Sensory Rainbow



Jennifer Warters

The Academy of Spiritual Sciences

Sensory Rainbow

by Jennifer Warters

Published by Epiphany Press 2004

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Light Voice

SENSORY RAINBOW

Notes from the author

My work with voice began when I embarked on my training as a Speech and Language Therapist in London. This inspired an interest in the mechanics of the ear, the vocal apparatus and the process of listening. Eventually, having become disillusioned by orthodox methods of intervention, I chose to leave my profession having gained extensive experience in a variety of schools, hospitals and clinical settings with adults with learning disabilities and children with complex needs. I had a growing interest in metaphysics and sound vibration and there followed a period of Post-Graduate holistic therapy training with Carol Lamb, a well-respected intuitive healer, author and teacher. This enabled me to gain an understanding of the links between communication, hearing impairment, memory and consciousness.

Light Voice offers an integrated holistic approach through toning, colour, music and energetic alignment. The system of Rainbow Chakra Tones is an effective self- help method for personal healing and will enhance existing therapeutic practice.

The Sensory Rainbow teaching manual heightens intuitive awareness and deepens an understanding of working with the creative, intuitive aspects of the right brain to positively affect communication. It offers those with impaired communication a means of expression and release through voice, music, colour, fragrance and sound.

Jennifer Warters BSc MA IPHM

Light Voice

HOLISTIC HEALING FOR CHILDREN

Light Voice teaching manuals offer a holistic approach for those working with children which improves communication, restores confidence and increases the child's ability to socialise. Equal credence is given to the physical, emotional, mental and spiritual growth of the child and opportunities for creative play help to integrate positive feelings and new patterns of relating in order to strengthen the personality on its path of refinement.

Healing for children is based on the premise that children require an environment where music plays a key role. Research has demonstrated that harmonious music aids listening, stimulates and enhances language development and creates a sharing environment to open the mind to new possibilities. Rhythm, which reflects the rhythmical patterns of the heartbeat and the mechanics of breathing improves circulatory flow, stabilises the emotions and aids coordination and balance.

A structured environment with clear boundaries and an understanding of the consequence of action nurtures respect, enabling the child to develop personal responsibility for their own behaviour. An understanding of the power of words and clear communication improves the vocabulary and develops confidence in expression and interaction. A connection to nature instils a sense of belonging and well being while opportunities for creative play and story telling help to develop imagination and intuition.

Jennifer Warters, BSc MA IPHM

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THE HUMAN ENERGY FIELD

To understand the functioning of the human body, we must travel beyond the parameters of the brain to realise that we are more than just physical beings. If we stretch our arms out to the side and above us, we perceive this as our personal space, whereas this is our own personal energy field, which is wrapped around us. You may have also heard this referred to as the electromagnetic field.

The source of this energy originates beyond our personal energy field in the non-physical dimension. In Eastern tradition the origin of this energy is known as the life force, recognised for thousands of years as the universal energy or chi. All living things have their own unique energy field which is dependent on this source. It is the life force which animates the body, when it withdraws, death ensues.

This multidimensional subtle energy field links to the body through an anatomical structure, which mirrors the physical anatomy. This flow of subtle energy travels through the multi dimensional bands of the intuitive, mental and emotional energy systems and connects with the physical body via a complex network of channels called meridians, which are invisible to the naked eye.

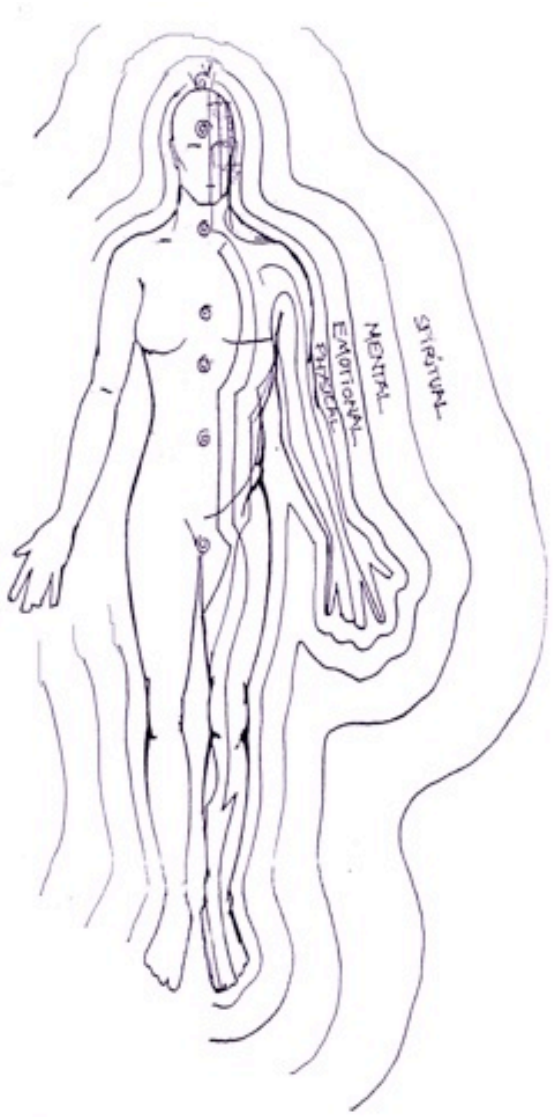
Mapped since ancient times, this highly complex network of meridian channels act as a transport system to disseminate this source energy throughout the physical body. This energy is channelled through the spine and the central nervous system to affect our physical health, communication and behaviour.

