

The following text (next blog) on the topic of raising CHILDREN truly helped put my young life experience in much better perspective and consequently I understand why I was so mischievous.

It may help other prisoners better understand how their upbringing impacted their youthful decisions as well.

Ah, but more importantly, the following text is worthy of studying the Companion Checksheet Course (posted earlier) for anyone intending to raise decent and responsible team players.

Feel free to print out this material to mail into prisoners who will certainly benefit from this knowledge.

For the Love of Truth.

WG

SPD-VM

Universal Life Church



VOLUNTEER MINISTER TESTIMONIALS & SUCCESSES

CHILDREN

Applying L. Ron Hubbard's data about handling small children to the life of a young boy, a nanny brought about a remarkable change:

"The little boy loved being at school, but on the way home each day he would fight with his brothers in the car, yelling and fussing about where to sit and so forth. This would continue at the dinner table, where he was really unpleasant to be around and would upset the rest of the family. His parents didn't know what to do to handle him except to send him to his room. This only resulted in the yelling coming from the room until he tired out. I applied the datum that in such circumstances there is a specific thing wrong and one must hunt to find out what it is. I found out that since he had started school, he had no longer been taking naps in the afternoon and he was exhausted at the end of the day. So I moved his bedtime to earlier and in a matter of days he was a most charming, lovable five-year-old boy who eagerly talked about what he did at school and said, 'Please pass the salt' with a smile at the dinner table. To his parents this was a miracle. I made a good impression, but really it was just applying L. Ron Hubbard's technology."



A mother living in Auckland, New Zealand, was quite frantic about her first baby as he cried every few hours, day and night. The family doctor said the child was in good health and could not account for the crying.

"One day I was in our local Scientology church and picked up an article by L. Ron Hubbard about how to have healthy babies. One of his recommendations was to feed a baby with a barley formula which was given in the article. I went home determined to try it out. The results were very worthwhile. In two days my son had settled down to sleeping between feeding times. At the end of a week he began sleeping through his night feeding time. I was so thankful for the extra rest! I later discovered he was cutting teeth—he cut all of them without crying. Diaper rash and upset stomachs were unknowns in our home and he grew so strong that he began walking at seven months. I can honestly say that the barley formula not only had a calming effect on our son but upon the whole household, as I went on to feed our other two children the same way."

SOMETHING CAN BE DONE ABOUT IT

SCIENTOLOGY

Making the World a Better Place

Founded and developed by L. Ron Hubbard, Scientology is an applied religious philosophy which offers an exact route through which anyone can regain the truth and simplicity of his spiritual self.

Scientology consists of specific axioms that define the underlying causes and principles of existence and a vast area of observations in the humanities, a philosophic body that literally applies to the entirety of life.

This broad body of knowledge resulted in two applications of the subject: first, a technology for man to increase his spiritual awareness and attain the freedom sought by many great philosophic teachings; and, second, a great number of fundamental principles men can use to improve their lives. In fact, in this second application, Scientology offers nothing less than practical methods to better *every* aspect of our existence—means to create new ways of life. And from this comes the subject matter you are about to read.

Compiled from the writings of L. Ron Hubbard, the data presented here is but one of the tools which can be found in *The Scientology Handbook*. A comprehensive guide, the handbook contains numerous applications of Scientology which can be used to improve many other areas of life.

In this booklet, the editors have augmented the data with a short introduction, practical exercises and examples of successful application.

Courses to increase your understanding and further materials to broaden your knowledge are available at your nearest Scientology church or mission, listed at the back of this booklet.

Many new phenomena about man and life are described in Scientology, and so you may encounter terms in these pages you are not familiar with. These are described the first time they appear and in the glossary at the back of the booklet.

Scientology is for use. It is a practical philosophy, something one *does*. Using this data, you *can* change conditions.

Millions of people who want to do something about the conditions they see around them have applied this knowledge. They know that life can be improved. And they know that Scientology works.

Use what you read in these pages to help yourself and others and you will too.

