

**Use your voice to
boost your brain
with FORBRAIN**



www.forbrain.com

FORBRAIN®

About Us



FORBRAIN® is a product of **SOUND FOR LIFE Ltd**, a Hong Kong based Company specialized in the development of products to support cognitive abilities and learning skills.

FORBRAIN® has been developed in collaboration with the company **Aftershokz LLC**, a world leader of bone conduction technology.



FORBRAIN® inherited from the knowledge and technology of the **TOMATIS® Method**, a neurosensory stimulation technique used in 1500 therapeutic institutes and language centers in over 70 countries.

The **TOMATIS® Method** was created by Alfred TOMATIS a French ENT doctor who devoted a significant part of his professional life to studying the relation between the ear and the voice, and by extension, between listening and communication.



What Is Forbrain?

A dynamic filter •

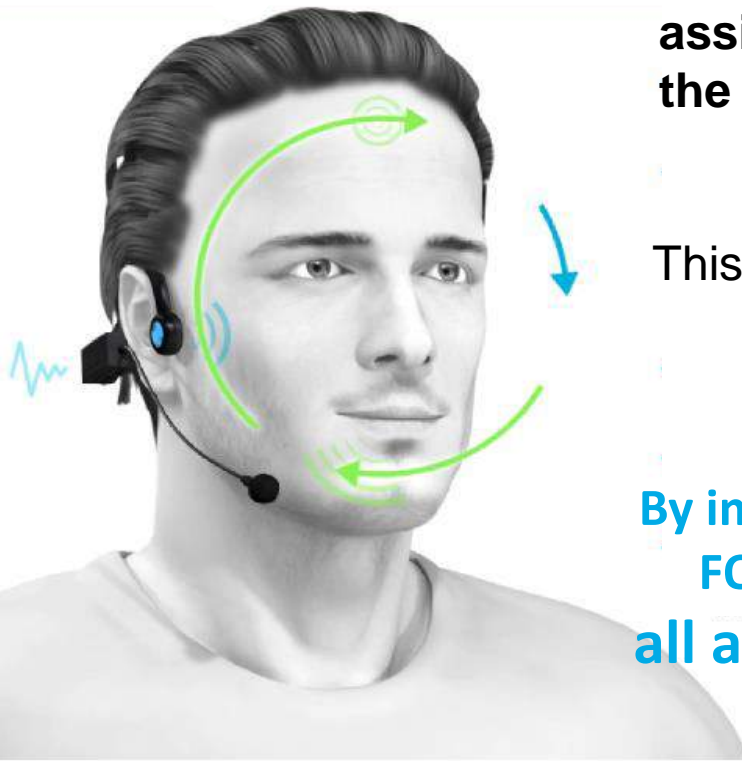


• Bone conduction membranes

• A microphone



Audio Vocal Loop



Every individual perceives, analyzes, assimilates and continuously adjusts the information received and produced through sound.

This is a natural phenomenon necessary in all learning processes called

AUDIO FEEDBACK

By improving the perception of the voice, **FORBRAIN** works simultaneously on all aspects of this audio-vocal loop.



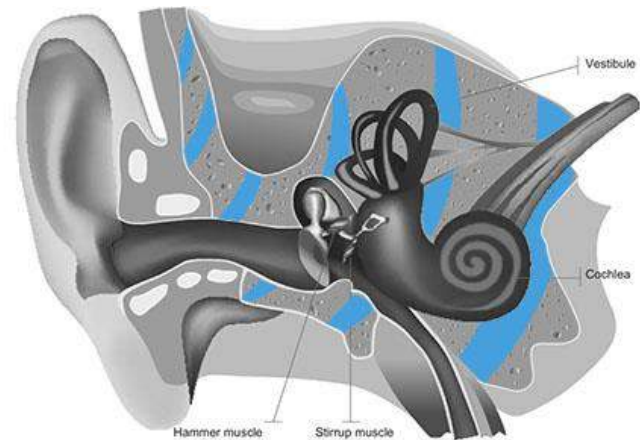
The technology

Forbrain is a device that improves auditory and sensory integration using two technologies:

