

Working with Children

For children aged twelve and under, do the “Child’s Pose” version of the TAT® Pose. Either the parent or child will place their front hand palm down to cover the three points touched in the TAT® Pose. Usually, the eyes end up being mostly covered. If their eyes are open or closed is up to the child. The hand at the back stays in the same place.

If they’re unable to do the Child’s Pose themselves, you can have their parents do it for them. You can also do it for them. If you do, their parents should be in the room with you. Use a light touch. Their parents can also do the Child’s Pose or the regular TAT® Pose for the child on themselves.

Offer TAT®: explain how you’d like to help them feel better, show them what you want to do: how they can do the Pose themselves, or their parent will hold the TAT Pose on the child’s head or on themselves on behalf of the child, or how you’ll do it on yourself for them. Tell them that you’ll be saying things to help them feel better. Don’t force a child to do TAT® or accept working with a child if a parent is forcing it on them -- they won’t like you treating them that way and they won’t like their TAT® experience.

Use words that they’d use to convey the meaning of each Step or the very simplified version of the process below.

In the same way that we don’t need to know what’s causing a problem for ourselves and we can still work on it with TAT®, a child can “put something into the pot” or work on something without knowing the cause. So if they don’t feel good about something, we can do TAT® about it without a single further thought about where it came from, the root cause, or anything at all about its origins.

It's important to use the child's expression for their problem. For example, one little girl showed me how much her allergic reaction to eggs was going on at the moment by using her hands to indicate how tall it was. As the reaction got to be less, she showed her hand measuring the "height" of her reaction as closer to the floor.

It'd be good to use her hand language to communicate back to her, first of all, what was going to be "put in the pot" or healed. Then, after she showed how it was less, to communicate back that you got it using hand motions, too.

If a child is talking about their mother and calls her, "Mama", use his or her exact name. If you just think about what you call your mother, then substitute it with another name people use for mother, you'll see how different it feels. All your emotions and relationship are based on the name or names you most use, not any other name.

Here are some typical and lovely ways you can work with children:

You can help with:

- **allergic reactions**
- **traumas**
 - Things people told them or did to them that hurt them
 - Things they did that hurt others
 - Falls or accidents of any kind
 - doctor and dentist visits
 - being left alone
 - scary movies
 - nightmares
- **limiting beliefs** they have about themselves, for example:
 - **"I'm not one of the smart kids."**
 - **"Reading is hard for me."**
 - **"I'll never understand _____."**

- ***“I’m not good at sports.”***
- ***“I never get picked early to be on a team.”***
- ***“This teacher will never like me.”***
- ***“It’s hard for me to make friends.”***
- **symptoms**
 - nightmares
 - physical aches and pains
 - stuck emotions, for example:
 - anger
 - sadness
 - fear
 - loneliness
 - frustration
 - grief
 - worry
- identifying something they want and helping them get it by removing what’s in the way, for example:
 - ***“I don’t know how.”***
 - ***“I can’t.”***
 - ***“It’s too hard.”***
 - ***“What if I look stupid when I try?”***
 - ***“I don’t want my friends to laugh at me.”***

Children can be done with a Step in a second or two. Let them guide you. Children of 12 or under will likely take not more than five seconds pause after reading each Step.

It’s a special joy to work with children -- they change so fast and they’re usually so open and tender. We need to take care not to overwhelm them with all the healing we want to have happen for them right away -- especially if we’re their parents!

In your work with a child, if they can talk, ask them to tell you what happened and to show you where it feels bad or hurts inside. Take care,

as usual, not to add any of your thoughts about why it happened or why they feel the way they do. Quietly accept what they say and show you. You can tell them about putting it all into a “pot” if that seems useful for that child. Then let them know you’re going to do something to help them feel better.

Sample of wording for a young child (up to age five):

***All of that happened.
I don’t have to keep feeling it anymore.
I’m not there, I’m here now.
All the places inside of me that felt bad about this can relax
and feel happy now.***

Ask them if it still feels bad inside. If it does, you can say:

***All you parts inside that still feel bad,
You don’t have to keep feeling it anymore.
All you parts inside aren’t there anymore, you’re here now.
You can relax and feel happy now.***

You can ask again if it still feels bad inside. If so, repeat the above statements. I suggest you try the above on yourself for a childhood trauma to get a sense of what it might feel like for a child to do TAT this way.

For babies, have the parent do TAT on themselves on behalf of their baby. In your intention, let the baby know they’re welcome to accept this or not, as they like. Then read the first set of statements above once. That will probably be all you need to do.

For children at any age, if you feel it’s appropriate, you can add:

I forgive (whoever) for hurting me. They couldn’t do any better then. I apologize to whoever I hurt like this. I couldn’t do any better then.