

How to support children's health, to allow them to access their own potential, using the concept of the TFH health triangle?



"We should consider all children to be miracles."

"There's nothing wrong with children, they just need to learn how to use their potential."

Paul Dennison

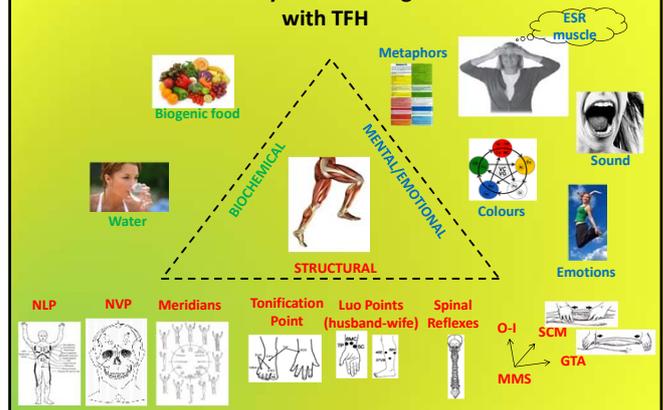
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Our goal during a TFH session is to release the stress that a person can feel in relation to a goal.

To achieve this, we are going to balance the muscles and the meridians using techniques we can place on the health triangle (structural, biochemical, emotional); this with the aim of helping the person regain access to their full potential.

Different ways of balancing a muscle with TFH



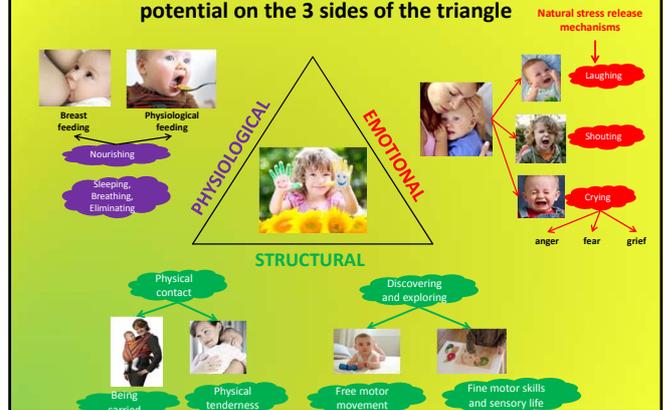
We can imagine that, if children are accompanied by parents and teachers who respect their **emotional needs**, their **physical development** and their **physiological needs**, they will develop **their potential and they will go towards a better health**. They will also be better equipped to rebalance themselves in case of stress.

Every child can therefore find resources in themselves and become independent in this health paradigm.

In this presentation, I will share with you my personal experience as a father and my professional experience as a kinesiologist.

This information will allow you to complement the support in your individual sessions by offering the parents more awareness in their attitude towards their children.

Different ways of maintaining the child's potential on the 3 sides of the triangle



Different ways of unbalancing the child's potential on the 3 sides of the triangle

PHYSIOLOGICAL

EMOTIONAL

STRUCTURAL

ON THE STRUCTURAL LEVEL

STRUCTURAL

Walker & Transit = Limited motor development because of **little reflex stimulation**

A child in their playpen = **Frustrations, Tantrums, Curiosity** because of being prevented to explore beyond their comfort zone.

When the child has help to move on their own: **Self-confidence, Frustrations, Tantrums**, because the child depends on the adult or on the equipment to go where they want to go, or to do what they do with the equipment.

Encouraging free motor movement

Allows the child:

- ✓ To naturally stimulate their reflexes
- ✓ To develop their self-confidence
- ✓ To keep their curiosity and their eagerness to learn

"Let the child discover their surroundings for themselves and don't try to speed up the stages of their motor development."

Interview with Docteur Szanto-Feder on free motor movement (in French): www.youtube.com/watch?v=J52gVBoBebI

Free motor movement – Well in the body, well in the head (in French): www.youtube.com/watch?v=Q7x04Fefekc

The hidden world of babies (in French): www.youtube.com/watch?v=8V66kZUFW

TO SHARE WITH PARENTS

Encourage free motor movement

Avoid putting your child in a position that they are not capable of keeping on their own:

- ✗ Instead of **bringing an object too close** ✓ Let them **go get it for themselves** while activating their whole body.
- ✗ Instead of **putting them in a sitting position with a cushion for support** ✓ Leave them in a **lying position**, as long as they can't keep themselves upright.
- ✗ Instead of putting them in a walker ✓ Let them **develop at their own pace** without trying to make them walk too quickly.
- ✗ Instead of **picking them up as soon as they fall** ✓ Let them **get up by themselves** while being there to encourage them.
- ✗ Instead of **holding their hands while walking** ✓ Let them **walk by themselves** even if they have to fall hundreds of times.
- ✗ Instead of **taking them in your arms every time they can't make it past an obstacle** ✓ **Encourage them**, and if they can't do it, tell them they've got all the time they need to get there

Fitting out surroundings and providing with suitable material

"Providing suitable surroundings and objects for your child will permit them to develop their reflexes and their coordination."