Dynamic filter

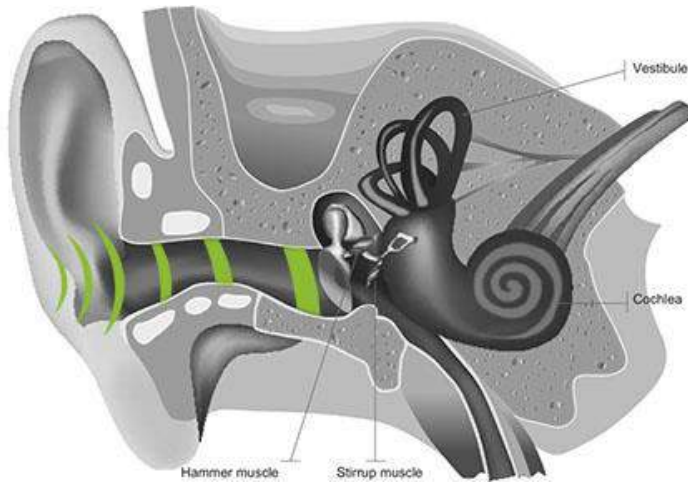


Bone conduction

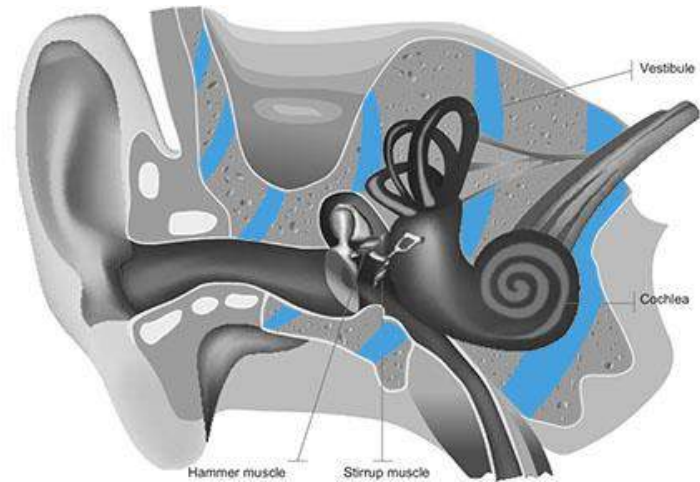


Bone Conduction

Air conduction canal



Bone conduction canal



Bone conduction is

- Ten times faster than air conduction
- Preserves the transmission of higher harmonics
- More energizing than air conduction
- Very reactive to speech frequencies



Dynamic filter

- Reacts to the intensity and frequencies of the voice,
- Amplifies high frequencies and diminishes low frequencies,
- Filters the voice with **alternating and unexpected contrast**
- **Surprises** the brain and keeps it in a sustained **state of attention**
- Gives a **better quality sensory information**
- Softens the perception of environmental noise.



This new perception of sounds
**enhances attention and focus while improving the quality and
rhythm of the voice**



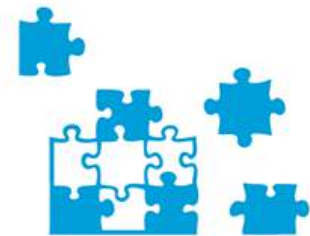
What Can Be Improved?



Memory



Speech



Attention



Who does it benefit?

Forbrain can benefit people with:

- Special needs and learning disabilities
- Auditory Processing disorders
- Dyspraxia and Dyslexia
- Speech delays
- ADD & ADHD
- Down syndrome
- Certain Autism spectrums
- Motor and spatial issues



Who Does It Benefit?

Everyone except:

- Children under 3
and people with:
- Stuttering or tinnitus,
- Parkinson,
- Bilateral cochlear implant or hearing loss under 80%.



Using Forbrain



- 1 Place loop behind your head,
- 2 Place the bone transducers on the bone in front of the ears,
- 3 Place the microphone at about 2,5 cm slightly to the right of your mouth.



Using Forbrain



1 Feet: Place your feet flat on the floor at the width of your hips.

2 Back: Sit up straight without over-stooping or arching your lower back.

3 Head : Your head rests naturally and relaxed on the top of your spine.

- kids and young children - **between 3 min to 20 min**
(depending of ages and abilities)
- adults - **between 10 min to 30 min**
(depending of situation)

More advice on

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Some Applications



Musicality: Sing what you are reading.

Rhythm: Read a poem, taking a breath at end of each line.

Flow: Read text taking breath every 4 words.

Diction: Exaggerate sounds as if you were making a speech.

Accentuation: Change volume every 5 seconds.



Uses With Children

Echo: Overlay your voice on child's to demonstrate and guide tempo.

Accompany: Demonstrate accuracy.

Dialogue: Read comic book alternating characters with child.

Diction: Exaggerate sounds as if you were making a speech.

Memorization: Read a group of words and have child memorize them.



