

TOUCH FOR HEALTH: A CHILD'S VIEW

Peggy Mc Connell

I was raised in Twin Falls, Idaho, graduating with B.A. in education from College of Idaho. I operate a Day Care; have been an Herbalist for 7 yrs. lecturing and teaching classes; I am a Certified TFH Instructor; I teach Integrative Health Care as a Certified Health Facilitator.

ABSTRACT OF PRESENTATION:

My speech deals with how THF techniques can be used with children, helping them to cope with their illnesses, accidents, and stresses. I begin with a visualization to get in touch with our inner child. I work with three puppets who share how THF techniques have helped them in various situations. TFH techniques mentioned are ESR, cross crawl, meridian massage, pain tracing, allergy testing, etc.

PRESENTATION MEDIA: Hand puppet friends.

I am so excited about being a part of Touch for Health, both in working with adults in the classes I am teaching and with children in the areas where the TFH techniques are helpful.

Today, we are going to look at TFH from a child's point of view. In order for us to appreciate this point of view, I'd like you all to make yourselves comfortable and go on a visual journey with me. Let's get in touch with the child part of ourselves and the joy and enthusiasm children have about the world around them.

Close your eyes and concentrate on your breathing - inhale and exhale, slowly and deeply. As you breath in, feel relaxed and as you breath out, feel the tensions leave. We're going to take a trip through our bodies on a beam of white light. This light helps us feel loved and warm and safe as we ride on it. Each part of the body we stop at also begins to feel relaxed as the tensions are released. We're going to pretend there's a trap door at the top of our head that leads to a slippery slide. First we slide down to our shoulders, then to the knees, ankles, and toes. We feel a relaxed sense of joy and an exhilaration at being alive. As we move upward, each body part feels relaxed: the toes, ankles, knees, and legs; then the stomach area; next the lungs can relax and breath deeply; now the shoulders. We now take the slide down to the fingertips. Whee... The fingers and wrists become relaxed and then the elbows and shoulders. We now come up to the neck, jaw, and face and feel the tension leaving as we exhale. Now we come up through the head, clearing our thinking processes as we go up and out like a great bubbling fountain, spilling over and cascading down to surround us in warm, relaxed feelings of joy.

We can go now to that special time in our childhood where learning was fun and being a child was great with each day an exciting accomplishment. We are going to take this wonderful part of ourselves and share it with our adult selves so that we can use all of our parts to help share Touch for Health in all areas of our lives. Now, we are going to come back to this room for our trip. As I count down from 5 to 1, you'll feel like coming back at 5, more awake at 4, more alert at 3, ready to enjoy learning at 2, and really feel the chair and see the room at 1. Open your eyes when you are ready.

Hi there. Hope you all feel great after our trip. As you can see, I brought some friends of mine along to help me share some of our Touch for Health experiences with you.

Tina, here, is a soccer player. One day, as we were waiting for soccer practice, the kids were playing on the monkey bars. Tina climbed to the top just fine, but on the way down, crashed face first. When she got up she had a face full of blood and sawdust. "ya, I had stuff all over me and I was crying and scared cause I hurt myself." said Tina. I used the Emotional Stress Release Technique to calm Tina down and quietly told the other kids to sit down. I sent one child to the car for the first aid kit. I cleaned off Tina's face and mouth and found very little damage, just a small lip cut and scratches. Assuring her the damage done was slight, I placed my hand over her forehead and had her think about what had just happened and then rewrite the incident with a happier ending. Tina was fine then and wanted to go to her soccer practice.

From that accident, the other soccer mothers wanted to know more about how they could use Touch for Health with their children.

The soccer team began to use cross crawl with their other soccer warmup activities. I explained to them how the cross crawl helped to integrate the right and left brain together to help them think better and give their bodies greater coordination when running and kicking. The girls also massaged some of the lymphatic points on their legs for greater stretching capacity and greater muscle flexibility.

We eased in techniques, only doing a few new things at a time as people tend to be skeptical of new ideas. I found other techniques of balancing, gait testing, visual inhibition, and running the meridians to be very useful for enhancing my own daughters performance ability.

Tina said, "one of the girls twisted her ankle during a soccer game. The coach applied an ice pack, but you helped get rid of the pain, didn't you?" I had used the Golgi-spindle cell technique, pushing the muscle cells back closer together again, and this relieved some of the pain.

