy. My baby is 9 months old.
- I saw my doctor and she gave me medication for my nipples. She said there were no signs of thrush in my baby's mouth so my baby doesn't need to be treated.
- I have already had two yeast infections with this baby. How can I avoid another one?

B. BREAST INFECTION/PLUGGED DUCTS/SURGERY
I have a breast infection. My doctor is advising me to wean.

- I don't want to stop nursing.
- My doctor says the antibiotic will get into my milk and the infected milk will make my baby sick.
- My baby is older; everyone says to wean him and that if I weren't nursing him, this wouldn't happen.

I've had three breast infections on the left side in four months. That side often feels hard in one spot, like it isn't draining.
- The baby doesn't like to nurse on that side/doesn't nurse as well on that side.
- I've been trying to resume my normal routine now that my baby is older.
- I always feel great after a few days on the antibiotic.

I have a sore, red area on my breast. My baby is four months old.
- He recently started solids.
- He just started sleeping all night.
- He frequently pulls off the breast to look around—it's hard to keep him interested.

I had breast reduction surgery when I was younger and am worried that I will not be able to breastfeed my baby.
I do not want to have to supplement with formula.
Do you know where I can get donor milk?

C. REFUSING THE BREAST/NURSING STRIKE

My one-week-old baby received bottles and a pacifier in the hospital. Now he seems hungry all the time but will not nurse.

- I'm not sure I have enough milk. I can only pump 1 oz (30 ml) in a pumping session.
- I have trouble waking my baby.
- My partner says I should just pump and bottle feed.

My baby is two months old. He arches and screams when I try to nurse him.

- I have so much milk. It squirts everywhere. I'm afraid my baby is choking on my milk when it comes out that fast!
- Someone suggested I try the laid-back position. What is that?
- A friend told me to pump before putting him to the breast.

My three-month-old daughter has been miserable with a cold, and now she won’t nurse at all.

- I'm worried about her getting dehydrated. Should I give bottles?
- We really enjoy nursing; I don't want to wean.
- She not eating other foods; she only nurses.

My seven-month-old has started to nurse less and less and now refuses.

- We've just moved/my husband lost his job/the holidays were very busy with many relatives visiting.
- I've been putting my milk in a cup so he gets something at least.
- He has started sucking his thumb.
- He'll nurse a little only if asleep but stops as soon as he realizes what he's doing.
- He bit me and I screamed and took him off the breast.

We moved yesterday into our new house. Since last night my five-month-old daughter won’t nurse. I've had to pump and give her a bottle.

- I have so much unpacking to do.
- I'm worried because she's not interested in solids yet.
- I nursed my son and don’t like pumping and bottle feeding.

My daughter will be one in a couple of weeks. Yesterday she refused the breast. Is she weaning?

- She loves eating what we eat.
- I think she might have a cold like her sister.

D. WEIGHT GAIN/NURSING FREQUENCY/TOO MUCH MILK

I nurse my two-week-old every two hours, but she sucks briefly, then falls asleep. She has not recovered her birth weight.

- I time her feedings from the end of one feeding to the beginning of the next.
- I'm exhausted, even though she sleeps a good six to eight hours at night.
- She nurses best when my three-year-old is quiet.

My five-week-old baby is nursing all the time. She is gaining well, but I can’t live like this forever.

- I thought she’d be more scheduled by now.
- It's very inconvenient; she always wants to nurse in public situations.
- I'm exhausted.
My six-week-old chokes and sputters when my milk lets down, nurses frantically, and then spits it all up.

- I'm having a lot of leaking.
- I nurse for ten minutes on the first breast and then change sides.
- We nurse every three to four hours—with longer stretches in between at night.
- He enjoys his pacifier in between nursings.
- My breasts hurt a lot at the beginning of nursing sessions.

My baby's doctor told me to give my two-month-old a bottle after every feeding so she will gain more weight.