Tips and exercises

World Experts have designed a booklet of exercises for adults, children and young teens to help you with your clients



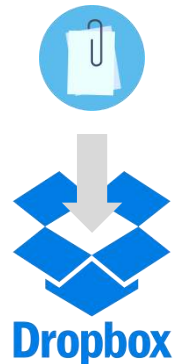
Dr. Lara Honos-Webb, worldwide ADD expert and ADD coach.

She is a clinical psychologist and author of The Gift of ADHD, The Gift of ADHD Activity Book, The Gift of Adult ADD, The ADHD Workbook for Teens and Listening to Depression: How Understanding Your Pain Can Heal Your Life.



Douglas Haddad, Ph.D.

Author, Educator, Expert contributor for "Learning Disabilities" section on ABOUT.COM
Regular columnist for Parenting Special Needs Magazine.



Scientific Studies and Results

Several researches have been conducted with Forbrain over the past years.

Our most recent peer-reviewed research:



Dr. Carles Escerra, a world expert in Neuropsychology at Universidad de Barcelona has studied Forbrain during the last years.



The results of his latest study indicate the effectiveness of Forbrain® in modifying the speech of its users.

Read the full study [HERE](#).

More researches and conclusive scientific results here:
<https://www.forbrain.com/learn-more/scientific-results>



Awards

Forbrain has won prestigious awards



BETT AWARD for Best ICT Educational Needs Solution

The BETT Awards are a celebration of the inspiring creativity and innovation that can be found throughout technology for education. The BETT Show is the world's largest technology in education show and the BETT Awards are considered the highest recognition in the industry.



Family Choice Award 2015

The "Family Choice Awards" recognize the best in children's and parenting products. Now in its 20th year, the "Family Choice Award" is one of the most coveted, family friendly consumer award programs in the nation.



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- 3 to 5 days delivery lead time
- **30 days money-back guarantee:** no reason not to try it!
- 2 years warranty
- Payment secure

279,00 € / \$ 299,00

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FORBRAIN: the affiliation program



Affiliation Program

Free: No membership fee required

Professionals: Specifically designed for Professionals of the therapeutic sector

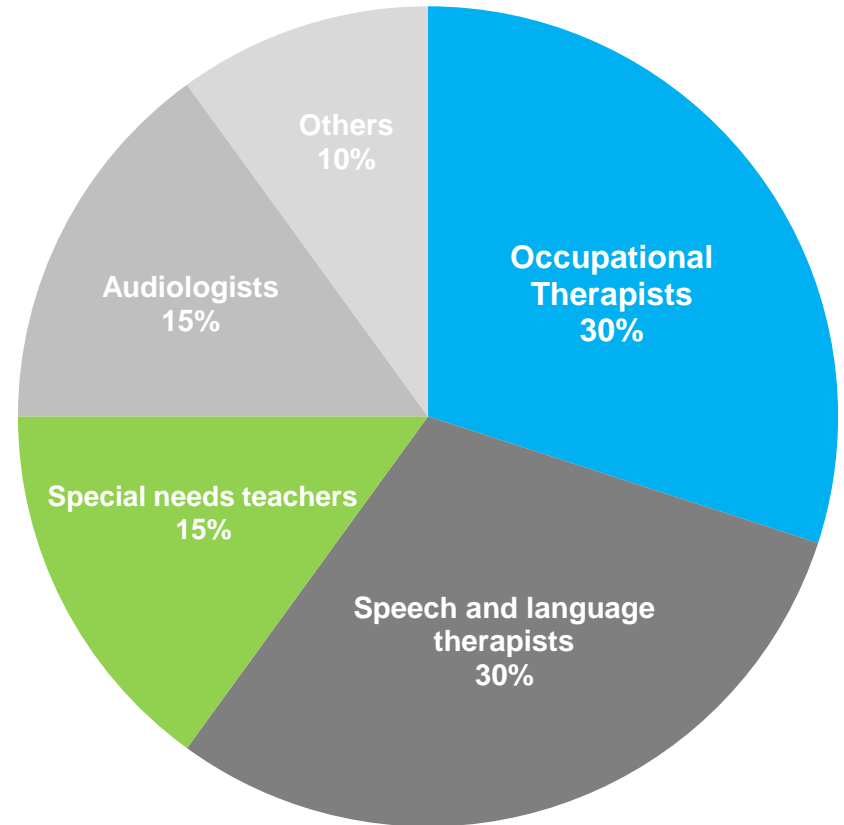
Recommend: Based on the recommendation of Forbrain to clients and colleagues

Win-Win: The program benefits both YOU and your CLIENTS



Our Members

+ 4200 Professionals
60 Countries



Boost your activity

Forbrain is a perfect complementary tool for your activity

Before: Use Forbrain with your clients to prepare them to a future therapy

During: Between sessions but also at home to go even further into the therapy

After: To consolidate the work done with your clients



Win-Win situation

Plenty of advantages for you...