***H**ow to raise a happy, healthy child is not something most parents are taught. In fact, many just stumble through the entire process, albeit with the best intentions. Consequently, it is all too common to find an unhappy state of affairs in families, with constant friction between parents and children.*

It is not a natural state of affairs. In fact, it can be avoided entirely. L. Ron Hubbard developed many methods to bring out the best in a child—and its parents. In this booklet, you will read about some of these methods and discover how to raise a child without breaking his spirit, how to have a child who is willing to contribute to the family, and how to help a child quickly get over the daily upsets and tribulations of life.

Raising children should be a joy. And can be. In fact, it can be one of the most rewarding of all human experiences. The application of Scientology principles to the bringing up of children can ensure that they are happy, loving and productive, and that they become valued members of the societies in which they live.■

HOW TO LIVE WITH CHILDREN



he main problem with children is how to live with them. The adult is the problem in child raising, not the child. A good, stable adult with love and tolerance in his heart is about the best therapy a child can have.

The main consideration in raising children is the problem of training them without breaking them. You want to raise your child in such a way that you don't have to control him, so that he will be in full possession of himself at all times. Upon that depends his good behavior, his health, his sanity.

Children are not dogs. They can't be trained like dogs are trained. They are not controllable items. They are, and let's not overlook the point, men and women. A *child* is not a special species of animal distinct from man. A child is a man or a woman who has not attained full growth.

Any law which applies to the behavior of men and women applies to children.

How would you like to be pulled and hauled and ordered about and restrained from doing whatever you wanted to do? You'd resent it. The only reason a child "doesn't" resent it is because he's small. You'd half murder somebody who treated you, an adult, with the orders, contradiction and disrespect given to the average child. The child doesn't strike back because he isn't big enough. He gets your floor muddy, interrupts your nap, destroys the peace of the home instead. If he had equality with you in the matter of rights, he'd not ask for this "revenge." This "revenge" is standard child behavior.

Self-determinism is that state of being wherein the individual can or cannot be controlled by his environment according to his own choice. In that state the individual has self-confidence in his control of the material universe and other people.

In raising your child, you must avoid “training” him into a social animal. Your child begins by being more sociable, more dignified than you are. In a relatively short time the treatment he gets so checks him that he revolts. This revolt can be intensified until he is a terror to have around. He will be noisy, thoughtless, careless of possessions, unclean—anything, in short, which will annoy you. Train him, control him and you’ll lose his love. You’ve lost the child forever that you seek to control and own.

Permit a child to sit on your lap. He’ll sit there, contented. Now put your arms around him and constrain him to sit there. Do this even though he wasn’t even trying to leave. Instantly, he’ll squirm. He’ll fight to get away from you. He’ll get angry. He’ll cry. Recall now, he was happy before you started to hold him.

Your efforts to mold, train, control this child in general react on him exactly like trying to hold him on your lap.

Of course you will have difficulty if this child of yours has already been trained, controlled, ordered about, denied his own possessions. In mid-flight, you change your tactics. You try to give him his freedom. He’s so suspicious of you he will have a terrible time trying to adjust. The transition period will be terrible. But at the end of it you’ll have a well-ordered, well-trained, social child, thoughtful of you and, very important to you, a child who loves you.

The child who is under constraint, shepherded, handled, controlled, has a very bad anxiety postulated. His parents are survival entities. They mean food, clothing, shelter, affection. This means he wants to be near them. He wants to love them, naturally, being their child.

But on the other hand his parents are nonsurvival entities. *His whole being and life depend upon his rights to use his own decision about his movements and his possessions and his body.* Parents seek to interrupt this out of the mistaken idea that a child is an idiot who won’t learn unless “controlled.” So he has to fight shy, to fight against, to annoy and harass an enemy.

Here is anxiety. “I love them dearly. I also need them. But they mean an interruption of my ability, my mind, my potential life. What am I going to do

hypnotized half-wit. If you want to know how to control him, get a book on dog training, name the child Rex and teach him first to "fetch" and then to "sit up" and then to bark for his food. You can train a child that way. Sure you can. But it's your hard luck if he turns out to be a bloodletter (a person who causes bloodshed).