Even with the few techniques we used, some of the girls felt it had helped them and that they did not fall as much. Thank you for your help, Tina.

The next friend I have to help me is Jack. He's a baseball player and star pitcher.

"One day when I was practicing and goofing off, I jammed my thumb into the ground. Boy, did that smart. I was supposed to pitch in the big game that coming Saturday," said Jack.

I think Jack was more upset about not being able to throw the ball than about his thumb hurting. We checked to see the amount of damage and applied an ice pack. I then placed his hand on his forehead and used the EMSR technique to calm Jack down. We visualized the thumb healing and him playing in the game. With Jack calmer, he noted the pain in his thumb. He rated the pain and I used a meridian tracing technique. I started at the tip of the thumb and used pressure on the part that hurt. I worked the points from the injured thumb tip to the upper part of the thumb. The pain had decreased, but there was a second area hurting and, using that pain spot, I repeated the procedure. This relieved most of the pain. We then notified his mother, related what had happened, what emergency procedures I had used, and assured her that everything was under control.

"Boy, it felt a lot better. She balanced me, too, and I was able to pitch in the game after all, even though my thumb still hurt some." Thank you, Jack.

Susie is a Girl Scout and she is going to help me tell you about how Touch for Health techniques helped at Girl Scout Camp.

"We had so much fun at camp. One day we were learning how to play tennis. I hit the ball hard over the net and when the girls returned it and I tried to hit the ball again, I slipped on the court, hurting my elbow and wrist. I didn't notice any pain until we had stopped playing. My Girl Scout leader uses Touch for Health. She checked my arm to see if it was broken and so did the camp nurse. Then, since they both thought it was nothing serious, my Girl Scout leader said she would help lessen the pain. She put pressure on my finger tips and one hurt more. She then held the spot that hurt and pushed down on my arm from my finger tip to my elbow, making my arm feel better. She repeated this with the spots that hurt on my wrist, too. I felt better and slept okay that night."

When I use the TFH techniques, I always cooperate with any health professionals when checking an injury. Also, I always inform the parents what I have done to help, especially if it is in relieving pain, so that they may check with their own doctor or chiropractor, as the situation may call for. I know that I have relieved the pain, not the cause of it, and that further followup may be necessary.

Susie said, "Can I tell about the girls at camp that were throwing up? You helped them feel better. You rubbed their heads and what else did you do?"

Oh, yes, there were two girls who were sick at camp. One had the flu and felt better after throwing up. I just massaged her back lymphatic points and rubbed her feet to help her relax.

The other girl was very sick, pale, and white and close to passing out.

"Yeah," said Susie, "you rubbed her head or something to help her."

Yes, I used the ESR technique to help calm her down so she won't be frightened. I also held some of the neurovascular points to help relax her and increase the circulation. I massaged her face area and relieved some tension, reducing the headache pain. I ran the meridians to help increase energy level.

"She threw up all over, too."

Though I never prescribe, her symptoms were similar to those I had when I was having trouble with my low blood sugar earlier. I didn't know if her symptoms related to this, but was able to use the techniques which had helped me when I had had these symptoms. It was hard to tell if I had really helped here, but she did relax enough to sleep. In the morning, she was feeling a little better. She admitted this was a chronic condition she had had for most of her life. She thanked me for my help and said it had helped, even though she had been too weak to tell me at the time.

I find that though I may not always see the results immediately, the people I help may be feeling that love and calmness I offer and perhaps the TFH techniques are working not only on the physical body, but on a level beyond that.

I shared with her my history of hypoglycemia and suggested she check further with her doctor and parents to see if her symptoms might related to diet. Her mother called long distance to thank me for my help and said they were checking to see if what she ate related to how she felt.

At the time, I had not been sure I had done any more than calm down a frightened little girl at camp, but looking back, perhaps more was done to help that I will ever know.

"That sure turned out fine," said Susie.

"Yes, Susie, it did and thank you for your help."

I find that I use the EMSR technique frequently in running my day care. I use this for stress situation that come up. These can be personal problems or school problems and tests. I've used the superlearning visualizations to help the kids create a positive picture during a test or just to help them learn facts or in studying. Even if I only used it for myself, it would be one of my most valued techniques. I also have the children use cross crawl techniques for brain integration.