- ✓ **Attractive** commission on each sale made with your affiliation code
- ✓ Personalized support
- ✓ No stock, return or refund management
- ✓ No financial management
- ✓ No contractual link/responsibility
- ✓ Useful and efficient support tools



Win-Win situation

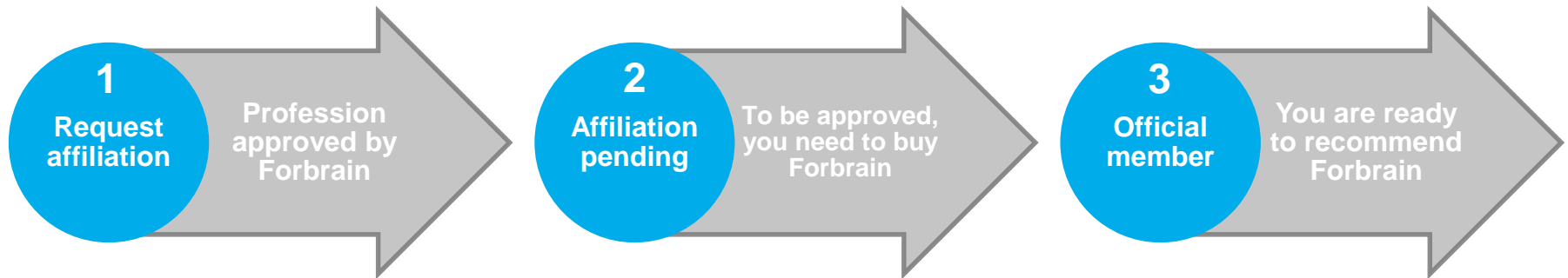
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- ✓ 10% discount on each order made with your affiliation code
- ✓ Customer service provided by Forbrain
- ✓ Fast delivery anywhere in the World
- ✓ 2-year Warranty and 30-day refund Warranty



How do I become an affiliate?

Easy 3-step procedure



Once your affiliation request is approved, you automatically receive your **personal affiliation number**; for example: [3A0500237](#)



What do I do now?



Personal affiliation
code



Recommend Forbrain around you

Your clients or colleagues are interested in Forbrain?
Give them your personal affiliation code!

Your clients buy Forbrain or you can buy it for them



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- Scientific review and evaluations
- Testimonials
- Exercises
- Videos
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Exercices

Testimonial and suggestions of exercises by Dr. Lara Honos-Webb, worldwide ADD expert and ADD coach.



Dr. Lara Honos-Webb is a worldwide ADD expert and offers ADD coaching. She is a clinical psychologist and author of The Gift of ADHD, The Gift of ADHD Activity Book, The Gift of Adult ADD, The ADHD Workbook for Teens and Listening to Depression: How Understanding Your Pain Can Heal Your Life.

Her work has been featured in Newsweek, The Wall Street Journal, Prevention Magazine, The Chicago Tribune and Publisher's Weekly as well as newspapers across the country and local and national radio and television. Honos-Webb completed a two-year postdoctoral research fellowship at University of California, San Francisco, and has been an assistant professor teaching graduate students. She has published more than 25 scholarly articles. Learn more about her work at www.addisagift.com

I was surprised at how easy the Forbrain headset was to use and how fun it was to play with. The Forbrain device can increase persistence in reading tasks and also make activities inherently more interesting because of the novelty of the head phones. Additionally, the headphones can increase your felt sense of authority as you may associate the sound effect with a speaker on a stage and internalize the sense of confidence.

Dr. Lara Honos-Webb, author of the Gift of ADHD, www.addisagift.com

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FORBRAIN ACTIVITY: INCREASE SELF-CONTROL FOR ADHD

By Dr. Lara Honos-Webb

Feeling like you can control your behavior, your thoughts, and your attitudes is a central component of self-esteem. In addition to behavioral management strategies, your child

needs to believe that he is capable of controlling his actions. The following pretend game will help your child reclaim his belief in his own power.

EXERCISE: THE COACH AND THE CHEERLEADER

Set up this exercise by telling your child that, like any super sports star, he needs to have a coach and a cheerleader to do his best. Tell him that you want to play a pretend game with him where he learns to be his own coach and cheerleader.

The following activity is excerpted from the book *The Gift of ADHD* (2010) by Dr. Lara Honos-Webb. The impact of this activity will be amplified by using your Forbrain device. The Forbrain device will increase your child's persistence and also make the activities inherently more interesting because of the novelty of the head phones. Additionally, the headphones can increase your child's felt sense of authority as he or she may associate the sound effect with a speaker on a stage and internalize the sense of confidence.