- She gained thirteen ounces (365 grams) in the last four weeks.
- She sleeps eight hours at night.
- I don't want to give her a bottle.Won't that decrease my milk supply?
- She's easily distracted.
- She only takes 2½-3 ounces (70-80 grams) at each feeding.

My baby nurses all the time, and it's causing my nipples to become painfully sore. His weight gain is poor. All this pain for little weight gain!

- My large nipples don't fit into his tiny mouth.
- He slips off and bobs his head around.
- My breasts still feel rock hard.

E. SPECIAL CIRCUMSTANCES

My baby was born at 32 weeks. The hospital staff say I can breastfeed but want me to give bottles after each feeding.

- I have other children at home and can only get to the hospital once a day to breastfeed.
- My friend whose baby was premature told me to ask the nurses to do test weights before and after each feeding.
- I have breastfed my other children and can hear lots of swallowing when my baby nurses.

My baby was born prematurely and has started going to breast but only does well with a nipple shield.

- I have heard that nipple shields are not recommended when breastfeeding.
- I breastfed all my other children and hate pumping and using a nipple shield. It doesn't seem natural.

My baby has jaundice. My doctor says that if the baby's bilirubin level continues to rise, I may have to stop breastfeeding for 24-48 hours.

- My baby is three days old and in the hospital nursery under bilirubin lights.
- I am being discharged from the hospital today.
- My milk is coming in.
- My baby is one week old, and we are at home.
- I had a cesarean delivery, and my baby still seems sleepy.
- I'm giving the baby bottles of water, as I was told to do in the hospital.

It is still very painful to nurse. I think it is because my baby is tongue-tied.

- The baby's doctor doesn't think it needs to be treated.
- My mother told me I was tongue-tied and she was unable to nurse me.
Can you take a look at my baby's mouth and tell me whether he has a tongue-tie?

I am expecting twins. What do I need to know about breastfeeding them?

- This is my first pregnancy.
- I've breastfed my son and daughter for over a year. I understand that mothers often feed twins at the same time.

F. BIRTH

I'm interested in having a home birth and understand that La Leche League is a good place to learn about it. I've heard that lots of LLL members want home births because doctors and hospitals are so uncooperative.

- My last birth experience was terrible.
- I want my older child to be there without the experience frightening her.
- I'm afraid of medical intervention.
- What doctors or hospitals does LLL recommend?

My doctor has scheduled me for a cesarean birth; I'm wondering how to get nursing off to a good start.

- How long must I wait to nurse my baby?
- Can I handle rooming in?
- Won't I be too medicated to nurse?
- I'm worried about pain medication getting into the milk.
- How does a cesarean birth affect nursing?

My friend told me I should do skin-to-skin right after birth. Why is this so important?

- I may need to have a cesarean delivery.
- What if my baby has a problem and I can't do skin-to-skin? Can I still breastfeed?

I plan to have my baby in the hospital. What can I do to get nursing off to a good start?

- During the hospital tour they told me my baby will have to go to the nursery for evaluation after the birth.
- I plan to deliver vaginally but am unsure about pain medication during labor and delivery.
- Many parents at this hospital send their babies to the nursery overnight. Do I have to do this, too?

G. HOSPITALIZATION AND PUMPING

My baby was born prematurely. I have been expressing my milk, but have noticed that my supply has decreased.

- My baby has never nursed at the breast.
- I'm afraid I won't have any milk by the time she can nurse.
- Maybe I should give up. At least she's gotten some milk.
- How can I increase my milk supply?
- The hospital staff pasteurizes my milk and gives it to her in bottles. They say I could infect her by putting her directly to the breast.

My three-month-old is in the hospital and unable to nurse.

- Can you come to my house and show me how to use this pump?
How can I maintain a milk supply? I get so little when pumping.
The hospital staff discourages me from staying with him.
The doctor told me formula is just as good as human milk.