Over the past thirty years, scientists and technologists have discovered through Electro Scanning Methods and Resonant Field Imaging, that the human body is regulated by light energy. Meridians are now identifiable through advanced Electric and Acoustic Based Photography of the human aura, which measures biophoton light and information transmission within the body

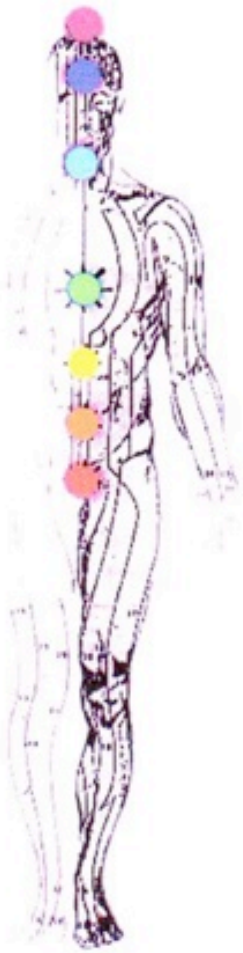
There are seven major energy centres / power points or chakras. Each energy centre corresponds to a frequency within the light spectrum, which corresponds to one of the seven rainbow colours. The energy centres interconnect to metabolise the in coming energy maintaining balance and flow within the energy field. Thoughts and feelings manifest as fear and control patterns, which interrupt and impede this flow of energy and our will comes into play to determine our choices and actions.

Through an acceptance of the human energy field and an understanding of the process of energy flow we can begin to understand how physical symptoms and behaviour are responses linked to the memory of past experience. Working with the five senses eases the process of memory release and begins to address the underlying emotions.

This knowledge has inspired me to find new and innovative ways of addressing communication impairment and behavioural difficulties. As my work has evolved, I have shifted the focus of my intervention to the creative intuitive aspects of the right brain.



The Four Lower Bodies



The Chakra System

THE MAJOR CHAKRA SYSTEM

Crown (Violet)	~	Crown of the head. Governs the mental and intuitive aspects.
Brow (Indigo)	~	Centre of forehead. Governs ability to see clearly and organise thoughts.
Throat (Blue)	~	Throat. Governs voice and all aspects of communication.
Heart (Apple Green)	~	Centre of chest. Heart connections.
Solar Plexus (Yellow)	~	Central abdomen. Determines emotional response.
Sacral (Orange)	~	Below umbilicus. Governs relationship with self and others.
Base (Red)	~	Base of the spine. Holds subconscious memory and entrenched behaviour patterns.

RESEARCH AND FINDINGS

- Non-directive therapy with children in the form of sensory stimulation and creative play to improve severe communication difficulties.

- Music as a healing agent to accelerate and enhance language development and awareness in infants between eight months and one and a half years.

- A one year pilot study in 2002 offering a choice of healing through toning (vocal sound vibration); reflexology; music; colour and energy field alignment to a group of adults with learning disabilities. All therapies were accompanied by flower remedies.

ONE YEAR RESEARCH PROGRAMME

Part of a two-year Master of Arts degree completed 1997

Non-directive therapy with children in the form of sensory stimulation and creative play to improve severe communication difficulties.

This was a child centred and family focused study of non directive therapy with three children, two boys aged ten and a girl of six, each had severe communication problems.

One of the boys, the oldest of a family of four had poor hearing a weak voice and had great difficulty imitating lip and tongue movements accurately to articulate speech sounds. He had recurrent chest infections and continuous nasal discharge.