Of course, you'll have a hard time of it. This is a *human being*. It will be tough because man became king of the beasts only because he couldn't as a species be licked. He doesn't easily go into an obedient apathy like dogs do. *Men own dogs* because men are self-determined and dogs aren't.

The reason people started to confuse children with dogs and started training children with force lies in the field of psychology. The psychologist worked on "principles" as follows:

"Man is evil."

"Man must be trained into being a social animal."

"Man must adapt to his environment."

As these postulates aren't true, psychology doesn't work. And if you ever saw a wreck, it's the child of a professional psychologist. Attention to the world around us instead of to texts somebody thought up after reading somebody's texts, shows us the fallacy of these postulates.

The actuality is quite opposite the previous beliefs.

The truth lies in this direction:

Man is basically good.

Only by severe aberration can man be made evil. Severe training drives him into nonsociability.

Man must retain his personal ability to adapt his environment to him to remain sane.

A man is as sane and safe as he is self-determined.

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RESULTS FROM APPLICATION

It isn't easy to raise children well in today's busy and pressured society. The demands of work and finances, the high divorce rate, the availability of drugs in our schools, the failing educational system all contribute to an unstable family environment. It isn't easy for parents or for their children.

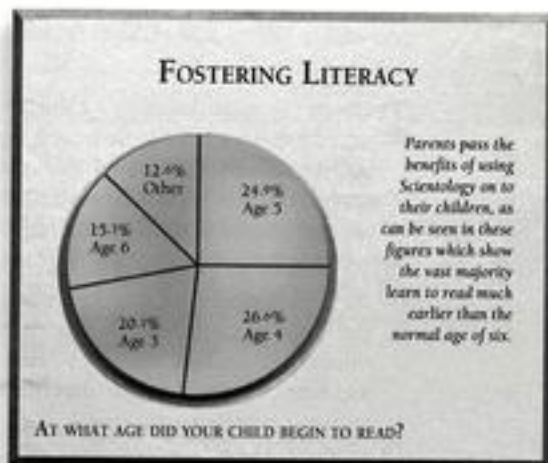
Yet the technology of how to raise happy children does exist. And it has been used by thousands of parents and others to change lives.

All of the Scientology principles which apply to adults also apply to children, but there is also an entire body of work that specifically addresses these men and women who have not "attained full growth." By using this wisdom, raising children can be a joyful and rewarding experience.

The examples below demonstrate that people can indeed bring up children who are able to survive and be happy in this sometimes confusing world.

A woman married a man who had three children. Her sister saw that she was mishandling these children in much the same way as she had been mishandled as a child.

"I had just learned some of Mr Hubbard's discoveries of how the mind works and how mishandling children can be handed down from one generation to



the next. So with these basics, I sat my sister down and went over with her how she had been ignored and mistreated as a child, to which she agreed. I also got her to see that she was very able and naturally wanted to do the correct thing, even when she was a small child. I asked her how she would have responded if someone had actually communicated with her when she was a child and also got her to look at how she could do this with her stepchildren and she brightened up a lot. After that my sister, who had previously not liked or wanted children, changed dramatically. She started enjoying the children and also decided to have one of her own. Since this time she allows her children to communicate to her and be the individuals they are. She loves being a mother now and I believe that this has



A child needs his parents' support for many aspects of his survival. But if they also severely interrupt his decisions of his life he is given a huge problem which can cause him much worry.

about my parents? I can't live with them, I can't live without them. Oh, dear, oh, dear!" There he sits running this problem through his head. That problem, that anxiety, will be with him for eighteen years, more or less. And it will half wreck his life.

Freedom for the child means freedom for you. Abandoning the possessions of the child to their fate means eventual safety for the child's possessions.

What terrible willpower is demanded of a parent not to give constant streams of directions to a child! What agony to watch his possessions going to ruin! What upset to refuse to order his time and space!

But it has to be done if you want a well, a happy, a careful, a beautiful, an intelligent child!

ALLOWING CHILDREN TO WORK

The basic difficulty with all juvenile delinquency is the one-time apparently humane program of forbidding children to labor in any way.