- **When the child is lying on their back:**
 - ✓ Put **objects** over their head (at different distances).
 - ✓ Put **objects beside them** to encourage them to turn their head and to start to want to turn to their side.
 - ✓ Keep their **feet bare** as much as possible so that they use all their support points.
- **When the child starts to move around by crawling or on all fours:**
 - ✓ Provide them with small **gaps of different heights** so that they will try to climb onto them if they feel the need.
 - ✓ Put them in a **large enough space** for them to develop their curiosity and their motivation to go further than their comfort zone (for example: get them out of their playpen).
- **When the child starts to walk:**
 - ✓ Offer them **supports** to hang on to (for example: chair, bars, etc.) and put things away on shelves rather than in a chest.

ON THE PHYSIOLOGICAL LEVEL

TO SHARE WITH PARENTS

Following several scientific studies (*), the European Commission has asked manufacturers to put on the wrappings of sweets and certain sodas that these can cause **overactive and impulsive behaviour, attention and hyperactivity problems (ADHD)**, due to the presence of **colourants and sweeteners** (19 colourants are included, among which E104, E129...).

(* www.20minutes.fr/france/175873-bonbons-perturbent-enfants)

In a study containing 800 thousand students and 803 schools over 4 years in the precinct New York, a strong increase of violence of 50% has been seen in schools. Everywhere where **white sugar** and **white flour** has been eliminated from children's diets, **47 to 52% less violence** has been achieved (= including responding to adults). 7 months later, **80% less violence**.

"If a child has difficulty concentrating and they are sensitive to milk, take away the **morning milk** and you will see the results during the day. **As for sugar**, the results are also visible the same day. **As for gluten**, you need to eliminate this for 5 days to see the effects. If a child cries a lot, has tantrums, consider **reducing sugar and milk**." Isabelle Fillozat – « **Bien dans sa cuisine** »

ON THE EMOTIONAL LEVEL

ON THE EMOTIONAL LEVEL

A premature separation can cause a relational dependency ("He sleeps in his bedroom!")

Parental conflict

Labelling devaluing messages: "Careful, you will break it!" "You're so slow!"

Physical violence (spanking, slapping)

Denied physical pain: "It's nothing, stop crying"

Overstimulation (shopping centres)

Frustrations of not being understood: "Stop clowning around, stop sulking!"

TV-screens

Difficult birth: Forceps, ventouse, C-section

Scary stories and experiences

Prenatal trauma & Postnatal trauma: incubator

TO SHARE WITH PARENTS

SCREENS adversely affect concentration skills, reading performance, vocabulary building, the quality of homework and lessons, intelligence development. The screen promotes the cult of physical appearances at the expense of self-confidence. J. Brodeur

30 minutes of TV in the morning = Two and a half hours before the brain regains its full learning capacities and concentration skills!

1 week without TV =

- **twice the attention span in class**
- **half the familial conflicts and 71 time spend on playing with building blocks and playing with others.**
- **school grades**

Jacques BRODEUR: Expert in violence prevention and media education – "Challenge of 10 days without screens to learn to see things differently" In 2003, 200 schools have participated in Quebec and France: www.edupost.org

Between the ages of 0 and 3: **no screens!**

- ✓ Between 4 and 6 years: restrict to 2 hours a week and no handheld game consoles before 6 years.
- ✓ Between 7 and 10 years: restrict to 5 hours a week and no unsupervised internet before 9 years.

In France in 2002, Adults = 3h32 TV / day = 75% free time = 2 months per year

- ✗ In France in 2002, Children = 2h14 TV / day = 12% of children have a TV in their bedroom
- ✗ **1 hour TV per day for babies between 8 and 16 months = 10% vocabulary impoverishment**
- ✗ **A 12-year old child will have witnessed 8000 murders on television**

MICHEL DESMURGET
TV LOBOTOMIE
La vérité scientifique sur les effets de la télévision

Emotions

Unreleased...

Exaggerated behaviour and possible difficulties:

- ✗ Hyperactivity
- ✗ Extreme passiveness (shyness, introversion)
- ✗ Aggressiveness
- ✗ Excessive dependence on mother
- ✗ Concentration difficulties
- ✗ Systematic opposition
- ✗ Restless sleep
- ✗ Abusive jealousy

Are released by LISTENING and by LAUGHING (PLAY)

Beneficial effects:

- ✓ Better concentration
- ✓ Better school results
- ✓ More peaceful sleep
- ✓ Improved curiosity, improved determination
- ✓ More serene
- ✓ More social, better discipline
- ✓ Strengthens the relationship between child and adult
- ✓ ...

"It's when the child seems to deserve it the least, that they need love and attention the most"
"There a no shenanigans... just messages to decode!"

When a child gets ANGRY because they can't have something, their emotion allows them to reconstruct and accept their frustration = necessary and natural stage of grief for the child to accept their frustration.