The other ten year old boy looked much older than his age but his speech was immature and unclear and his behaviour was aggressive. He lived with his father and stepmother, an older brother and younger step sister during the week and with his mother and her boyfriend at the weekends. His mother could no longer cope with his aggressive behaviour and had stopped his overnight visits. This young boy was described as clumsy and unable to make relationships because of his unpredictable behaviour.

The six-year old girl at the age of two was diagnosed with Ohdo blepharophimosis syndrome. This was characterised by developmental delay, reduced muscle tone, a wide and flat nasal bridge, small short ears, small teeth and small half-closed eyes. Her speech was limited to five or six unclear words, she had a short attention span and was initially resistant and uncooperative in play situations. A sixteen year-old sister had moved out of the family home to live with her maternal grandparents

The children on the research programme had made only limited progress with repeated episodes of Speech and Language Therapy, which had focused on their impairment and communication difficulties. Therapy had left the children isolated and confused and the parents and therapists involved were disillusioned by the lack of progress.

All the parents revealed that they had had difficulty relating to each other, to their child and to the professionals assigned to their child. Each expressed feelings of inadequacy and helplessness. Parents experienced difficulty in challenging the school system and were at a loss to know what to do to alleviate their anxiety and the school's concerns.

In the dual role of therapist and researcher I chose not to focus on the children's communication impairment. The six-month therapy programme for

each child combined sensory stimulation, creative play, story telling and art work. The parents and teaching staff were also offered individual support throughout the process.

Findings

- At the end of the six-month period, those involved felt empowered by the process.
- The parents and teachers had positively changed their perception of the children's capabilities and had developed a more non-judgemental attitude and acceptance of the child's difficulties and the children had gained confidence as a result.
- Both parents and children were more able to express their feelings to each other in appropriate ways that did not involve shouting, aggressive behaviour or temper tantrums.
- The children became more able to communicate effectively within the family and improved in confidence and sociability.
- The children were able to make more lasting friendships for the first time.

ONE YEAR RESEARCH PARTNERSHIP BETWEEN THE SPEECH AND LANGUAGE THERAPY DEPARTMENT AND 'WORDS OF LIGHT' COMPLETED IN 2000

Music as a healing agent to accelerate and enhance language development and awareness in infants between eight months and one and a half years

This piece of research explored the factors that determine an infant's ability to learn and express language. Although previous research had examined specific communication impairment in young children, there was a paucity of preventative research aimed at reducing the number of speech and language pre – school referrals.

The aim of this research was to explore the effect of playing music to the infants at a specific developmental stage and to rate this investigation in terms of language acquisition. At the time of preparation there was a complete absence of research into the use of music as a stimulus for language development.

A random selection of 160 babies between seven and nine months of age were identified in the community. This is the age at which infants begin to develop their babble to interact with their parents. The infants were not screened in terms of disability or special needs. Each baby was given a base line assessment to assess language development and understanding and parents were offered information about physical and environmental factors, which might affect the infant's ability to listen to and express language.

Each family who agreed to take part received a minimum of two home visits within a twelve months period.

The group was randomly split into two, creating a control group and an experimental group. The infants in the control group received an assessment only on each visit. Parents in the experimental group were offered the following information both verbally and in written form:

- The positive effects of playing stimulating music to their babies
- The positive effect of using music to encourage listening if a child has a cold
- How to improve the musicality of the voice to encourage language development
- The effect of fluctuating hearing loss on language development
- The positive affect of reducing noise in the environment

- An understanding of how children respond to unwanted stimuli

All parents in the experimental group were given an audio-cassette of music which was specifically composed for this project. They were asked to play this music to their baby everyday for six months.

Parents were asked to play the lullaby track to their babies at bed time to instil peaceful feelings and encourage sleep and were asked to play a second track to their babies in the morning to aid relaxation and encourage response to positive stimulus in the environment.

Parents were asked to document the number of times the music was played to their babies and were offered further support if requested.

All babies were seen again within the specified time scale of six months and received a second assessment to determine language development and understanding.

Results were compared between the experimental and control groups.

All babies who took part in the research programme received a tape of the music on completion of the programme.

