

NeuroMovement® FROM FIXING TO CONNECTING
Week 3 Exploration Tools

The Tools for Slow

1. *Slow for your child*¹ *starts with you.* Slow is a skill you and your child can develop together. Doing something slowly and deliberately with your child in an intentional way requires skill and control.
2. Take the adversity or the challenges as a source and opportunity for connecting with yourself and your child by utilizing *Slow*.
3. Remember that *Slow* is the door to intentional connection and love, the attention through yourself to the other, feeling through you, the other person, along with taking interest in them, and in what **IS = LOVE**.
4. Check yourself to see if you are at home, with *not knowing*, *with the uncertainty*, and feel that it **is an opening to possibilities**. Learn to recognize in yourself the distinction between possibilities and presumed known predictions, whether positive or negative such as prognosis.
5. GET INTERESTED – and for that, you need to *slow down*. There are times you are going to go fast and that's OK.
6. As you apply the tools for *Slow*, look for changes, any changes; they are the bits and pieces from which your child's brain will grow and improve. Watch for the smallest of changes—they are so easy to overlook or dismiss—because they are not the final outcome we are seeking. However, **it is these tiny shifts and changes in the brain that are the beginning and are at the heart of all major transformations**. Here are some tools to help you introduce *Slow* into your client's life:
 - a. Speed up even more if your child is speedy, then even more, then *slow down*, then *slower*, then a little faster than *slower*, then *slower* again— feel the difference....
 - b. Be with Your Child: Find ten minutes each day² to just *be* with your child.
 1. Turn off your cell phone. Move away from the computer. Put down the book you are reading. Shut off the TV. You are not going to cook, clean up, or even wash your child's face. Driving with your child in the car does not count, since your attention will be divided. Your only agenda is to *be there* with your child on the rug, or on the bed, or on the sofa, or outside in the yard, or in the play area, or in your therapy area.
 2. **Have no agenda for you or your child for these 10 minutes**; just let feelings of *Slow* pervade your and your child's experience.
 3. At the same time, while making sure that your child is safe, you are going to let her just *be* with you, however that may be at that time.

¹ 'child' refers to your child, your client, your patient, or any child, young adult, or adult, you are with.

² Or session if you are a therapist.

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4. Let her³ be the leader; follow her cues. If she simply wants to wander around, seemingly doing nothing, just let her wander around and be there with her. – **research shows how “nothing” time for adults is a hugely important for brain health. Children need it even more!!!!** Just follow any cues she gives. Be there with your child, just the two of you.
- c. Observe Without Judgment
- d. Oops, Time to *Slow* Down: Anytime your child fails at anything,
- e. *Slow* Touch: A touch where YOU take the time to feel.
- f. *Slow* Listening: One of the most important human needs is *to be seen and to feel that we are heard and validated*. So many children with special needs have an especially difficult time communicating with the adults around them. They have difficulty making themselves and their experiences understood, especially when they themselves have a hard time making sense of their world.
 1. Your child needs for you to be an especially capable listener. You can become such a listener through ***Slow listening***—that is, **listening not just to the child’s words but also to the child’s communication through the sounds, movements, inflections, facial expressions, body language, and all other forms of expression. To do so, you need to first slow yourself down internally, quiet down any internal chatter that might be going on in your mind.**
 2. Be a Master of Kindness: Your child knows when she is failing. Children feel the difficulty and confusion internally, and they certainly are aware of when they are unable to perform as the adults around them are trying to get them to perform.
 3. Be generous, be kind. Be your own “League of Slow Parents/Therapists.” Tell your child, “Take your time, no rush, not to worry.” Be reassuring.
 4. I don’t mean that you should tell your child she is succeeding when she is not. Don’t try to cheer her along with so-called positive reinforcement when she knows she is not doing well; when you do that, it’s distracting and confusing to her brain.
 5. Be authentic and kind with your child.
 6. Help her to do *Slow*, even hold her close to you and gently guide her with your own body to *slow* down.
 7. When you do this, you communicate to your child: “You are okay as you are. You are doing fine. You are safe.” Your child will feel loved, accepted, and safe.
 8. Say *nothing* as you do this for now.

Slow, is a skill that you develop, that you get better and better at the more you do it.

³ Her, is a placeholder for all pronouns feminine, non-gender and male. We are using female pronouns in this homework exploration, whereas in future explorations we will use a different one.