Doubtless it was once a fact that child labor was abused, that children were worked too hard, that their growths were stunted and that they were, in general, used. It is highly doubtful if the infamous Mr. Marx ever saw in America young boys being pulled off machines dead from work and thrown onto dump heaps.

Where there was an abuse of this matter, there was a public outcry against it, and legislation was enacted to prevent children from working. This legislation with all the good intention of the world is, however, directly responsible for juvenile delinquency.

Forbidding children to work, and particularly forbidding teenagers to make their own way in the world and earn their own money, creates a family difficulty so that it becomes almost impossible to raise a family, and creates as well, and particularly, a state of mind in the teenager that the world does not want him, and he has already lost his game before he has begun it. Then with something like universal military training staring him in the face so that he dare not start a career, he is of course thrust into a deep subapathy (state of disinterest below apathy) on the subject of work, and when he at length is faced with the necessity of making his own way in the world, he rises into an apathy and does nothing about it at all.

It is highly supportive of this fact that our greatest citizens worked, usually when they were quite young. In the Anglo-American civilization the

people are saying and the sounds around him. This will help build his recall of the various things he perceived. But don't insist on a full account of the perceptions if the child is swiftly and surely recalling the incident, telling about it fluently. It doesn't take much to get a child to do this.

You can introduce the game by saying, "Let's play remembering," or "Tell me about when you went to..." or "Let's pretend we're going to the zoo again," or any other such casual phrase. Enter into the tale as much as you can, adopting the child's tone and manner if you can do it easily, and always being interested and eagerly awaiting the next detail.

Whenever a child comes to tell you about an accident he had or something that frightened him or made him unhappy, listen to it and have him go over it several times. As children learn how to "play remembering" and learn what it does for them, they will begin to ask for this when they want or need it.

There are many more assists that can be used to help children. Consult the end of this booklet to find a book containing these.

Again, the main points in dealing with a child's upsets or injuries are:

1. Give assists for minor injuries, if necessary, or let the child cry it out if that seems to be enough.
2. Get the child to remember the last time it happened or get him to tell you in full what happened that made him unhappy.
3. Teach a child to remember by having him tell you past pleasure moments.
4. Use recall of pleasure moments or other techniques for bringing the child out of moments of upset up to present time.

Such care will keep the child healthier and happier.

Irritableness

If the child is simply fretful and "unmanageable," you can often get him out of it by diverting his attention, by introducing a new and fascinating story or picture book or a toy or, in the case of a very young child, something which glitters. This is an old technique, but it is valid. If the child is fretful, the chances are that he is in boredom, which means that the particular activity he was interested in has been suppressed somehow. He is looking for something new but is unable to find it. If you can give him something to interest him, he will become more cheerful quickly. Do not, however, make frantic efforts to attract his attention, plaguing him with jerky movements and such attention diverters as, "See, baby, see the pretty watch!" and if that fails to have an instantaneous effect, jumping to some other object. This will often only confuse him. Move smoothly and quietly, keep your voice soft and calm, and direct his attention to one new thing. That should be enough.

If none of these work, you can sometimes free him from the dramatization by bringing him up to present time with intense physical stimulation, like playful wrestling or some other vigorous exercise.

If you can get the child's attention long enough, you can ask him to tell you about some nice thing that happened. He may do it reluctantly at first, but as you encourage it he will often go right into the pleasurable memory, and pretty soon he will be cheerful again.

Making a new game of remembering provides a constructive and pleasant way to keep a child occupied during long trips, periods of waiting, periods of convalescence, and so on.

Children naturally have a good ability to recall. They love to talk about past moments of pleasure. A good deal of a child's conversation is filled with the wonderful things he has done or hopes to do, and he often talks spontaneously about times where he has been frightened or unhappy.

Teach a child to relate all pleasure moments by asking him what happened when he went to the zoo or went swimming. When he begins to tell you, switch him subtly to present tense, as suggested, if he fails to do so himself. Tell him to feel the water, feel himself moving, see what is going on, hear what

highest level of endeavor was achieved by boys who, from the age of twelve, on farms, had their own duties and had a definite place in the world.