Balancing works great on healthy people of all ages. I have found it very helpful for children recovering from illness. It seems to raise their energy levels as it unblocks the energy systems. The drawback may be in having a child with more energy than you want them to have, but I find they are easier to take care of and feel better sooner than a child that is wiped out and crabby all day. The meridian massage and balancing are very relaxing and I find the kids sleep better and recover from illness sooner. A child is always tired the first day back to school after an illness. I find balancing works two ways; either giving them energy to make it through the rest of the day or relaxing them so they take a nap. Either way, they are easier to take care of and be around.

I have used the TFH techniques in the field of allergy testing. Kids get a big kick out of testing different foods on each other. It is helpful for pointing out bad and good foods in their lunches, why they should eat certain foods first and others later (or not at all) and if they are too full to eat at all.

As a Health Facilitator, I use the allergy testing to educate parents, as well as children, about food supplements and foods in their diets.

Since I deal with the areas of exercising stress reduction, as well, I find sharing the cross crawl and EMSR techniques very helpful in educating parents and children in ways they can take more responsibility for their health.

I have used surrogate testing, especially with mothers who have small babies. They have found it very helpful in determining which foods to add to their diet and determining which foods they may be allergic to. By isolating and eliminating allergic foods, it helps the child and greatly reduces stress for the whole family.

By showing people how their bodies react to different foods, they can feel whether they have more or less energy. By using these techniques, both children and adults feel the difference and can then make wise choices. We have accepted more responsibility for ourselves and are on our way to a healthier way of living.

I hope these thoughts I have shared with you have given you a better understanding of how Touch for Health is seen from a child's point of view and, in turn, helps you share Touch for Health with children you know.

Paul E. Dennison, Ph.D

Dr. Dennison earned his Doctorate in Education at the University of Southern California in 1975. He is a specialist in learning disabilities and has pioneered in treating dyslexia through the modality of kinesiology. He calls his techniques Edu-Kinesthetics.

ABSTRACT: Explored will be the relationship between posture and reading comprehension. Corrections will be made in the posture and the comprehension using reactive muscle and muscle lengthening techniques.

Back-brain/Front-brain Integration

Why do some people read with speed and comprehension while others do not? There are many reasons for reading failure. The Basic E-K class addresses the subject of Dyslexia. We explain Dyslexia in terms of right-brain/left-brain imbalance. We discover that one cerebral hemisphere, usually the right, is "switched-off" preventing hemispheric integration. We discover, through E-K testing, how best to switch-on and synchronize the right and left-brain, and the Dyslexia symptoms are corrected.

Good reading, however, is more than correct decoding of the printed page. To really understand what one reads, one must pass the Comprehension Test. The test is simple. Ask someone to read a paragraph. Now ask him to tell you what he has read in his own words. If a previously strong indicator muscle goes weak, there is a problem. Assuming that you have ruled out Dyslexia and the person is "switched-on," the person may have a back-brain/front-brain imbalance which results in an inability to grasp the essential information and reconstruct it in his own language!

The front-brain, similar to the left-brain, deals with those cognitive activities which require a logical, linear, verbal, and analytic type of processing. The back-brain is instinctive, intuitive, psychic and reads between the lines. Just as we need left-brain/right-brain integration in order to "cross the midline for decoding and encoding," we need back-brain/front-brain integration to pay total attention to the meaning of what we are reading.

Further testing of someone who fails the Comprehension Test reveals that a previously strong Latissimus Dorsi muscle will now test weak. A challenge muscle test of the anterior-posterior aspect of the mastoid process will show one or both weak. A challenge of the sacrum will show one or both sides weak as well.

Analysis of the person's posture will find the knees locked. Ask them to read again with knees slightly bent and comprehension will improve! The above indicators will test strong as well. The knee-locked posture has evidently become a pattern when processing information. The body has become a metaphor of the inability to integrate front and back-brain functions. For this person, the front-brain is usually off and the back-brain is usually on. When reading, the front-brain is on (stress), and the back-brain is off.

To help this person, we must help him to experience front-brain/back-brain integration naturally. Standing with knees bent is not comfortable for him as his muscles are out of balance. We must make it feel unnatural to lock the knees!

It has been discovered by E-K research that the knee-locked posture blocks the flow of cerebro-spinal fluid between the sacrum and the occiput, preventing sufficient energy for back-brain/front-brain integration.

The correction is to restore equilibrium in the body by eliminating all reactive muscles. This is achieved, in addition to spindle cell therapy where needed, by golgi cell therapy in the feet, Upper Trapezius, and Hamstrings--three abused areas in our society.