Music as a healing agent to accelerate language development and enhance awareness

Findings

- The research revealed that music enables infants to receive messages from the environment by stimulating the receptive areas of the brain.
- The music reduced the harmful affects of colds and ear infections and infants maintained their ability to learn language and verbally respond even though their hearing was affected by repeated colds and catarrhal congestion.
- The music used in the research programme enabled infants to maintain their progress even though they may have been traumatised by emotional upheaval and distress in the home.
- Music was found to speed the recovery of infants who suffered illness.
- Music stabilised and reassured those infants who were separated from their mothers for a sustained period. One mothers reported that the family had successfully used the music to calm the baby when the mother was rushed into hospital for an emergency operation.

- Music instilled peaceful feelings within all the babies who listened to the tape and within the household.
- Mothers reported a reduction in their own stress levels and that of older brothers and sisters.

Music accelerated language development in the children in the experimental group compared to the children in the control group, improved their awareness and reduced the harmful affects of colds and ear infections.

In conclusion this research has shown me that positive music enhances the imagination and awakens the brain to receive positive stimulus in the environment reducing the distress of negative and toxic energy caused by loud noises, barking dogs, aggressive language and parental distress.

ONE YEAR PILOT STUDY IN 2002

Offering a choice of healing through toning (vocal sound vibration) reflexology; music; colour and energy field alignment to a group of adults with learning disabilities. All therapies were accompanied by flower remedies.

I embarked on this study whilst in the employment of the National Health Service Trust as a Speech and Language Specialist. My purpose was to encourage service providers to consider holistic choices of therapy and support for clients and carers to enable them to make positive choices in their lives.

The study provides evidence that holistic therapies are a viable treatment option and can meet the needs of adults who through their learning disabilities and communication impairment have become emotionally and intellectually disconnected from others. The study reinforces my belief that symptom focused therapy cannot resolve the impairment if it does not address the underlying emotional issues.

The pilot study ran for one day a week for a period of twelve months. Clients referred to the programme were funded for a three to six month period of weekly sessions. Carers could refer themselves and were funded for six sessions of therapy.

All treatment was evaluated.

The sessions took place in a Holistic Therapy Centre within easy travelling distance for the clients.

Findings at the end of the 12 month period

The sessions were very popular with both clients and carers and no one dropped out of the programme.

Thirty clients with learning disability and fifteen carers received holistic therapy.

Improvements were noted in the following areas:

- Clients became more assertive and when given the opportunity made clear choices about activities, recreation and food. One client chose to move out of her home and in to a Residential Care home of her choice.

- Confidence and sociability improved. Clients chose to go out in the car on visits to crowded areas rather than stay at home.
- Short term memory improved and clients began to spontaneously use the names of their relatives and carers.
- Organisational skills improved and clients began to carry out domestic tasks that had previously been completed by parents or carers, e.g. bringing down dirty washing and placing in the washing machine, making a hot drink for themselves and others etc.
- Behaviour improved with awareness, clients were less confused and more able to make sense of what was going on around them.
- Clients became more able to express their feelings and became less aggressive as a result.
- Sleep patterns improved and clients became more relaxed and less restless.
- Carers who had taken advantage of the therapy sessions offered reported being more relaxed at work as their relationships with work colleagues improved.
- Carers' perception of their clients changed as they became less judgemental and more accepting.

Unfortunately although the outcomes were positive the National Health Trust refused further funding because it was felt that the demand for the service would be too great.

The outcome of the research confirms my belief that therapy which focuses on the impairment and concentrates on improving the symptom without addressing the underlying emotion adds to the anguish of the individual, undermines their confidence and hinders recovery.

I have extensively explored creative ways of helping children with communication and sensory impairment to connect to their feelings through sensory stimulation. The healing process instils peaceful feelings, which improve health, aid relaxation and allow communication to flow. The outcome is improved relationships within the family and in the environment through emotional connection.

DEVELOPING COMMUNICATION THROUGH SENSORY AWARENESS

Create a Sensory Experience

This will help a child who is struggling to make sense of their environment. Remember to wait, watch and listen.

Notice the response however small:

- A shift in eye focus
- A change in facial expression
- A tiny physical movement, a turn of the head, a change of position, a blink of an eye, a holding of a gaze
- A flush of colour to the cheek
- A change in muscle tone
- The breathing pattern alters
- Uttered sounds or murmurs
- Choice of words
- Choice of language

Feelings will surface in response to stimulation of the senses as the emotions connect to the experience. This process impacts on the subtle energy, which is washing through the mind and the body systems. As the emotions are released more subtle energy is generated to flow in, through and around the body, resulting in an increased need for the toilet.

Remember that tears release and heal the pain, if they occur, accept them do not try to stop them. The sensory experience will bring happy feelings and peace to the heart, with a desire to communicate.