Children, in the main, are quite willing to work. A two-, three-, four-year-old child is usually found haunting his father or her mother trying to help out either with tools or dust rags; and the kind parent who is really fond of the children responds in the reasonable and long-ago-normal manner of being patient enough to let the child actually assist. A child so permitted then develops the idea that his presence and activity is desired and he quite calmly sets about a career of accomplishment.

The child who is warped or pressed into some career, but is not permitted to assist in those early years, is convinced that he is not wanted, that the world has no part of him. And later on he will come into very definite difficulties regarding work. However, the child who at three or four wants to work in this modern society is discouraged and is actually prevented from working, and after he is made to be idle until seven, eight or nine, is suddenly saddled with certain chores.

Now, this child is already educated into the fact that he must not work and so the idea of work is a sphere where he "knows he does not belong," and so he always feels uncomfortable in performing various activities.

Later on in his teens, he is actively prevented from getting the sort of a job which will permit him to buy the clothes and treats for his friends which he feels are demanded of him, and so he begins to feel he is not a part of the society. Not being part of the society, he is then against the society and desires nothing but destructive activities.

HANDLING A CHILD'S UPSETS AND MISHAPS

This section provides many techniques for a parent or anyone to use to help a child recover rapidly from the bumps, bruises, scrapes, scares and upsets that are often part of growing up.

For the most part, the techniques which follow utilize communication between oneself and the child as their main therapeutic agent. Communication is vitally important in dealing with children, as it is in any aspect of Scientology.

The actions described below all classify as assists. An assist is an action undertaken to help an individual obtain relief from an immediate troublesome difficulty. These assists should be used in addition to those in the "Assists for Illnesses and Injuries" booklet whenever circumstances require. The benefits for the child and the family can be considerable.

Childhood Injuries

There are many things one can do to aid a child who suffers a minor fall, cut or the like. In young children, often just letting them cry out seems to be enough. When a child is hurt, most people find themselves speaking comforting and consoling words almost before they know it. And what they say is usually what they have said a hundred times before when the child was hurt. This can remind the child of the whole chain of earlier injuries.

Parents can help a child most by saying nothing. It may take a short while to train themselves not to speak when the child is hurt, but it is not difficult to form the habit of remaining silent. Silence need not inhibit affection. One may hold the child, if he wants to be held, or put an arm around him. Often, if nothing is said, a young child will cry hard for a minute or so, and then suddenly stop, smile, and run back to what he was doing. Allowing him to cry seems to release the tension resulting from the injury and no assist is needed if this occurs. In fact, it is often very difficult to make the child return to the moment of injury if he has released the tension this way.

Fear

If a child is in fear, let him tell you about it, giving him all the encouragement you can. This is particularly effective in nightmares. Wake the child, hold him quietly until his crying calms a little, and ask him about the nightmare, taking him through it several times until he is no longer frightened. Then ask him about a pleasant memory, and have him tell you that before leaving him. If he doesn't want to sleep alone after that, do not make him face his fear. Stay with him and encourage him to talk about it until he is no longer afraid, even if this takes some time. In asking about fears, you can use the phrase "the same as." If the child is afraid of the dark, ask him, "What is the same as dark?" If he is afraid of animals, a similar question will cause him to analyze his fear. Perhaps you will not always be successful on the first questioning, but if you continue patiently you'll soon get an answer that will tell you an incident he has his attention on and you can help the child handle this by talking about what occurred.

Grief

If the child is in grief, a good way to begin is, "What are you crying about?" After a child has told what he is crying about a few times, each time being helped by questioning about the incident, and when his crying has abated (become less), you may ask, "What else are you crying about?"

Actually, just letting him cry until he gets out of it will often be enough. This is especially true if you are in close contact with him and he knows he can count on you for support and assistance.

Don't try to stop a child from crying by simply telling him not to cry. Either handle the incident that caused the crying by asking what happened and getting him to tell about it until he is laughing, or let him cry it out while you caress or hold him. No words in this case; just affection.