Below are some sentences your child can practice every day with his head set on. Invite your child to use different voices for a cheerleader and a coach. A cheerleader's voice may be more high pitched and sing-songy, whereas a coach might be more gruff, speaking in short grunts. Have your child repeat these sentences every morning with your help. Remember to be mindful of his posture including imagining his head is suspended by a puppet wire, and sitting up straight with feet flat on the floor.

Coach

- Show respect and appreciation for your teacher's hard work
- You win if you keep trying!
- Take a deep breath and calm down!
- The harder you try, the smarter you get!
- You can build your brain by working harder!
- Look at your teacher and Listen!
- Pretend like you're a rag doll. Feel your body as warm and heavy. This will help you sit still.

Some examples of Cheerleader sentences are these:

- You have the power! Try harder!
- You can do it!

- Keep going! Keep trying!
- You can control your behavior!
- You are in charge!
- You win if you control your actions!

You can create sentences specific to particular problems. For example, if the teacher repeatedly complains that your son cannot sit still, you can create cheerleader cards that say, “I can sit still.” Below is a list that describes the types of statements coaches and cheerleaders say.

- A coach tells players how handle certain problems during a game.
- A coach makes the player practice, practice, practice.
- A coach tells the player what to expect.
- A coach gives the player strategies to prepare for game day.
- A coach will give pep talks to players.
- A coach will challenge the player if they have wrong ideas.
- A cheerleader gives a lot of support to the players.
- A cheerleader says nice things to the players.
- A cheerleader keeps hope up when the team is not winning the game.
- A cheerleader never gives up on the team.

Pick a recent concrete problem and show your child how to be a cheerleader or coach. For example, if in school the week before your son got in trouble for hitting his pencil against his desk and disrupting class, that would be a good place to start. Following is an example of how to do this.

Step 1: Information Gathering

Mom: What did you say to yourself when the teacher asked you to stop hitting the desk with your pencil?

Marty: I told the teacher I was trying, but I said to myself that I couldn’t stop. I didn’t know what else to do with myself. (Don’t use headset for this information gathering part, you don’t want to amplify, the negative self-talk).

Step 2: Practice Cheerleader and Coach for Specific Problem - Headset ON

Have your child practice these coach and cheerleader voices before doing the conversation below.

Cheerleader: Go Marty, You can do it. Yes you can! You can stop if you want. You have the power, Marty. If you try hard, you can do anything you want!

Coach: “Hey Marty, in order to win this game you can take a deep breath, you can calm down. Try taking a couple of deep breaths and relax. That will help you win the game. Act like you’re a rag doll, and go limp. Let your body relax, feel heavy and warm. Remember to breathe!”

Step 3: Challenge Negative Thoughts Through Role Play - Headset ON

Once you have found out what your child says to themselves, you can challenge their negative thoughts. Have your child play the role of Marty below with his headset on.

The next step is for you to challenge Marty with thoughts he needs to challenge. The following is an example of how to do this. You read the Mom’s lines and have him repeat back Marty’s lines with his headset on.

Mom: Okay, I’m Marty, and I’m in class. (Mom has fun pretending to be Marty, sits down with a pencil, and begins hitting it against a table.) Why’s everyone looking at me and why’s that teacher telling me to quiet down and stop hitting my pencil on the desk? I like the noise, it helps me calm down. It’s so boring in here! I can’t stop anyway—I have ADHD.

Marty: Hey Marty, you can do it. You can stop if you want. Why don’t you calm down by taking a deep breath. You can imagine filling up your belly with air like a balloon. That would be another way to calm down. Go Marty! You can do it!

Mom: But that teacher is so mean to me. If I stop, she wins. She embarrassed me in front of the whole class.

Marty: Hey Marty, you win if you stop hitting the pencil, because then you show that you can control yourself. Don’t let the teacher bring you down. Focus on you. You can do it. You can control yourself.

Mom: Great job being coach and cheerleader, Marty!

Tell your son that he can be the cheerleader and the coach for himself, any day and time he needs a coach or cheerleader. Tell him that everybody needs both a coach and a cheerleader with them at all times, but that he has to be that for himself.

FORBRAIN ACTIVITY FOR TEENS: TAKING A STAND AGAINST PEER PRESSURE

By Dr. Lara Honos-Webb

One of the great gifts of ADHD – imagination, can make teens more “suggestible” and more at risk for giving in to peer pressure. On the flip side, the “defiance” of ADHD can be channeled to stand up to peer pressure. You can notice your personal pitfalls and internal strengths to prepare in advance for peer pressure.