GUIDELINES FOR DEVELOPING COMMUNICATION

The following are suggestions only, you may wish to develop your own choices of sensory experience and develop this work in your own way.

Simplicity is the key to all communication

Place your hand in warm sand.

How do you feel?

Place your hand in a bowl of ice cubes.

What is your response?

Always remember that what is pleasant and comforting for you, may provoke fear and alarm in a child. The response is dependent on the feelings linked to the experience. As a toddler I remember being terrified of the feel of cold wet sand under my bare feet and as I was held I hugged my knees and refused to put my feet down.

Ask a child to:

- Listen to the steady beat of a drum
- Listen to the sound of two sticks being banged together
- Listen to a lullaby being sung softly
- Run their hand through ears of corn growing in a field
- Feel the grass under their bare feet or with their hands
- Touch a daisy

What is their reaction?

Response to Sound

Try the following:

- Listen to high sounds e.g. Indian bells.
- Listen to low sounds e.g. the shake of Maracas.

Make the sound yourself first, then put the sound maker down and **wait, watch** and **listen** for **10 seconds**.

If you feel that the response is **positive**, you may want to make the sound again, or the child may reach for the sound maker.

If you feel that the response is not positive **stop**, do not repeat the sound.

Move onto something else and then go back to that sound another time.

The responses will vary from day to day.

As the child grows accustomed to the experience their fears will begin to dissolve.

If you feel that there is **no response**, repeat the process again.

If there is still **no response**, repeat a third time, if there is still **no response**, move on to another sound.

Come back to that sound another day.

Here are some more suggestions:

- Produce a golden cushion for the child to sit on
- Fill the room with the smell of cloves (steep a small handful in a dish of hot water)
- Introduce some fur fabric to stroke or a fur covered cushion

Do not assume that you know what the response will be. Each child will be different. If you were to ask any member of a group about a specific event, each one would have a different perception of what had occurred.

The importance of waiting

Stop and be still. **Wait, watch** and **listen**. Do not fill the silence with chatter. Leave a space for the child to respond to what they see, hear, feel or smell. We cannot offer this space to a child until we are able to pause in our own lives. Are you able to sit down at any time during the day and be still for five minutes?

Do not initiate a reaction or assume that you know what the reaction will be. We limit others by our assumptions of what we believe them to be capable or incapable of.

The importance of listening

Our senses are becoming dulled. Babies and young children are closing their ears to what is around them as stress levels in families rise and noise pollution contaminates the airwaves. Voices scream out in anger, car horns hoot in frustration, television blares out at full volume, cars roar past at speed and mobile phones ring incessantly demanding attention.

We need to instil the desire to listen because it is through our interaction with others that we build our identity and sense of self. When the child is in the womb he/she hears and feels the mother's voice, which gives a sense of security and emotional nourishment, which promotes the growth of the nervous system.

As the child develops in the world he has to adapt his hearing to decode the sounds of his environment as he learns to listen, feel and respond to others. The relationship and communication the child has with his/her parents, impacts on this process and influences the desire to listen, to feel and to make sense of the world.

What music do babies listen to?

Research has shown what we already intuitively know. A lullaby will soothe a baby in distress and music aligns the airwaves, calms the troubled mind and heals the emotions. Isn't that what David was doing when he sang his psalms of praise to the angelic music of his harp?

Who decides what we listen to in Nurseries, Nursing Homes, Day Centres, Hospital Wards, Doctors'/Dentists' waiting rooms, Super Markets etc? What is motivating those choices?

How aware are we?

When did we last notice bird song, the rustle of the breeze in the trees, the laughter of someone close to us, the splashes of a puddle and the tinkle of a wind chime? When did we last see the refracted image of a rainbow in a room, or look up and see the blue of the sky?

Life is just too busy and our senses are fogged by our anxious minds. By nourishing the senses we awaken memories and feelings and our lives become richer as we connect to our hearts and then to the world around us.

OBSERVE THE RESPONSE

If the response is positive:

Repeat the experience.

If the response is negative:

- Stop.
- Introduce that experience again another time, because the response may vary from day to day.
- As the senses are stimulated in different ways, the child/adult may begin to let go of their fears and to enjoy an experience that was initially uncomfortable for them.