I’ll be in the hospital for surgery next week. My four-month-old is exclusively breastfed and I am told he will be unable to nurse for about eighteen hours.

I don’t have a breast pump.
I’ve never been away from her overnight before.
Will she still want to nurse? I don’t want to wean.

I have decided not to breastfeed but I would like my baby to have my milk.

I have a friend who has extra milk in her freezer.
What is the best pump to use?
How long should I express milk for my baby?
I can’t afford a breast pump.

H. NIGHTTIME NURSING
My six-month-old wakes often at night, and my husband thinks giving her a bottle would solve this problem.

My husband is disturbed when I get up during the night.
She’s teething.
I’ve recently returned to school part-time.
I need uninterrupted sleep.

My eighteen-month-old does not eat very much solid food and ends up nursing six or seven times at night. The resulting fatigue is making me angry, and I’m thinking of weaning him.

He never stops moving during the day and only nurses until the milk lets down.
He slept more at night during infancy, even though he’s nursing as much as an infant now!
My sister’s toddler is bottle-fed, and he sleeps through the night.
My friend says she solved this problem with her child by following a specific program of “training” a baby to sleep.

My daughter is still sleeping in bed with us but my partner thinks it’s time she moves to her own bed. She’s now a year old.

She starts the night in her crib.
My partner is worried she’ll never move out of our bed.
I’m so tired nursing all night; my partner says it’s because our daughter is in bed with us.
I don’t know anyone else whose baby sleeps with the parents.

My baby started waking to nurse more often during the night. I just returned to work and I feel like I can’t get enough sleep. I don’t want to wean but I don’t know how I can keep this up!

I tried not nursing my son, but he just cries and cries.
A friend of mine recommends a sleep training program which helps the baby learn to sleep all night.
I know my baby misses me during the day and needs to be with me at night.
If my baby slept all night, would it affect my milk supply?
I. STARTING SOLIDS/NUTRITION
I seem to have no energy. My baby keeps me so busy I don't have time to prepare meals.

- My toddler is two years old.
- I'm trying to lose weight.
- I'm afraid to eat anything for fear of making my baby fussier.
- What supplements can I take?
- I can't afford to grocery-shop in a health food store.

My baby is seven months old and is not interested in solid food. How can I get her to eat?

- My doctor says she needs to get more iron.
- My baby is gaining weight just as quickly as before.
- We have allergies in our family.
- My mother says to wean her and then she'll have to eat.
- I am weary of my baby's nursing demands. If she eats food, she'll nurse less, right?

I'm afraid I've eaten something that has harmed my milk.

- My doctor gave me a diet to prevent allergies.
- To avoid colic, I don't eat milk, cheese, or lentils.
- I have eliminated all foods from my diet that could give my milk a bad taste.
- My baby has had eczema off and on for the last month.
- The doctor says her bowel movements are not normal for her age.

My four-month-old son is very fussy and has a lot of gas. Could it be something I've eaten?

- Last night I ate a lot of onions and spicy food.
- My son is fussy every evening for 3-4 hours.

My doctor is advising me to give my four-month-old rice cereal.

- I read online that I should wait until 6 months to start solids.
- My daughter is gaining weight slowly.
- My friend told me to start with meat.
- How will I know when my baby is ready for the food that the rest of the family is eating?
- Do I have to give my baby pureed food?

Table of Contents (Preview)

J. RETURNING TO WORK/NURSING AND SEPARATION
I will be returning to work in four weeks. My eight-week-old refuses to take a bottle.

- How will she eat without a bottle?
- I've heard too much cuddling will make her too dependent on me and she'll scream when I leave her.
- I'm trying to substitute the morning nursing session with a bottle to get her used to it.

I'll soon be going back to work. I need to know how often to express my milk, and how to store and thaw it. Also, how much milk does a three-month-old baby need?

