



# The Knowing Child

## *As An Optimal Performer*





# NeuroOptimal

- \* The technology supports the highly intuitive and sensitive child's transition to more consistent reactions.
- \* No Performance pressure
- \* No Judgment
- \* Enjoyment rather than pressure to change
- \* Supportive of here and now



# Considerations and tools for working with highly intuitive children.

- \* Describe character traits of the knowing and intuitive child.
- \* Emphasize early identification of these traits
- \* Distinguish children with ADHD, Sensory processing, Anxiety from the Knowing child.
- \* Share single case stories about the children, their challenges and tools that might be helpful.



# Knowing Child/Interest

- \* Adopted Child-Pompeii
- \* The Grecian Poet
- \* Children who recall past lives-Dr. Ian Stevenson research-Asia Pacific rim
- \* Crystal-Indigo Children/No
- \* Knowing/ highly sensitive children



# Knowing

- \* **The Physiologically Gifted Child (PGC) often exhibits traits such as:** Higher heart rate in stressful situations(Lagos)
- \* Strong ability for sensing/perceiving emotions (Distracted by this perception)
- \* Innate abilities to connect with others
- \* Easily overwhelmed by stress (Stress in the environment or performance anxiety)
- \* Very sensitive to changes in sound and/or touch
- \* Need quiet/alone time to main equilibrium: Prefer being at home/ Baths
- \* Diagnosed with Attention Deficit Disorder or Sensory Integration Disorder



# Emotional Responses

- \* High ability to notice what is going on around them
- \* They observe and may be bothered by images, sounds, smell, touch, colors
- \* Pick up on facial expressions, vocal tone, energy around themselves
- \* See non physical



# Inner Knowing

By missing this inner-knowing character trait, other interventions and diagnoses miss teaching the child how to begin to self-regulate, often leading to unnecessary medication.

Quick Resource:

Understanding the highly Sensitive Child: by Jamie Williamson on Kindle





# Areas of Stress

Child

Physical environment/home, School

Family  
Family structure  
Resources

Adults (Teacher, School Social  
Worker, Therapist)



# Interventions

**Child:**  
Optimal Performer  
Areas of Excellence-sports,  
drawing  
Fears  
Sleep  
Breathing-rhythmic  
Use the light  
**Business: Storefront: Products  
Services**

**School:**  
Physical environment  
Bedroom  
Rigorous morning routine  
Use light  
Ear buds/headset  
Energy shower

Family  
Clarify Intuition  
Encourage tracking of sensitivity  
Ask questions  
Empathy  
Food

School: Hidden Mediator  
Suggestions-ADD, Sensory issues  
Promote Parent advocacy  
Encourage separate space  
Encourage snacks and protein  
Interdisciplinary team: Assessment,  
Vision, PT, OT, Educational therapist











# The Child's Pop Up Store

- \* Services and Products
  - \* Rebalancing self after upset
  - \* Actions based on concern for others
    - \* Morning and Nighttime routine
      - \* Breathing exercises
      - \* Chores
    - \* Bringing Home assignments
      - \* Pet Care







# Internal To External

- \* Worry about another-illness, death
  - \* Create card or story
  - \* Send light
- \* White Board for rooms
- \* Tell one story about a day's experience
- \* Child and parent share Sense Experience
  - \* All that I see
  - \* All that I hear
  - \* All that I feel





# Jack

- \* Behavioral optometrist referral
- \* Impulsive, restless and multiple diagnosis
- \* Meet Jack
  - \* Neurofeedback: A drugless Solution for ADD
  - \* Framework-Optimal Performance
  - \* Reading: Summer Program-Paid to Read
  - \* Session: Incorrect film-Crying-turning point re sensitivity



# Jack's Mom April 2016

- \* Jack never ceases to amaze me. . He played on the school's soccer team this past fall and also wrestled for the varsity team at Lyman this year. Now that the school season is over, he has also joined a local wrestling club.
- \* They just returned on Sunday from a 4 day trip to Virginia Beach, where they went to the National HS wrestling championships. Although he didn't win any of his matches, Jack had a great time.
- \* *More importantly, his grades have been phenomenal. He was recommended for college prep classes when moving into the high school and has been on first honors each quarter, with a full course load. He has been encouraged to try honors civics next year. He's driven and focused and really truly enjoys all that high school has to offer. I fought to keep him in special ed. to help with him transitioning to a new school, but I know that is coming to an end this year. He really has become motivated and directed enough to independently and I know he's ready for the challenge.*



# Balance

- \* Frame a concept for parents: Gifted, knowing, overload before ADHD
- \* Breathing for Balance-No calming down, rhythmic
- \* Rewards for shifting behaviors
- \* Recognize Enemy Territory
- \* Using Bubble of light



# Chase

- \* Child as an Optimal Performer
- \* Child- loved coming home and staying home
- \* Complained of headaches-Ice pack waiting
- \* Loved lemons-Had lemon juice
- \* Upon awakening-he felt sad
- \* Read the family's energy- he failed before he got to school



# Chase

*I am a loser*

*I wonder why*

*I hear spiders in my brain*

*I want to be smart*

*I feel dumb*

*I touch my empty head*

*I worry I'll be poor*

*I cry when I lose*

*I am a Loser*



# Chase

When Chase wrote the poem, I received a phone call from the school. They were obviously concerned and wanted to let me know what he wrote. The teacher told me that Chase had been struggling to write a poem about his feelings. He was “stuck” and could not get anything on paper. After being held in for recess, he was now angry and defiant and put those words on paper.

