

The Unmothered Mother

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Jayne Joyce, Oxfordshire, La Leche League Great Britain

An unmothered mother sits in a La Leche League meeting. “*Think about a moment when you felt mothered,*” says the Leader. “*What happened? What did it feel like?*”

The unmothered mother looks inside herself. She might hear words of wounding criticism, or feel deep sadness, or fear. She might find only emptiness.

She watches a family across the room: a new mother, baby and grandmother. She watches the way the two women sit comfortably together, sharing their delight in the baby. She watches the grandmother feed her breastfeeding daughter sips of water and mouthfuls of cake. If she is conscious of her own feelings, she might notice envy, underpinned by grief.

Unmothered mothers are everywhere. Some of them are *motherless*, having lost their mothers to death or abandonment. Many, though, have a living and even an involved mother, but have not had the “good enough” mothering they needed. At least a third of young children assessed by Mary Ainsworth’s “strange situation” test do not have a secure attachment to their primary caregiver.[1] Their attachments are characterized by avoidance (“*mother is unavailable—I’ve given up on her*”), anxiety (“*mother is unreliable – I’m not sure what response I’ll get*”) or, in extreme cases, chaos (“*mother is dangerously unpredictable*”). These children have an “internal working model” of mothering which does not leave them feeling secure in the world.

Just as babies are programmed to seek the breast, they are hard-wired to form strong bonds with their caregivers. When the mother is unavailable, unresponsive, preoccupied, or too immature or distressed to provide appropriate care and guidance, the child seeks nurture elsewhere. Fortunate children find substitutes: their other parent, a grandparent, aunt or uncle, an older sibling, cousin, neighbour or paid caregiver. The motherless, whose lack of a mother is evident to all, may have their need for substitute care more readily recognized.

The unmothered who don’t find what they need must survive on starvation rations. They might be well turned out and provided with every luxury money can buy, but these children are impoverished and have the mentality of scavengers. The unmothered woman may live with a powerful sense of shame: “I have a mother—why do I feel so unloved, so needy?” She might feel like a beggar, or a thief.

She may be aware of the source of her hunger, and preoccupied either with trying to get what she needs from her still unresponsive mother, or with seeking substitute mothering. She may compulsively overachieve, as a way of feeding her need for recognition and esteem. Or she may attempt to “stuff” her unexplored emptiness with food, alcohol, drugs, sex or self-harm.

In the 1950s, Harry Harlow’s famous rhesus monkey experiments showed that lack of mothering in infancy permanently impairs capacity to form relationships.[2] Provision of some “mothering” in the form of scraps of soft cloth mitigated the worst effects of deprivation, but the motherless monkeys remained less socially adept and more anxious than their mother-raised peers.

Ainsworth’s work on attachment in humans confirmed that adults who did not have a secure attachment to their own mothers were more likely to replicate an insecure attachment with their own children. Yet some insecurely attached children subsequently succeeded in forming secure attachments with their babies. A common pattern was for them to have found a partner with a history of secure attachment, thereby achieving an “earned secure attachment.” Their likelihood of establishing a positive attachment with their infant was similar to that of mothers with a history of

continuous secure attachment.

Another fascinating finding, by Ainsworth's student Mary Main, was that regardless of their attachment history, adults who are able to *talk* about their early attachment experiences coherently, objectively and in a balanced way are more likely to form secure attachments with their own children.[3] This offers great hope to the unmothered mother. She cannot replay her own childhood to make up for what she lacks, but by reflecting on and making sense of her story, she can break the mother-daughter cycle of insecure attachment. This may involve looking unflinchingly at what happened in the past, and without minimizing the pain, finding understanding and even forgiveness.

In LLL we understand the importance of mother-to-mother support. For the unmothered mother, this is even more crucial. She may not have adequate experience and inner resources to respond to and nurture her child. Her capacity to receive what she needs is damaged. She may or may not perceive her own neediness.

The motherly instinct in a Leader may be to reach out and scoop up the unmothered mother, to hold her, to give her some of the nurturing that she has been missing. But the unmothered mother's childhood has gone, and is never coming back. Perhaps she can receive a hug, but it might trigger complicated feelings that overwhelm her, or perhaps she has had to be so self-reliant that she is as untouchable as a porcupine. This mother needs to be approached with respect and permission, in ways she can accept.