If there is NO response:

- Wait for at least 10 seconds
- Say the child's name to focus their attention
- Repeat the experience
- Wait again
- If there is still no response
- Repeat a 3rd time
- If there is still no response, do not continue; move on to a new experience
- Repeat the original experience another time and note any changes in response

APPLICATION AND PRESENTATION

This sensory programme may be presented in different ways

- Each colour of the rainbow and corresponding sensory experience may be taken as a theme for the day or the week in schools or nurseries, e.g. place a display in the entrance hall as the children come into school to provide a talking point throughout the day.
- Introduce a Sensory Area into a Nursery or Hospital Ward, place chairs in the area so that the experience may be enjoyed in comfort. The theme could be changed on a weekly basis. Play music of a corresponding instrument quietly and continually in that area.
- Introduce the experience in a one to one situation or in small groups.

RESOURCES

Be imaginative! The material could be:

- Large enough to be wrapped around the shoulders of a child.
- Long enough to be transformed into a waterfall of colour that cascades over a pair of step ladders.
- Will allow the light to shine through it if held in the breeze or at an open window.
- Handkerchief sized in each colour of the rainbow to be tucked into a bag or pocket and produced when a reminder is needed, or a talking point is required.

This sensory experience may also be used to enhance any group teaching e.g. Pilates, Yoga, Dance or Art class etc.

TONING

The healing power of using the voice

Toning is a powerful and ancient form of healing which is safe and effective for both adults and children. Make the shape of the Tone with your mouth and release the sound to empower your voice.

The vibrational healing of Toning balances the emotions brings clarity to thought and encourages intuitive response.

For those wishing to improve their life by using their voice more effectively, the action of Toning creates a resonance through sound ~ a Tone. The vibration of sound ripples through the subtle energy to positively affect the intuitive, mental, emotional and physical well being by releasing negative memories and associated thoughts and emotional responses.

Toning reduces stress and disorder at the physical level to eliminate disease and distress.

The Rainbow Chakra Tones manual introduces a System of Eight Chakra Tones:

CD - https://store.cdbaby.com/cd/jenniferwarters

www.livingmemorytrust.net

Each Tone resonates with a specific energy centre (chakra) of the body, which in turn corresponds to a specific anatomical area.

In my experience, children of all ages love to Tone and if unable to make the sounds themselves enjoy listening to and feeling the effects of the Tones. Toning can easily be introduced into a play session or singing time. Watch, wait and listen for the child's response, which may be vocal or physical. Sensitively gauge the response to each Tone introduced and encourage the child to join in with the Toning.

Toning will be of interest to parents, carers, health care professionals and therapists who wish to integrate additional holistic skills.

SENSORY AIDS TO RELEASE POTENTIAL

Sensory Rainbow

I have identified the key areas and organs linked to the seven major energy centres (chakras) to indicate the focus of sensory stimulation.

Approach this work as you would approach meal times with a child who refuses to eat. Tempt the child with the different tastes from the palette of colour, fragrance, music, touch and sound to establish preferences and to enable the child to make their own unique choices, which correspond for them with aspects of the chakra you are focusing on.

Each suggestion I have made has its own frequency of vibration, which may be overlaid with memory for the child receiving the experience.

Try varying the choices suggested, observe the reaction of the child and remember that you may provoke a different response at different times, as emotions surface to engage with the memory.

Using Music

We all recognise that music effects changes of mood and since ancient time music has been regarded as having a therapeutic function. The choice of music I have offered has always included the music of the classical composers because each composer expresses his/her own emotions and culture through their music, which then impacts on the listening child who may be soothed or stimulated by the rhythm, harmony and melody of the composition.

Music is an effective way of engaging children with an activity and it helps the child make the transition from passive recipient to active participant. Music enhances the imagination and awakens the brain to be receptive to positive stimuli in the environment.

Soothing music inhibits the brain's release of the stress hormone cortisol, reducing observed stress behaviour and healing the damaging effect of verbal abuse and parental distress.

Music will help the child understand the concepts of beginning and ending enabling the child to adjust to change rather than demand that everything stays the same.

MUSICAL MAGIC CD:

Introducing Music as a Healing Agent for Children

Use music to define an activity

Each activity could have a musical theme tune that the child will learn to recognise.

Use specific music to signal the ending of the activity and to cover the putting away and clearing up.

Again use themed music to signal that you are ready to begin the next activity or to close. This will encourage the children to listen.

The Music of Mozart

Exploration into the 'Mozart Effect' has established that Mozart's music with its inherent high frequencies relaxes and opens the brain to new experience and learning; the slow movements instil peaceful feelings before sleep and enhance language development during play.