The poem was not viewed as being appropriate for school

So, hesitantly, I showed it to Rae. She was in awe. Certainly not the reaction I had or the school had. She said to me “what is wrong with this, they asked him to write about his feelings and he did and it is a wonderful poem”. It was not until Rae helped me look past what is accepted as “normal” in school to realize that what Chase wrote was remarkable. I was so wrapped up in the problems that Chase was having in school that without Rae I would not have been able to see the beautiful work that he created. This is just one example of a time when Rae helped me to appreciate those qualities that make Chase special and unique.

Chase was having difficulty with his academics at school and his lack of self-confidence was causing him to act out in defiant ways. I was in contact with his teachers continuously. This past school year, Chase made great strides. His teacher has told me how positive Chase is, he approaches his work with renewed interest, he mentors other students, and has become much more confident and social. We had NONE of the issues that we had been dealing with in the years previously.



# Feeling and Seeing

- \* Billy –unable to sleep because he will be kidnapped
- \* Sees and feels images-spirits
  1. *White lights around bed*
  2. *Clean room energetically*
  3. *Move bed away from wall*
  4. *Breathing*
  5. *Provide a safe place and person with whom to talk*



# Ongoing

- \* Sleeps and is proud
- \* Stands up for sister on bus
- \* Cleans room
- \* Runs to parents room
- \* Grandmother's home-spirit
- \* Scary Pictures
- \* *Stress induced hypoglycemic-responsible for snacks*





# Sees Energy/ Edward

- \* Dark Negative Energy in Room and school
- \* Playing hymns and prayers
- \* Lights, clean energy
- \* Now sleeps
- \* Room is a refuge
- \* School-shut down, missed segments of info and typical ADD symptoms-PPT
- \* Body is tight



# Earle, 7 year old

The rainy night brings thunder and lighting  
When it stops there is just silence  
The only thing remaining is a puddle  
The puddle reflects the bright stars that come out again  
after the storm



# issues

- \* Sudden stopped breathing and revived-twice
- \* Birth father uninvolved
- \* Grandparents involved
- \* Detached from step father
- \* Highly imaginative, superior intelligence
- \* No Diagnosis



# Earle

- \* Imaginary friend-Gold
- \* Established different framework for him regarding step dad-improvement in relationship
- \* At home when friends visit, he connects and plays different games.



# Teacher

- \* School objective: Sit still and participate
- \* Yesterday while he was participating in our Second Step program (social skills program) they were discussing the word empathy.
- \* When client Earle this word he started calling out and covering his ears saying something about he can't hear that word and he needed to leave the group
- \* I asked him about it today and he said his brain teacher says that he doesn't have to think about that word.
- \* I asked him if he knew what it meant and he said yes and that he doesn't have to worry about what others think or how they are feeling. (Communication issue: He heard the assignment and asked to be excused. He does not have to worry about Empathy-he has too much)



# Earle's Environment

- \* Event triggers more observation
- \* He is in his imaginary world or he is playing an imaginary computer game with characters from a game he has previously played.
- \* Transition-Guidelines for playing imaginary games-At grand parents, at home after school
- \* Mom buys a set of characters he could play with outside of his head.



# Team assembled

- \* I wanted to check in with you on how things are going with Earle. I went over the chart again with him to today to remind him of his jobs.
- \* He wants to do well, but continues to have a difficult time when I do not remind him.
- \* He mentioned that he sees someone outside of school. I also have noticed an increase in his acting out things in his head (moving around out of his seat making noises and moving his head and hands like something is happening in a video game). Are you seeing this at home?



# School

- \* Behaviors at home on track
- \* Practice breathing
- \* Draws imaginary world-understands he can not be in his imaginary world or play games at school.
- \* Establish rewards for participating in school
- \* Increase in anxiety-"I just want to make mom proud.'  
Increased crying
- \* Uses breathing to calm down at school





# Disconnect

- \* Mom talks to him about his imagination and how proud she is of him
- \* Bahamas-reestablish connection to class



# Lagos' Heart Shifting

- \* 15 breathes (4 sec inhale, 6 sec exhale)
- \* 5 breathes- focus on the feeling of specific stressor in heart on inhale and letting go of stressor on exhale
- \* 5 breathes- focus on feeling of fresh air through the nose on inhale and the feeling of air leaving the mouth on exhale
- \* 5 breathes- focus on the feeling of love (e.g. pick someone that you love abundantly such as mother, daughter, spouse, or even dog/pet) on inhale and let go of anything negative on exhale



# NeuroOptimal

- \* Confidence in technology
- \* Free of Diagnosis
- \* Free of performance
- \* Site/QEEG directed limits time: Gathering info, Fiddling with leads, changing placement in the middle of session energy
- \* Child selects movie chapter-draw
- \* Discuss the movie
- \* Brings child into world
- \* Enhances without interference
- \* Physiology gifted and intuitive child feels protected in the environment
- \* Absence of criticism and non judgmental