The unmothered mother will never know the comfort of a single, adequate mothering relationship. Like Harlow's monkeys, she must make do with scraps. Yet out of fragments of love and care, she can make a patchwork quilt of sufficiency. She may seek what she needs driven by unexamined instinct, or with determined purpose. The fact that she is sitting in an LLL meeting, listening to a conversation about mothering, suggests that her urge to seek what can heal her remains strong and true.

Even a woman with a wonderful mother needs more love and nurturing during her life than one person can give. The unmothered woman especially needs the gifts of many women: her own people (if she has them, and they can receive her), and the "tribe" she creates for herself. She needs sisters, peers, elders, mentors and friends. Her need is legitimate, and as she comes to understand this, she is freed to seek and to ask for what she wants. LLL can be part of the unmothered woman's "tribe," though it is unlikely, by itself, to be enough. She may need the support of a professional counselor.

As the unmothered mother learns to mother her child, so she can learn to mother herself. Instead of replaying in her head the voice of her critical or dismissive parent (or the silence of absence), she begins to talk gently and encouragingly to herself, as one would to a small, anxious child. She learns other ways of looking after herself with kindness and compassion: making sure that her needs for good food, rest, and company are met; listening to herself attentively and without judgment; and acknowledging and accepting her own messy feelings. She nurtures her spirit through art, music, or enjoyment of nature. She allows herself to create and to play in new ways, or perhaps for the first time.

Some may consider being unmothered a "curse," but as in fairy tales, a curse can be transformed into a gift. Having survived their dysfunctional families, the unmothered can be exquisitely sensitive to the emotions of others. Having lacked affection, they can become deeply compassionate. Their "brokenness" can become a rich source of energy to care for children, for outsiders, and to tend to every kind of suffering. Many of the world's great caregivers and healers—no doubt among them many Leaders—have been unmothered children.

In LLL we have always understood the vital importance of mothering. We can be a place in which unmothered women find dignity and hope.

An unmothered mother writes:

*Here is what I have learned:
That no one has ever come*

*That no one is coming now and
That no one ever will come to rescue me.
But I have a kind, gentle, loving and wise mother, and that mother is myself.*

Further reading

Motherless Daughters, the Legacy of Loss

and

Motherless Mothers, How Mother Loss Shapes the Parents We Become

By Hope Edelman. Written by a motherless mother, primarily for daughters who have lost their mother through death or abandonment.

Warming the Stone Child: Myths and Stories About Abandonment and the Unmothered Child

By Clarissa Pinkola Estés (Audio CD)

A powerful collection of stories and reflections by a renowned Jungian psychoanalyst.

Women Who Run With the Wolves: Myths and Stories of the Wild Woman Archetype

By Clarissa Pinkola Estés

You might love or hate the title (it makes me cringe) but this is a book filled with wisdom about what women need. The chapter on "Finding One's Pack" is the best description I've ever read of what we do in LLL.

Healing the Child Within: Discovery and Recovery for Adult Children of Dysfunctional Families

By Charles L. Whitfield

A classic, with particular emphasis on the children of alcoholic/addicted parents.

Mean Mothers, Overcoming the Legacy of Hurt

By Peg Streep

Kinder than the title suggests, this speaks particularly to the daughter who struggles to acknowledge the impact of the mothering she received.

Mothering Ourselves, Help and Healing for Adult Daughters

By Evelyn. S. Bassoff

A gentle, semi-autobiographical book filled with hope.

Jayne Joyce lives in Oxford, United Kingdom with her mathematician husband Dominic, three daughters, Tilly (16), Kitty (13) and Daisy (9), and a hamster called Hiccup. She has a background in social work with families, specialising in adoption, has been a Leader since 2003 and now works as an International Board Certified Lactation Consultant (IBCLC) with Oxford Baby Cafes Group. Contact Jayne at jaynejoyce71@gmail.com

[1] <http://www.parentingscience.com/strange-situation.html>

[2] https://en.wikipedia.org/wiki/Harry_Harlow

[3] https://en.wikipedia.org/wiki/Mary_Main

Dealing with Difficult Meetings

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3/31/2017

Annette Green, Modi'in, Israel

Does one mother tend to dominate your meetings? Annette shares tips to manage difficult meetings to make sure all mothers have space to share and be supported.