- I can hardly pump more than one or two ounces at a time.
- I can't pump at work—and there is no refrigerator.
- What do I do on weekends—pump, give bottles, just nurse? I'm confused.
I returned to work two months ago when my baby was five months old, and everything was fine until now. Now she screams when I leave and wants only me when we’re home. My husband is not pleased and blames it on breastfeeding.

- My husband feels left out.
- My husband resents this dependence I’ve created by nursing.
- I hoped my employment would please my husband and bring our family closer together.
- I’m ready for more independence from my baby’s needs.
- She’s so clingy—I can’t get anything done!

My co-workers and employer are pestering me about returning to work, but to tell the truth, I would rather stay at home with my baby.

- Their comments cause me to doubt my decision.
- My friends say I’m wasting my education.
- Financially, it will be challenging. Maybe they’re right.

My partner and I enjoyed going places before the baby came, but now we don’t go anywhere alone. We miss that part of our life.

- I think my partner envies my relationship with the baby.
- I wish I could have more time with my partner, but I don’t want to leave my baby.
- How will she eat if we do go out?
- My partner wants us to go out alone, but I feel nervous about leaving our baby.

I am pumping at work for my baby but getting less milk.

- I borrowed the pump from a friend. She used it with both her children.
- I have been very busy at work and often can only pump once a day.
- I can only afford a hand pump.
- A friend said I should try hand expressing my milk.

My employer does not want to give me time or space to pump milk at work. What do I do?

- Is my employer required to allow me to pump?
- I work for a company with mostly male employees.
- I work in a restaurant and there is no private place to pump.

K. WEANING

I’ve nursed my baby for six weeks and I really don’t like it.

- Nursing is too much trouble.
- My doctor says that formula is just as good.
- I’m returning to school/work full time and want to wean.

My six-month-old is biting, so I guess it’s time to stop nursing.

- I do want to wean, but I feel somewhat guilty.
- I’ve tried everything to deter the biting and nothing works!
- My family tells me it’s time to wean, so I probably should.
- What kinds of solids should I substitute for my milk?

My doctor says I’ll need surgery and advises me to wean my ten-month-old because of the drugs I’ll be given.

- Weaning is okay with me, but I don’t know how.
- I know my doctor doesn't understand nursing; it's difficult to talk with him.
- I thought some drugs were all right, even when nursing.
- I'm worried about the separation more than the nursing.

My baby is a year old and only nurses four times a day. After much thought I've decided that I really want to wean.
- My partner is encouraging me to wean and he says we should just go away to end the nursing.
- We want another child and my menstrual cycle is affected by nursing.
- Nursing is most important to my baby upon waking and going to sleep.

I am three months pregnant and my two-and-a-half-year-old daughter is nursing as much as a newborn.
- I would like to wean, but I realize it would be hard for her.
- I'm exhausted, sick all day long, and my nipples are really sore.
- Nursing two children sounds totally overwhelming.
- I know my child is calmed and reassured by nursing. I need other ways to help her feel peaceful without nursing.
- My doctor says nursing will deprive the unborn baby of needed nutrients.
- Nursing irritates me and I feel angry toward my daughter when she asks to nurse.

I have loved nursing my three-year-old son, but recently I'm experiencing negative feelings and don't know what to do.
- I feel angry when he demands to nurse, especially in public.
- Feedings have become uncomfortable, even painful at times.
- I'm not proud of my reactions.
- I feel inadequate as a mother and often want to cry.

L. LOVING GUIDANCE

My eighteen-month-old has started biting other children.
- I've tried to explain that it hurts. I've scolded him and even tried physically to stop him, but he doesn't seem aware of what he's doing.
- Other mothers are very angry with me. They think that I haven't taught my child to behave.
- I can't go anywhere with him!
- He still cannot say anything and gestures to explain himself.

My two-year-old is into everything and won't listen to me. I'm feeling a loss of control as her parent.
- We're trying to potty train this uncooperative little girl.
- Her behavior has been outrageous since the new baby came.
- Relatives have been visiting.