The following activity is excerpted from the book *The ADHD Workbook for Teens* (2010) by Dr. Lara Honos-Webb. The impact of this activity will be amplified by using your Forbrain device. The Forbrain device will increase your persistence and also make the activities inherently more interesting because of the novelty of the head phones. Additionally, the headphones can increase your felt sense of authority as he or she may associate the sound effect with a speaker on a stage and internalize the sense of confidence.

Read the story below out loud. Have fun trying to make the story more dramatic. See if you can change your voice to be serious when talking about the dangers and bold when Jane speaks out to her friends. Remember to be mindful of your posture including imagining your head is suspended by a puppet wire, and sitting up straight with feet flat on the floor.

Jane’s friends were going to spend Saturday night at a beach. The route to the beach was fairly treacherous and she was worried that if the people she drove with were drinking it could be dangerous getting home. She also knew that in the past some teens from her school had built a campfire on the beach and when they were cited by a police officer for breaking the law against fires, many of the kids were also arrested for underage drinking. When she voiced her concerns to her friends they persuaded her that things would be different this time, they had learned their lesson from the last event where lots of people got busted. She had almost decided to go to the beach when her defiant side kicked in. She said to herself, “This is silly, it’s just one event out of many and there are so many risks I won’t even have fun.” She boldly told her friends, it wasn’t worth the risks to her and told them she would go to the movies with some friends that night.

Below are some phrases you can speak into your headset every day. These will emphasize your strengths that will help you stand up to peer pressure.

- I’m an original thinker, I don’t have to follow the crowd.

- I can be defiant if others are making poor decisions.
- I don't go along with the crowd.
- I'm not afraid to speak my mind.
- I think quickly enough to come up with quick retorts
- I have good ideas for safer alternative activities.

Imagine you have stood up to peer pressure, and practice saying these phrases into your headset

- "I like how I did that"
- "I'm really gaining momentum"
- "That wasn't easy, but it took a lot of strength for me to do it"
- "If I keep at it, the sky is the limit."

You will benefit by practicing these affirmations every day. Many teens with ADHD seek stimulation. Like them, you may crave excitement and constantly be looking for more action and more intense experiences. This may make experimenting with drugs and alcohol a very real temptation. You can safely honor your need for thrills by finding healthy and natural methods for gaining positive emotional "highs." You can explore activities like hiking, biking, dancing, rock climbing and other novel and physically challenging activities.

EXERCISE: TAKING OVER THE STEERING WHEEL

Many children with the diagnosis of ADHD describe their symptoms as being like having an internal motor that makes them go all the time. This exercise has two elements. In the first part, your child will practice becoming aware of and monitoring her internal "motor" activity. By becoming aware of it, she will be less likely to be driven by it. She will gain skills in noticing and tolerating the driven feeling. In the second part, your child will make fun cards with positive reminders that she can control herself and take charge of the energy.

To begin, talk to your child about how her excess energy can be thought of as a powerful motor that drives her. Ask her to draw a picture of the motor. Encourage her to talk about what the motor feels like and how fast it makes her go. Ask her before she goes to school to pay attention to the motor and just notice when it speeds up or slows down during the day.

After school, check in with your child and ask her what she noticed about the motor. Listen carefully as she tells you about her experience. Validate the power of the motor.

An exercise you can do even while driving home from school is to ask her to tell you about the motor inside. Some questions to ask are these:

Where in your body do you feel the motor?

How big is the motor?

How fast is it?

What color is it?

When does the motor speed up?

What happens before it speeds up?

What happens after it speeds up?

What happens when it speeds up?

When does it slow down?

What happens right before it slows down?

What happens right after it slows down?

What happens when it slows down?

Use some of your child's responses to suggest strategies for giving her control over the motor. For example, if your child says she notices the motor speed up when she sits next to her friend Tommy during reading group, you can suggest that she not sit next to Tommy during reading group, but that she can play with Tommy at recess. If she says she noticed her motor slow down when she was trying to fix one of the toys at school, suggest to her that when she finds her motor revving up out of control, she can find something to fix or tinker with. You can also suggest to her teacher that she be given certain responsibilities for projects such as tinkering with or setting up audiovisual equipment as a strategy for calming her down. You can also suggest to the teacher that he value and praise these activities and abilities displayed by your child. Similarly, at home you may want to offer a great deal of validation and approval for her exploring with and tinkering with mechanical objects. In this way, she can receive approval and a sense of self-worth for activities that are intrinsically rewarding to her. Often, gaining abstract knowledge from books will be a continual struggle for your child even when she becomes capable of high levels of achievement by using the strategies in this book. So it's important for your child to learn that practical projects that she finds easy and calming will also help her develop important skills.