It's a regular bi-monthly meeting of a local LLL Group. There are some familiar faces plus some mothers and babies who are new to the Group. Some mothers are breastfeeding while listening to the Leader make introductions. Ten minutes later, the mothers are feeling relaxed and comfortable and one mother asks if a specific food she is eating might be causing gassiness in her two-month-old fully breastfed baby. One regular mother launches into a description of six different ways she knows of to reduce gassiness in babies. Her tone of voice is authoritative and loud. Although her knowledge of the subject is comprehensive, she does not allow any opportunity for anyone else to contribute to the discussion.

When the discussion on gassiness finally ends and the topic moves to a new mother who is experiencing nipple soreness with her newborn's latch, the same returning mother launches into a detailed reply about positioning, cushions and the shape of a baby's lips while nursing. Other mothers are beginning to feel uncomfortable as the new mother is overwhelmed with information and no one else can interrupt the flow of information being shared.

Mothers who dominate meetings

A mother may dominate a meeting with her own problems or with sharing her own experiences or knowledge in a dominating way. Sometimes, women attend meetings because they want to promote a particular cause or their business. As Leaders we need to develop our communication skills to find a way to remind mothers of the purpose of a La Leche League meeting and still make sure they leave with a positive image of LLL.

Start each meeting with a reminder

One way to avoid situations like this is to start each meeting with a reminder about etiquette in LLL meetings. We can stress the importance of mother-to-mother support, and how we encourage sharing information from our own first hand experiences.

Focus on emotions first

Mothers who create difficult situations in meetings may also be in need of support themselves. Can you identify the underlying reason why she is acting this way? Perhaps she needs validation for her own choices that she has made as a mother or she is seeking approval. Can you find a way to acknowledge her experience and knowledge while also communicating that you want to make sure other mothers have a chance to share information and support in the meeting?

Use gentle reminders

Remind mothers about the difference between sharing information and giving advice. The way information is shared and mothers receive support in Series Meetings is very different from what happens in other frameworks. For many mothers their first experience of a LLL meeting can be emotional. Finally someone is helping them put into words how they feel and is acknowledging those emotions.

If one mother becomes too dominating in a meeting we can gently thank her for her contribution and ask if anyone

else has anything else to share. You may even be able to invite a mother whose story you know to share her experience as a way of moving the focus to another person.

Statements that are not directed at a specific person are usually considered more gentle.

Use more direct reminders

If gentle and more general reminders are not working, you may need to directly address the mother and make it clear that you want to open the meeting to hear from others. Try to soften the statement by thanking her for the information she has shared or acknowledge her excitement or commitment before asking her to allow others to comment.

Use humor sparingly, if appropriate

Using humor might work in some situations to diffuse a situation. The Leader Handbook reminds us:

“Responding to Contrary Information” Leader Handbook, p. 44

This approach [using humor] may not be suitable for everyone but might work in some situations. It is never appropriate to direct humor at a participant, present or not.

Discuss and brainstorm

If you have co-Leaders, meet to discuss how you can deal with this situation creatively in the future. As with any situation, the more ideas and angles you can get the better. Sometimes there is one Leader who is better at dealing with difficult situations due to her personality or professional experience and she might be the right person for helping in this situation.

Brainstorm as many ideas as you can, including the incredible ones and the ones that have you laughing like crazy and rolling on the floor. Humor and laughter can lighten the situation amongst Leaders and allow you to see the situation from a more relaxed point of view.

Choose a private conversation

If it is happening repeatedly with the same mother, have a private conversation with her. This could take place immediately after the meeting or if the meeting has been particularly difficult, you may choose to wait a few days and then phone her. You could start by asking the mother what her experience was at the meeting and how she felt. Once you have heard and acknowledged her feelings using reflective listening, you could share your feelings and how you want the meetings to be in the future.

Create “secret” signals

Sometimes people who overshare or dominate are aware of their behavior but feel powerless to stop when they are in overload mode. If the mother admits that she felt like she talked too much, you could thank her for acknowledging this and ask if there is a way you could help her in the future. You might share that some couples use secret signals to indicate when to tone things down if “overload mode” happens in public. If the mother is willing to improve her communication skills, you could explore finding a “secret” signal to help her during the meeting such as answering her directly and saying “thank you” when you notice this happening.

Get support from co-Leaders and your DC or ACL if necessary

If you are dealing with a situation involving a mother who is returning to meetings and behaving in a way which is making other mothers feel uncomfortable and perhaps also making it difficult for you to successfully run the meetings, consider contacting your District Coordinator (DC) or Area Coordinator of Leaders (ACL) in order to receive one-to-one support specific to your situation.