Mozart's music alleviates distress and anxiety and will facilitate harmonious interaction in the classroom if played quietly in the background.

Alfred Tomatis (1920 – 2001) a world renowned Ear, Nose and Throat physician who received his Doctorate in Medicine from the Paris School of Medicine believed that voice problems were hearing problems and a failure to communicate was linked to the ear and the experience of listening. He developed an internationally successful technique using an electronic ear, which electronically modified the music of Mozart by enhancing specific frequencies to successfully target auditory processing problems.

By offering the children a choice of classical music to listen to, I was able to observe preferences as well as harmonise the environment. Mozart's music alleviates distress and anxiety and will facilitate harmonious interaction in the classroom if played quietly in the background and is particularly effective in calming the hyperactive child, who becomes more settled when anxiety and inner tensions are alleviated.

Colours of the Rainbow

Use the clear spectrum colours of the rainbow. (You could cover a cushion and have some material to wrap around the shoulders.) Each colour is specific to each energy centre (chakra).

These are examples. Explore intuitively / creatively.

Use fresh flowers rather than a painting or photograph of a flower wherever possible because flowers have their own healing power, which is transmitted to us through their electromagnetic field and received as their signature fragrance.

The illustrations I have used were painted by my mother Betty Warters, who at the age of eighty-four decided to paint flowers. Her life and recovery from severe illness after the death of my father was remarkable and an inspiration to me. My mother was a testament to the belief that maintaining an active interest in family, friends and community and intuitively following your heart, helps to resolve past hurts, heals the emotions, improves physical health and restores energy and enjoyment to life.

THE BASE CHAKRA

This area governs the kidneys and spine.

Focusing on this area will begin the process of emotional release to help dispel feelings of grief and loss. Bowel patterns of constipation and diarrhoea will begin to improve as the child begins to relax and let go of their fear and the need to be in control.

Colour	~	**Red**
Fragrance	~	**Cloves**
Instrument	~	**Trumpet**
Material	~	**Felt**
Flower	~	**Poppy**



THE SACRAL CHAKRA

The sacral chakra governs the hips, reproductive organs and lower bowel.

This is the area of connection and relationship. Focussing on the sacral area will bring feelings of stability and balance as the child begins to gain confidence and starts to make sense of their relationships with people and the world around them.

Colour	~	**Orange**
Fragrance	~	**Cinnamon**
Instrument	~	**Saxophone**
Material	~	**Corduroy**
Flower	~	**Marigold**



THE SOLAR PLEXUS CHAKRA

Relating to the junction box of the nervous system linking to the stomach, gall bladder, pancreas, liver and upper bowel.

Imbalance in the Solar Plexus gives rise to anxiety and fear affecting the child's response to others and the environment. Focus on this area to encourage hope and instil peaceful feelings and a sense of security and well being.

Colour	~	**Yellow**
Fragrance	~	**Camomile**
Instrument	~	**Cello**
Material	~	**Fur**
Flower	~	**Daisy**



THE HEART CHAKRA

The heart chakra governs the right and the left side of the body and the upper and lower functions.

Be sensitive to the response, remember initially it may be just too painful for the child to focus on this area and you may need to concentrate on other areas first. If you work sensitively, you may begin to dissolve the protective barrier around the heart so that the child will begin to connect to their hearts and be more able to engage with others emotionally.

Colour	~	**Apple Green**
Fragrance	~	**Rose**
Instrument	~	**Violin**
Material	~	**Silk**
Flower	~	**Rose**



THE THROAT CHAKRA

Links to the voice, thyroid, bronchial tubes, lungs, the Eustachian tube, which is the passage linking the back of the nose to the middle ear.

Work in this area will help to improve breathing and circulation. Communication and concentration will also begin to improve as the blocked, dense energy that prevents flow and inhibits listening and vocal expression begins to dissolve and release from the ears, jaw, throat and bronchial tubes.

The Throat centre is divided into two halves.

Upper ~ Affects the ability to speak and make sounds

Lower ~ If functioning well, connects to the heart.

Colour	~	**Blue**
Fragrance	~	**Lemon**
Instrument	~	**Flute**
Material	~	**Velvet**
Flower	~	**Freesia**



THE THIRD EYE CHAKRA

This chakra governs the nose, sinuses, inner ear, left eye and the left brain.

Work in this area will bring clarity of mind encouraging organised thinking and expression of language, enabling the child to visualise a brighter future.