Everyone says I'm spoiling my three-year-old.
- He gets upset about everything and never seems happy, and yet I dedicate myself completely to him.
- My husband says I'm too protective and that I should teach him to be more independent.
- He's very bright; in fact, he's ahead of his age.
- I want to start taking him to the daycare center so I can have some time to myself, but he doesn't seem ready.
M. INTEREST IN BECOMING A LEADER

I’ve been looking for LLL ever since we moved here three months ago. I attended meetings where I lived before and was about to apply for leadership when we moved.

- My former Leaders have said they will write a recommendation for me.
- I can’t attend your meetings because I work during that time.
- Every time I asked my former Leader about leadership, she seemed to put me off.

I’d like to become a Leader; how do I do that?

- I would like to be a lactation consultant, and becoming a Leader can help me do that.
- Since I have experience in pumping and storing milk, I can help other employed mothers.
- Yes, I allow my children to cry at night, but I won’t mention that as a Leader when I talk to parents.
- I’m also involved in an exercise class, women’s soccer, and a book club.
- I have experience as a nurse.

I’m a single mother and wonder if I can become a Leader, since one of the concepts talks about the support of fathers. I’m not married and my baby’s father is not involved.

- My husband and I separated before my baby was born.
- I have never been married and don’t believe that a baby needs a father.
- I have lots of support from my family and friends.

N. DIVERSITY AND INCLUSION

I am blind and wonder how I will know if my baby is latched on correctly.

- My partner will be home with me for the first few weeks.
- My mother lives nearby and breastfed all of us.
- I just moved to the area and don’t know anyone.
- I understand it shouldn’t hurt when a baby is latched on.

I don’t speak (language) well. I’m from (country). Can I still attend La Leche League meetings?

- My husband speaks (language). Can he attend with me?
- This is my first baby.
- I don’t know any other breastfeeding mothers.

O. AREA-SPECIFIC or APPLICANT-SPECIFIC QUESTIONS

LAD representatives may suggest questions that are specific to the Area and/or would be helpful for a particular Applicant.
Group Management

1. A discussion about the importance of breastfeeding evolves into an attack on formula feeding. One pregnant mother on the verge of tears, says, "I had to use formula with my first baby because of jaundice. I really want to nurse this baby but you’re making me feel like a rotten mother." (Meeting 1)

2. After many comments of baby carriers, rocking chairs and copies of *The Womanly Art of Breastfeeding*, a pregnant woman states, “My sister-in-law gave me a getaway weekend for two that we can take when the baby is four months old. I thought that was a wonderful gift.” (Meeting 2)

3. A grandmother asserts that babies need rules right from the start and that she raised her children this way with excellent results. She states that parents who pick up their babies and nurse them every time they want to are spoiling their babies and creating future problems for themselves. (Meeting 3)

4. A mother who made changes to her family’s diet to have a healthier pregnancy finds herself making fast, less nutritious meals. Although it is her plan to keep a healthier diet, she says; “I can’t cook dinner and hold the baby at the same time.” (Meeting 4)

5. The Group is large—twenty attendees with babies and toddlers—and there are several side conversations.

6. A mother at your meeting turns the discussion to the topic of immunization [homeopathy, vegan diet, home schooling]. Several other attendees express their opinions.

7. A parent with a complicated medical problem has been monopolizing the meeting discussion. The rest of the group is getting restless and distracted.

8. Tonight there are three toddlers at your meeting, and they’re having a good, noisy time. Their parents are concentrating on the meeting rather than their children.

9. A mother of an eighteen-month-old is exhausted nursing him three times at night. They share a bed for part of the night. Her husband is unhappy about the situation. She feels desperate for help and is unsure of what to do. During the meeting she hears many strident opinions, ranging from, “This is normal baby behavior; we all learn to live with it,” to “You need to train your baby to sleep.”