Invite her to a Communication Skills Workshop

Communication Skills Workshops (CSW) are not just for Leaders. Mothers who participate can learn about active listening and improving communication skills for use in their families and other personal interactions. Participating in a CSW can improve our awareness of when we are talking too much, not listening properly and just waiting for a break in the conversation in order to share our opinion. Promoting the workshop to all mothers in the Group prevents the mother from feeling that she has been singled out. However, if she doesn't sign up at a meeting, you could follow up with a phone call asking if she would like to participate.

Check what buttons are being pushed

A Leader might want to consider what it is about a specific mother that bothers her and identify her own feelings. Do you feel like your authority as a Leader is being challenged? Does this person make you feel unsure of yourself and the information you have to share with mothers? Sometimes when we can identify why we feel bothered, we can find a way to overcome the challenge in a non-confrontational way.

It gets easier

As you become more experienced at leading your Group, your confidence will grow in dealing with difficult situations. Establishing mental boundaries of what is acceptable and unacceptable behavior in a Group will also make it easier to maintain those boundaries.

Doing nothing

Sometimes taking no action becomes the default position because most of us do not like dealing with conflict. However, before you choose to ignore the issue and not take action, remember that if you actively choose to ignore the issue, there may be longer-term ramifications.

Put yourself in the position of the other mothers in the Group and think about whether they will want to continue to participate in meetings that are not well managed. Remind yourself that you have to think about the Group as a whole. What is in the best interests of everyone for this meeting and for future meetings? Will choosing to not take action threaten the long term attendance of the Group?

To make the situation even more complicated what if this troublesome mother has shown interest in applying for leadership? The above suggestions are all relevant especially the private conversation. Your Coordinator of Leader Accreditation can help with ideas and suggestions for dialoguing with the mother about the role and expectations of Leaders.

If after trying all the tips above a mother is still dominating meetings, contact your Area Coordinator of Leaders for support and further suggestions.

Annette Green was born and raised in Australia but moved to Israel 20 years ago. She has two daughters and has been a Leader since 2004. Currently, she is a lone Leader of a Group in Modi'in, Israel. She is the co-Associate Area Coordinator of Leaders (AACL) in Israel and a member of the GLC (Global Leaders Committee). Annette has her own holistic health clinic helping women with fertility, pregnancy and menopause challenges.

Remodeling the Mammary Gland

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Françoise Railhet, France

Scientists continue to uncover amazing things about human and animal anatomy, including discoveries related to lactation. The destruction of damaged or old cells is essential for the renewal of tissues throughout an individual's life. The mammary gland experiences cyclical variations during menstrual cycles, and further important remodeling variations during pregnancy, lactation, and involution (the inactive state after weaning). A study by Akhtar et al in 2016 analyzed the role of Rac1 protein—an enzyme essential for tissue remodeling—in the mammary gland of mice and Françoise Railhet shares the findings of this study.

The authors of the study used a strain of female mice genetically modified to suppress the encoding gene for Rac1. In other words the modified mice were totally devoid of this enzyme (Rac-/Rac- chromosomes—meaning the gene for Rac1 was suppressed on both chromosomes). The modified mice were mated with wild-type (unmodified) male mice who had normal enzyme levels. Most of the first litter of pups (Rac+/Rac- chromosomes—meaning the gene for Rac1 was normal on one chromosome and suppressed on the other one) born from the genetically modified females and nursed by their mothers survived, although they were smaller in adulthood. However, from the second litter on, all pups born to and nursed by these mothers died of major malnutrition within 24 hours of birth. From the second litter on therefore, these genetically modified mice had become unable to breastfeed their young. The mammary glands of the mice were biopsied and analyzed, and the absence of Rac1 was observed. The absence of Rac1 resulted in the atrophy of the mammary glandular tissue and a very large increase in the diameter of the lactiferous ducts (milk-carrying ducts). Further studies in these mice and on cultured cells from their mammary glands confirmed that it was the absence of the Rac1 protein that was responsible for the abnormal development of the mammary gland.