EMOTION CONTROL AUTOMATISMS

| | Child | Teenager | Adult |
|--------------------|--|---|--|
| Control automatism | <ul style="list-style-type: none"> - Pacifier, thumb, comforter - Systematic breastfeeding - Systematic distractions - Systematic rocking - "Mummy" | <ul style="list-style-type: none"> - Cigarette - Alcohol, drugs - Nail biting - Video games, TV - Snacking | <ul style="list-style-type: none"> - Cigarette, alcohol - TV, computer - Workaholic - Casino games - Food, Coffee |

How to guide the child in releasing his emotions?

"Denying, not taking into account and not listening to the emotions of the child – all this locks the emotion up in a pressure-cooker... and when the valves can't hold it anymore, the lid blows off!" A. Solter

"An emotion has 1 meaning, 1 intention, it is healing = natural repair tool." A. Solter

By Accepting and Listening to tears and tantrums...

"Let your child express their emotion, support them in their tearful and trembling discharge, without trying to calm them down... And after the emotional explosion will come the relaxation, the trust, the physical well-being." A. Solter

By Playing with them to release their emotions with Laughter...

1. Accepting and Listening to our children's emotions...

If, as a Child, when you were under stress and you expressed your emotions, your parents...

Accepted and Listened to your emotions and gave you a Hug

...then as an Adult, ...you will be equipped with oxytocin receptors and your amygdala will have learned to cope with stress while being listened to, supported and hugged, ...and you will in turn **Accept and Listen** to the emotions of your child and **Hug** them without difficulty.

punished you in your room, hit you (spanking) or yelled at you, ...then as an Adult, your brain will have developed a lot less oxytocin receptors and you amygdala will be more reactive, ... you will have more difficulty **Accepting, Listening to** your child's emotions and **Hugging** them.

Since this will ask a greater effort on your part to control your **reaction in the face of stress** and your child's **tears and screams**, you can do **Brain Gym movements**, like Belly Breathing, Drinking a glass of water, ...

"Holding an angry child equals offering them a strong receptacle in which they can empty their emotions." A. Solter

Important: We can reconstruct oxytocin receptors by being in Touch; oxytocin is produced in the brain after 7 seconds. For example: If my partner gets angry in front of the children and I disagree with what he (or she) does, I put my hand on him (or her) and I look at him (her) with love, rather than judging him, because he reacts from his past.

E-MOTION = "NRJ in motion"

...Joy, Laughter

FIRE

"Value, Encourage, Share"

...Grief

METAL

"Cry as much as you need to"

...Fear

WATER

"Inform about separations"

...Anger

WOOD

"The more anger is expressed, the more depression will be alleviated"
De-pression ≠ Ex-pression

The effects of "free and spontaneous play" on emotional release

- ✓ **Simple playing:** In the morning before going to school: kicking a ball around, racing to the car.
- ✓ **Play fighting for attachment:** letting the child win → sense of power → increases their self-confidence and you fill up their love reservoir by spending time with them (= quality time).
- ✓ **Playing with cars or with characters** (stuffed animals, playmobil), we listen and they will tell their story with their playing. Ex.: a job at the doctor's: they come home and replay the stress by jabbing their stuffed animal with a pencil or by trying to jab you, let them at it so that they regain their sense of power in relation to the sense of powerlessness they experienced.
- ✓ To release **subliming**, play at "mimicking and making faces".
- ✓ To release **aggression**, play at "love gun".
- ✓ To release **fears**, play at not falling out of bed, getting close to the gap, almost falling, asking for help...
- ✓ To release **fear of animals**, play at being an animal who barks at the child and chases them around...
- ✓ To release **teasing at school**, play at "I have a secret... my name is Cornflake Head but don't tell anybody"
- ✓ To release **tantrums**, have "pillow fights"

Free and spontaneous play opens the door of emotions

"We are expected to be serious in our work and in plenty of other areas of our lives, but our children only ask to see us to cheer up and have fun with them."

"The majority of jobs are poor in the fun department."

"The games of adults (bridge, tennis, fishing...) have been termed [...] not funny, lacking in spontaneity, mortally serious, they don't allow you to take a step back and you have to follow the rules at all costs."

"A good school is a school where laughter sounds in the halls and in the classrooms."

L. Cohen



The father or mother who is working himself/herself to death will find room to **BREATHE** and the child a moment to **express their difficulties** while **PLAYING**.

The **SENSE OF ATTACHMENT** of each will be nourished and the generations will get along better.

Going from **LAUGHTER** to **TEARS**, to **ANGER** or to **AGGRESSION** is totally **NORMAL**: the child simply needs a **hug** (if they're crying), to be **listened to calmly** (if they throw a tantrum), or that **to be held gently but firmly** (if they struggle to the point where someone might get hurt).

ACCEPTING WITH TOLERANCE THIS VENTING OF EMOTIONS, that only takes place if the child feels **SAFE**.

If you are prepared for these sorts of reactions, you won't have to do anything but relax and listen to the child.

Otherwise, there's a big risk that they will drive you mad with anger:

"How dare you speak to me that way? Stop crying, stop being a baby."

A. Solter

Bibliography



Accept and guide children's emotions



Love reservoir



Playful parenting



boys-girls



I. Filliozat



Free motor skills



Communication Parents-Children