Drawing Pictures

Instead of dolls or toys, you may have the child draw pictures. "Draw me a picture of a woman and a man.... What are they doing? Draw me a picture of a woman crying," and so on. The emphasis should always be on the adult who was dramatizing, and not on the child who was bad, if that happened. Drawing pictures, playing house with a child: "And then you say...?" "And then I say...?" or simply getting the child to make up a story about it will help.

Anger

With children who have not been inhibited in their expressions of anger against parents, these subterfuges (deceptions) are not usually necessary. They will tell freely and dramatize scenes they overheard or scoldings they got, if you act as an interested audience and encourage them to build up the scene. If you watch children playing, you will often see them doing exactly that, mimicking their parents and other adults in their dramatizations.

Sometimes just asking a child, "What happened to make you feel bad?" or "What did I say to make you feel that way?" will bring out and alleviate the restimulative elements in the present situation.

Everyone is familiar with the violent threats children can think up when they are frustrated: "I'll tear him to pieces and throw him in the river; I'll make them all go in a closet and lock it up and throw away the key and then they'll be sorry," and so on. If you encourage them by "Yes? And then what will you do?" or "Gee, that would be something!" they will keep on for a while and then they often will suddenly pop right out of the upset and go on with what they were doing.

If a child is angry, let him be angry, even if you are the victim. Let him act out his anger, and usually it will disappear quickly. But if you try to suppress it, it will grow worse and last longer. Letting a child react to a frustrating situation without further suppression seems to release the energy of the frustration and will bring him out of it more quickly than almost anything else.

"Tell Me About It"

If the child does not spontaneously recover after a moment or two of crying, then wait until he has recovered from the short period of lowered awareness that accompanies an injury. It is usually not difficult to tell when a child is dazed and when he is not. If he still cries after the dazed period, it is usually because other previous injuries have been restimulated (reactivated due to similar circumstances in the present approximating circumstances of the past). In this case, an assist is valuable. On older children (age five and up) an assist is usually necessary.

When the child is no longer dazed, ask him, "What happened? How did you get hurt? Tell me about it."

As he begins to tell about it, switch him to the present tense if he doesn't tell the story in the present tense spontaneously. Try it this way:

"Well—I was standing on a big rock and I slipped and fell, and..." (crying)

"Does it hurt when you are standing on the rock?"

"No."

"What happens when you are standing on the rock?"

"I slip..." (crying)

"Then what happens?"

"I fall on the ground."

"Is there grass on the ground?"

"No—it's all sandy."

"Tell me about it again."

You can take the child through it several times until he gets bored or laughs. There is nothing difficult about it. After a child has had a few assists this way, he will, upon being injured, run to the person who can administer this painless help and reassurance, demanding to "tell about it."

A child who has hurt herself can be markedly assisted by communication.



Getting her to explain what happened can be therapeutic.



Telling it to someone who's interested will dissipate any upset and enable the child to feel better.



Overhearing an upset or fight between parents can be extremely disturbing.



A parent can help dissipate the child's concern by getting her to use dolls to demonstrate what happened.



The child re-creates the experience with the dolls...



... and any lingering upset on the child's part can quickly fade away.

One woman, working with her daughter, was astounded when the child said, "You said it, Mummy, a long time ago." "Where were you when I said it?" "Oh, I was only a little thing—in your tummy." This probably won't happen often. But as the child gets the idea, it may happen sooner or later. Whatever the incident, just go on with questioning to build up the incident. "What were you doing? Where were you? Where was I? What was Daddy saying? What did it look like? What did you feel like?" and so on. Have the child recall the incident a few times until he laughs. This will release him from the restimulation.

Use of Dolls or Stuffed Animals

If the father knows that the child has overheard a dramatization or has been severely punished or scolded, he may handle this a few hours after the event by asking about it. "Do you remember when I shouted at Mother last night?" If the child is not used to expressing his anger to his parents, or if he has been severely repressed in the past, it may take some coaxing to get him to tell about it. While doing so, try to assure him by your manner that it is perfectly all right for him to talk about it. If he simply cannot, you might try to get him to play it out. If the child plays with dolls or toy animals you may, in play with him, get him to make the dolls or toys act out the dramatization.