The authors also looked at the impact of the absence of the Rac1 gene on milk composition. In the genetically modified mice, the level of gamma and beta-casein (milk proteins) was greatly lowered in the secreted milk after the second gestation. In the absence of the Rac1 gene, many genes responsible for the synthesis of various milk proteins and fats were inhibited. During the first gestation, the mammary gland appeared to develop properly. However, during the histological examination (microscopic examination of tissue), it was already observed that its development was impaired. The milk secreted after the first litter contained fewer lipids and proteins, but it was produced in sufficient quantities to feed the first litter properly. On the other hand, the histological examination of the mammary gland after weaning of the first litter showed the persistence of milk in the mammary gland in the genetically modified mice but not in wild-type mice. Therefore, it seems that the normal involution of the mammary gland after weaning does not occur in the absence of the Rac1 gene.

Mammary gland biopsies observed over time revealed that the mammary gland's abnormalities were already present two days after the weaning of the first litter, with a large dilation of the lactiferous ducts still observed four weeks after weaning, and still present during the second gestation. In unmodified (wild) mice, the lactiferous ducts were moderately dilated in the first days after weaning, but the mammary gland had completely returned to its pre-gestation state four weeks after weaning. This suggests that Rac1 plays a major role in mammary involution, which is essential to allow the mammary gland to function normally during the subsequent breastfeeding. This was confirmed by more advanced exploration of mammary gland cell cultures, which found that in the absence of Rac1, the white blood cells responsible for removing dead breast cells could no longer “digest” the milk, which persisted in the mammary gland, rapidly inducing a massive increase in the diameter of the lactiferous ducts.

The remodeling of the mammary gland after weaning, which allows the reabsorption of the still secreted milk as well as the elimination of dead cells, is essential to the success of future lactations. Rac1 plays a major role in this

remodeling in mice. The existence of this phenomenon in women remains to be studied.

Akhtar, N et al. Rac1 controls both the secretory function of the mammary gland and its remodeling for successive gestations. Dev Cell 2016; 38(5):522-35. <https://www.ncbi.nlm.nih.gov/pubmed/27623383>

Françoise Railhet, is a former LLL Leader and a biologist. She is responsible for the “Dossiers de l’Allaitement [Breastfeeding Files],” LLL France’s publication for health professionals.

Practicing Helping Skills

Linda Wieser, Nova Scotia, Canada

Special thanks to Karin Gausman author of the original article, "Helping Applicants Learn Telephone Helping Skills," Leaven, June-July 2002.

"I'm really nervous about helping mothers on the telephone. How will I ever remember everything?" Have you heard an Applicant express this concern? Perhaps it is still a concern of yours? Yet one-to-one helping is one of many ways Leaders support mothers.

Communication skills

To help Applicants develop the skills for this type of support, start by discussing Chapter One, "Mother-to-Mother Help," of the *Leader's Handbook*. If it has been a while since you read this chapter, consider rereading it before meeting with the Applicant. The specific topics to cover are listed in the *Checklist of Topics to Discuss in Preparation for LLL Leadership (Checklist)*. More than one *Checklist* is available. The relevant sections are:

- **Mother-to-Mother Support:** [Leader Applicant's Resource Kit \(LARK\) Combined version, Part 3, page 27](#)
- **Helping mothers one-to-one by telephone, by email, or in person:** [LARK Original version, Part 3, page 2](#). LARK is available on the LLLI website: LLLID and password required

1. For Applicants: [Leader Applicant Web Pages](#)
2. For Leaders: [Leader Accreditation Materials for LLL Leaders](#)

These resources will give the Applicant an overview of the communication skills Leaders use to help mothers one-to-one. These include:

- Establishing rapport
- Listening carefully to the mother's story
- Responding non-judgmentally
- Recognizing the mother as the expert on her baby
- Respecting confidentiality

Organizational tips

It's also helpful to share organizational tips, including: keeping a Leader's log, balancing family needs with LLL commitments, using Medical Questionnaire forms, and organizing resources. Show the Applicant sample Leader's log and Medical Questionnaire forms and discuss what information to gather.

Useful resources

As you discuss Chapter One of the *Leader's Handbook* with the Applicant, refer to resources that can add to what she is learning, such as *The Womanly Art of Breastfeeding*, LLL tear-off sheets and pamphlets, and LLL websites. There are also several non-LLL websites that Leaders find helpful. Explain the "people resources" that are available to help Leaders, such as the Professional Liaison and Communication Skills departments. Remember to check the "giving advice versus offering suggestions" chart in "Part 3: Leadership Skills and Attitudes" of the *Leader Applicant's*

Practice

An opportunity for the Applicant to practice these skills will be helpful. It is part of the *Preview of Mothers' Questions/Problems and Group Dynamics/Management* to practice responding to telephone helping calls. **The *Preview* can be started at any time during the application.**

The skills that are important for one-to-one helping include:

- Giving empathetic responses
- Listening before offering suggestions
- Sorting out multiple concerns
- Asking appropriate questions to gather more information
- Sharing information rather than giving advice
- Responding when the Leader's suggestions differ from the doctor's advice
- Sharing what's most important, not everything the Leader knows
- Learning when and how to do personal sharing
- Creating a follow-up plan
- Filling out the Leader's log.