Make a fun game out of creating cards that remind your child that she can control the motor. Tell her that she can notice when the motor revs up and take charge by imagining that she has her hands on the steering wheel and her feet on the brakes. For this exercise, you will need three-by-five or four-by-six index cards. You will use these to create vivid reminders for your child to help her control her energy. You can cut out and paste pictures of cars or boats on one side or have your child draw a car, boat, motor, or steering wheel on the front. On the other side, you can write out reminders for your child. Some examples of reminders follow:

I can slow down the motor.

I can steer the car.

If I take a few deep breaths, I can put on the brakes.

If I take time to feel the motor, I can take charge.

I'm in charge.

I can use this motor to help me pay attention.

I can use this motor to help the teacher.

I can use this motor to help other students.

I can use this motor to do my homework.

I can use this motor to clean my room.

I know how to slow down the motor.

I can put my hands on the steering wheel.

I can sit still even if the motor is going fast.

I can stay quiet by just noticing the motor.

Have your child take these cards to school. You can also keep them (or a second set) around the house as reminders of how to channel energy in positive ways. The more your child is involved in having fun in creating the cards, the more she'll be interested in looking at them and using them in school and other settings.

Ask your daughter to tell you stories about how and when she used the cards in school. Listen carefully and offer generous praise for using the cards and taking control of her behavior. You can help her

problem solve if trouble arises. If she experiences other kids making fun of her cards, you can make suggestions about how she can handle the situation by standing up for herself or by using the cards in a way that won't draw the attention of other students.

This exercise combines some of the most fundamental cognitive behavioral strategies for transforming behavior. The first step is guiding your child in monitoring her behavior.

Awareness generally precedes any change. By simply noticing the revved-up, driven feeling, your child will be taking a significant step toward gaining control. The more the driven feeling is in her awareness, the less she will impulsively act out. Additionally, by identifying antecedents and consequences of behavior, you can dramatically shape behavior.

EXERCISE: HELPING YOUR CHILD ASK FOR HELP

In this exercise, the goal is simply to increase your child's awareness of the difficulty of managing his emotions. By increasing his awareness of his struggle, he can be guided to ask for help. By asking for help, your child will increase his chances of channeling his intense emotions in socially appropriate ways. Because every social situation is singular, there are no simple formulas to offer your child to help develop social skills. Also, by offering your child simplified, pat strategies, you tend to invalidate his sense of the intensity of his own reactions.

The most important aspect of the following exercise is that it reminds your child to put one step between emotional expression and emotional outburst. By directing your child to ask for help, you're offering him a strategy for breaking the automaticity in a way that seems reasonable to your child. By guiding him to ask for help, you are acknowledging that the intensity of his emotions may prevent him from rationally deciding how to effectively channel his sensitivity. And while you're validating him, you are also giving him one manageable step to insert between a strong emotion and a socially inappropriate behavior. One step between the emotion and action may be all that it takes to break the pattern of disruptive behavior.

Start by talking your child about his emotional intensity and reframing it for him as a gift. Give many examples of how emotional sensitivity is a much-needed trait in the world. Some examples might be these:

Emotional sensitivity helps us to connect with others by showing them we know what they are feeling.

Emotional sensitivity helps us see parts of the world that need to be fixed.

It helps us see people that need our attention.

It helps us know our own selves.

It can lead to creativity.

It helps you to care for other people.

Talk to your child about how there is a difference between our strong feelings and our behavior. Let him know that you can feel something strongly and not act it out in ways that disrupt others. Tell him that because he is so gifted with emotional sensitivity, he may need to ask for help from other adults to find ways of expressing his emotions in positive ways. Tell your child that whenever he feels a strong emotion that begins to feel uncontrollable, he should ask an adult (his teacher at school, you, or his other parent) to help him with it.

For one week, practice this with him at home. Whenever you notice him getting highly emotional, remind him to ask for help. If you catch him after his behavior has gotten out of control, rather than getting mad at him, remind him that next time, he can ask for help before he loses control. Reassure him that he does not have to figure out how to control himself. All that he has to do is ask for assistance.

After practicing for a week, ask your son to practice this at school. You will want to let his teachers know what you're working on. You may want to share with the teachers some specific strategies you discovered in your weeklong trial period for helping your child manage his intense emotions.

When your child is in a positive and calm frame of mind, ask him the following questions and write his responses in a journal.