"This is the mama doll. And this is the papa doll. What does the mama doll say when she is mad?" Very often this will take the child right into the scene, and if you let him really open up and describe the scene without condemnation, listening in a sympathetic, interested way, and encouraging him with a well-placed, "Yes...and then what?" he will soon drop the pretense and begin to tell you directly what he overheard. Even if he does not do this and, as children often do, he runs over the scene a couple of times with his dolls or toys, it will lessen in intensity to a large extent.

Directing a Child's Attention

Many people habitually tell a child, "Don't do that or you'll get sick," "My goodness, you're certainly getting a bad cold," "You'll get sick if you keep on with that," "I just know Johnny's going to get measles if he goes to school," and countless other such pessimistic suggestions. They also use thousands of "Don'ts," "Can'ts," and "Control yourself" phrases. Parents may watch themselves for these phrases, and avoid their use as much as possible. With a little imagination and practice, it is not difficult to find ways of keeping children safe without using constant verbal restraints. As much as possible, suggestions made to a child should be positive. Graphically illustrating what happens to a glass bottle when it drops will get the idea across better than a thousand screams of "Get away from that!" or "Put that down!"

Smooth, gentle motions and a quiet voice will go far toward averting restimulation when children are being handled. Anyone who wishes to work successfully with children will cultivate these attributes. They are particularly valuable in emergencies.

If a child's attention must be obtained quickly because of a potentially dangerous situation developing too far away to enable the guardian to reach the child in a hurry, calling his name loud enough to be heard will do the trick harmlessly. It is much better than screamed injunctions to "Stop!" "Stay there!" "Don't do that!" and so on. It is not nearly so likely to restimulate him.

Remembering

Asking the child to remember may be used in hundreds of situations that arise from day to day: whenever the child is fretful, unhappy and crying over something; when he is feeling slightly sick; when he is obviously restimulated by something; when he has overheard a dramatization (a replay in the present of something that happened in the past) or someone has punished him severely or uncorked a dramatization directed toward him; when he feels rejected—in fact, every time a child is unhappy or nervous for any reason or when you know that he has had a highly restimulative experience.

The principle here is to get at the specific phrases and situations causing the restimulations. Of course this technique can be used only after the child has learned to talk enough to give a coherent account of what he is thinking and feeling.

If the child is feeling upset (not seriously ill) you may begin by asking him when he felt this way before. Usually a child will remember. As you ask further questions about what was happening, what he was doing at the time, who was talking, what was said, how he felt, he will describe the scene graphically. When he does so, simply have him go through it again a few times. When you come to the end say, "Tell me about it again. Where were you when Daddy was talking?" "Tell it again." Or, simply, "Let's see now, you were sitting on the couch when Daddy says—what does he say?" Any simple phrase which will return the child to the beginning of the scene may be used.

There is no need to make this action complex. Children understand "Tell it again." They love to hear stories over and over again, themselves, and they love to tell their stories to an interested audience. But don't be overly sympathetic. Show affection and interest, yes. But don't croon or moan, "Poor baby, poor little thing!" or similar phrases. To do so may tend to prompt the child to consider the injury or upset valuable in that it got him special attention and sympathy.

The more you can enter a child's reality, the better you will be able to help him. Imitate his voice tones, his "Yeah!" "You did!" "And then what?"—adapt yourself to his graphic mimicry, widened eyes, breathless interest or whatever his mood and tone may be—but not to the extent of parroting, of course. If you cannot do it well, then just be simple, natural and interested.

Often, when he is restimulated, a child will use one or two phrases over and over again. In that case you can start with, "Who says that?" or "Who's saying that to you?" or "When did you hear that?"

Sometimes he will insist, "I say it, 'Shut up, you old fool!'" or whatever the phrase is. Then ask, "Who else says it?" or "See if you can remember when you heard somebody else say it," and he will usually start telling you about an incident.



When a child experiences something upsetting or traumatic, similar incidents can reactivate in his mind.



These fall away when the child is gotten to talk about the current upset.



The child should be guided into relating what happened as though it were occurring in the present. This will discharge any trauma connected with it.