10. A brand-new pregnant mother seems shocked when she hears two parents at the meeting discussing the merits of tandem nursing.

11. Meeting participants are very similar. Most are about the same age, from the same ethnic group and at the same socioeconomic level. The Group wants to include other populations in the community.

12. Someone new to your Group starts giving information which is inaccurate in a very authoritative way.

13. A two-year old snatches a toy from another child. When this happens a second time you draw it to the mother’s attention. She apologizes but you notice she does not return to subsequent meetings.

14. You’ve assumed responsibility for a long-standing Group with a $20.00 balance in the bank. Only two memberships have been sold in the past year even though there are eight to ten
attendees at most meetings and one to two new attendees per month. The introduction and approach to membership must change, but how?

15. A Leader Applicant from another Area has just moved to town and joined your Group. She observes that the Group Library is outdated and not getting much use.

16. You are a lone Leader and exhausted. What can you do?

17. You receive a call asking how accessible your meeting space is for a wheelchair.

**AREA-SPECIFIC or GROUP-SPECIFIC SITUATIONS**

LAD representatives may suggest situations that are specific to the Area and/or would be relevant for the Group.

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**Preview Evaluation Questions**

Please communicate with the LAD representative as you and the Applicant complete the Preview exercises throughout the application or toward the end of it. Use the following questions as a guide:

- Describe the setting(s) for the Preview. When and where did you meet; who was present; what formats did you use; etc.?
- Which situations generated the most discussion? If there are any unresolved concerns, please describe them and how the LAD can help.
- How effective was your practice together in helping the Applicant prepare to help parents in similar situations?
- What are the Applicant’s greatest strengths? Is further help needed in any area? Please explain.
- Are there any areas of disagreement between the Applicant’s ideas and your understanding of LLL philosophy? If there are unresolved concerns, please describe them.

When you have finished all of the Preview work:

- Do you think the Applicant is ready to take on the responsibilities of representing LLL?

Before proceeding with accreditation, the LAD representative needs to hear from you and the Applicant. Send your evaluation to the corresponding LAD representative.
Part 6: Final Paperwork, Transition to Leadership

Statement of Commitment
When the Applicant has completed the application work and you agree that the Applicant is ready to be accredited, the Leader Accreditation Department (LAD) representative will send the Statement of Commitment (SoC). The Applicant will sign this form and return it to the LAD representative along with the accreditation fee, if required. The Applicant's signature on the form shows commitment to the following:

I am personally committed to furthering the mission of LLL and to supporting breastfeeding as presented in The Womanly Art of Breastfeeding and other LLLI publications. I understand and agree that in using the designation “La Leche League Leader,” and in representing La Leche League, I will comply with all La Leche League Policies and Standing Rules. I will resign from this position if for any reason I find that I can no longer represent La Leche League in accordance with this agreement, and I will discontinue use of the designation “La Leche League Leader.”

(Oct 09; Dec 19; Aug 20; April 21)

When the LAD representative informs you that the new Leader’s signed SoC and fee have been received, the Applicant will be an accredited LLL Leader, able to lead meetings, help mothers and parents, and represent LLL. The LAD representative will make sure that the new Leader’s status has been publicized in the Area so that she can access Leader resources. When LLLI receives the SoC, the new Leader’s status will be recorded as a Leader in the LLLI database.

Transition hints
It is a good idea for a new Leader to begin leadership as soon as possible, and to start with leading meetings and responding to helping questions before adding other responsibilities. With each helping question and each meeting led, the new Leader gains experience and confidence.

The working relationship you’ve established with the new Leader during the application can be applied to your work as co-Leaders. There is no seniority among Leaders; we work as peers, with each Leader contributing their own experiences and understandings to leadership. The Leader’s Handbook offers many suggestions for working with co-Leaders. If there are other co-Leaders, you and the new Leader may want to get together to decide who will be responsible for each of the Leader-only jobs in the Group.