Role-play

Role playing can be an excellent way to "try" phone helping before receiving an actual call. Does the idea of role-play cause you or the Applicant to feel uncomfortable? If so, you are not alone. Some people find role playing easier if they aren't looking at the other person. Call the Applicant or, if together, sit back-to-back. This can allow the Applicant to practice responding without the benefit of seeing your facial expressions or body language, helping her determine what the "mother" is asking by using listening skills only.

If you use the telephone, this can be a time for the Applicant to make sure she has easy access to resources, such as her Leader's log, pen, and reference books. You might talk with her about various ways to organize those materials. Some Leaders keep everything in a box that can be easily moved to a place where they can keep an eye on children. Other Leaders keep everything in one place and go to that spot to answer calls.

Consider using these options for making role playing of the *Preview* a fun learning experience:

- **Try "scripted role-play" for your first experiences.** This practice can be flexible. You and the Applicant might draft the whole dialogue and read the script. It is also fine to make a few notes for you and the Applicant about the mother and her situation and how the "Leader" might respond. You might want to choose something basic and straightforward to begin with.
- **Begin with you playing the role of "Leader."** As the person with more experience, you can demonstrate important aspects of talking with mothers.
- **Switch roles for the same situation.** As the Applicant becomes more comfortable with role-play, she might want to play the "Leader" in new and "unscripted" situations.
- **Stop role playing at any time to discuss the responses.** Remind the Applicant that none of us has the "best" response all the time and that making "mistakes" can promote effective learning.

- **Practice specific skills.** You are welcome to try different situations and focus on a specific skill, such as giving empathetic responses, until the Applicant feels confident.
- **Plan to do more role-play throughout the application.** You might gradually add more challenging situations as the application progresses. Not only will the Applicant learn, but you can also fine-tune your own skills.
- **Relax and have fun!** You might even try some made-up situations.

Applicants often report that practicing *Preview* situations over the phone is a very helpful way for them to feel prepared for future helping calls. It provides them with the opportunity to make sure they have the necessary resources and supplies handy and to plan for their children's entertainment during helping calls.

Practicing these communication skills prior to accreditation allows the Applicant to feel confident about responding one-to-one, whether it is at a Series Meeting, on the telephone or during a video call.

Linda Wieser lives in Mahone Bay, Nova Scotia, Canada, with her husband, Jim. They have two grown-up daughters, one grandson (two years) and one granddaughter (four months). Linda has been a Leader since 1984. For many years she worked in the Professional Liaison Department as Area Professional Liaison for Michigan, USA, and then Atlantic Canada. In 2008, she became a member of the Leader Accreditation Department (LAD) and is currently the Administrator of Leader Accreditation for LLL Canada. She is also the Contributing Editor of the LAD column "Preparing for Leadership" in Leader Today.

LLLI 60th Anniversary Online Conference — April 3-7, 2017

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3/15/2017

The first ever LLLI International Online Conference will take place from April 3-7, 2017, and it will be accessible to anyone in the world who has Internet!

Five-day Conference

A dazzling variety of eight presentations daily over five days will make this conference a unique opportunity to listen to renowned speakers and learn with friends from around the globe, all from the comfort of your own home.

30-day Access

If the time of a session is inconvenient, your registration also entitles you to access the presentations for 30 days at your convenience. The conference will have real-time opportunities to chat with speakers and other conference attendees!

All Things La Leche League

The conference is created around the ten concepts, the four Series Meeting topics, and the five Leader responsibilities.

Conference Cost

Registration is available for everyone, with a special group rate and a discount for Leaders.

Leader: \$15 US per day (\$50 US/week)

Non-Leader: \$20 US/day (\$75 US/week)

Group discount for 10 people: \$45 US per person per week

Public license for group showing: \$100 US/week

Registration

For a bonanza of information and inspiration, [register here](#).