What can you do to help yourself when your emotions start to feel too big for you?

What can we (your parents) do to help you when your emotions start to feel too big?

What can your teachers do to help you when your emotions start to feel too big?

What can your brother and sister do to help you when your emotions start to feel too big?

What can your friends and classmates do to help you when your emotions start to feel too big?

Begin to try some of the suggestions your child comes up with. Guide your child to ask for the aid that he identified as being what he would most like. For one week, let your child practice asking for help, specifically the kind of help he wants. For example, your child might tell you that when he asks you for help when he gets mad at his little brother, he wants you to not only separate him and his brother

physically, but he wants you to show that you understand why he is mad. Because of the diagnosis of ADHD, sometimes parents just assume that bad behavior is not rooted in a realistic complaint. The next time your child gets mad and asks for help, you might separate

him and his brother and reassure him that you can see why he gets frustrated at his brother when he seems to get all the attention.

In trying this exercise, you can expect to transform your child's behavior just by guiding him to insert one behavior—asking for help—between his intense emotion and his impulsive action. In this way, you are not repressing your child's sensitivity, but helping him to gain social skills in one social situation after another. As he learns to get help, he will gradually gain the skills and strategies he needs to stay connected to his own gifted emotional life without disrupting the environment.

Often you will find that the more you validate the intense emotion your child feels, the more he'll be able to gain control. Any time you can immediately validate the feeling while channeling its expression, you can defuse a potential outburst. It is paradoxical that the more you negate, criticize, or deny your child's feeling, the more it will grow out of control. The more you validate it, the smaller it will get. You'll be amazed at the power of this one technique. For example, if your child is jealous, you will help him to gain control by deeply affirming his feelings: "Of course you want more of the attention that your little brother gets now. It's okay if sometimes you feel mad at him when Mommy's nursing him. But remember to ask me for help when you're mad rather than jumping up on Mommy when she nurses your little brother." In this way, you do not make him feel like he is a bad person for having his feelings. The worse he feels about himself, the more his behavior is likely to be disruptive. The more he sees his feelings as acceptable, the more he will be motivated to work with you to help manage them

In addition, this simple technique of labeling your child's emotions has been found to have long-lasting positive impacts. One recent study found that mothers who talk to their children about emotional states have significantly better social skills than children with mothers who don't talk about emotional states (Yuill, and Ruffman 2009).

By frequently labeling your child's emotions and talking about other people's emotions you are preparing your child for both emotional intelligence and high level social skills. As you can imagine, these abilities will have long-lasting positive impacts on your child's entire life with positive "side effects" that persist. Below is another activity for building your child's ability to master his emotions.

SURFING THE WAVES OF FEELINGS

The next exercise will help your child use the image of surfing, a fun and exciting sport, to help him manage his emotional sensitivity. He will learn how to go with the flow of his emotions.

Let him know that the name of the game is “Surfing the Waves of Emotion.” In this game he pretends like his emotions are waves. Tell him that, like waves, emotions tend to get bigger and bigger and then, right as they peak, they start to get smaller. Tell him to imagine his powerful emotions as waves and picture himself surfing a big wave. He can plan on the wave getting bigger, but if he just hangs on it will start to get smaller all by itself. He doesn’t need to do anything; he just needs to imagine surfing a wave.

Now you can try the exercise. Have him think of an emotion he recently felt strongly. Ask him to bring the feeling back, feeling it almost as strongly as he did then. Tell him to take a few deep breaths and to relax.

Next, ask him to pay attention to the emotion he’s feeling. As it gets stronger, tell him to imagine surfing the wave of the emotion. This means that like a surfer he stays with the wave and rides it out. Remind him to stick with the feeling and not try to jump away from it.

Spend some time creating playful reminder cards. Get blank four-by-six cards. From magazines, cut out photos of surfers, surfboards, big waves, or other images that evoke surfing. Paste these on one side of the blank cards. You can also let your child draw colorful pictures of waves, surfers, and surfboards. On the other side of the card, write a reminder affirmation. Here are some examples:

Surf the wave.

Stay with the feeling.

Watch the wave get bigger.

At the highest point, the wave will get smaller.

Take a deep breath.

Ride out the wave.

You can surf the feeling.

You can stay in control.

Keep track of how your child is using these strategies at school. Talk to him about when it seems to work and when it doesn’t. Help him problem solve if there are specific obstacles. Remind him that the key to becoming a world-class surfer is “practice, practice,

practice.” Tell him not to get discouraged if it doesn’t always work. Tell him that even the best surfers wipe out on big waves and that he will get better with practice.

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