Colour	~	**Indigo**
Fragrance	~	**Lavender**
Instrument	~	**Xylophone**
Material	~	**Organza**
Flower	~	**Pansy**



THE CROWN CHAKRA

This chakra links to the ability to connect to intuition and creativity and governs the right eye and the upper and right brain.

Focussing on this area will heighten awareness and connect the child to their creativity and intuition bringing positivity and enjoyment into their life.

Colour	~	**Violet**
Fragrance	~	**Vanilla**
Instrument	~	**Guitar**
Material	~	**Satin**
Flower	~	**White Lily**



THE EMERALD ALIGNMENT

What is the Emerald Alignment?

The Emerald Alignment is unique, in that it not only provides a simple safe and effective way of releasing tension from the body and mind but it also stabilises the emotional energy and realigns the body energy through specific pathways to restore health and well being.

The Emerald Alignment is effective with both children and adults and has been successfully integrated into Yoga, Tai Chi and Pilates classes. Within residential care, the Emerald Alignment is written into care plans and provides a positive focus enabling clients and their carers to maintain emotional and mental health. It is used by mental health practitioners within National Health Service Trusts in the North of England.

Who can it help?

The alignment can be used successfully with children of all ages and ability, from the very young in Nursery education to those in their final year at school who are struggling to cope with the pressures of adolescence. The Emerald Alignment if practised regularly, reduces the need for medication and helps all children, especially those who are physically disabled or who are recovering from trauma, loss or abuse as well as those children who have been labelled with a diagnosis of Attention Deficit Disorder, Dyspraxia or Dyslexia.

What does it do?

The alignment process improves coordination and mobility. It balances and aligns the emotional and mental energy to positively affect emotional response, verbal clarity and thought processing to improve communication, coordination and relationships.

Energy alignment can easily be incorporated into daily life or into the school programme to bring some peace and calm to the day.

The alignment technique is taught as a simple, safe and effective way of realigning the electromagnetic field to bring full integration to the physical body

It can be used as a self-help technique by children on an everyday basis to correct imbalance.

It will help those children who are suffering emotionally and mentally, are about to undergo surgery, receive an injection or dental treatment or who have been involved in an accident where they have received injury to the physical body.

Regular practice will improve the child's performance and concentration at school, stabilising the emotions and eliminating negative and destructive behaviour.

How does it work?

As the child focuses on the colour of emerald, their body responds by releasing tension and anxiety. Visualising the colour aligns the subtle energy and focuses the mind to improve communication and coordination. This has a positive affect on thoughts and feelings.

The child therefore has opportunities for choice as he/she learns that positive thoughts and feelings enhance the flow of subtle energy and negative thoughts and feelings restrict the flow entering the physical body.

This understanding has inspired me to find new and innovative ways of working with children and addressing communication difficulties via the creative intuitive aspects of the right brain. Integrating the Emerald Alignment into the child's day will positively impact on all aspects of the child's life. The alignment will give the child a better understanding of their own bodies and the energy system that surrounds them.

Encourage the child to interact and discuss the process at every opportunity.

The Emerald Alignment:

http://www.livingmemoryresearch.net/The_Emerald_Alignment.html

Musical Apothecary

Musical Medicine for Adults

https://www.amadeusproject.co.uk/music-albums/

Musical Magic for Children

https://www.amadeusproject.co.uk/music-albums/

THE EMERALD ALIGNMENT PROCESS

- For the first seven years of life the child is developing and strengthening their personal energy field. This process is dependent on the child's experiences, their perception of their environment and the thoughts and emotional responses of significant people in their lives.
- During this early period the child will mirror the emotions of their parents and key adults in their lives and will respond to any tension in the environment.
- If parents, teachers or carers are able to practice the Emerald Alignment regularly, it will assist them in feeling less tense and more relaxed. This will have a positive impact on their communication and action with the child within their family and/or at work.

To Prevent Bullying

Bullying has an impact on a child's confidence, communication and physical health. The sense of powerlessness and lack of personal control will disable the child and colour every aspect of the child's life and behaviour at home and at school.

When the child's energy is affected by fear or threat the child will feel shaky, tearful and vulnerable. The Emerald Alignment aligns the energy to instil peaceful feelings helping the child to feel calm, steady and confident.

The Importance of Colour in Visualisation

- Rays of the sun contain seven different colours and each colour vibrates at a specific frequency within the rainbow spectrum, we are able to feel the vibration of colour as well as see it.
- Give the child an emerald green piece of card to hold as they listen to the words of the alignment.
- Hang a length of emerald green material in front of the child to help them to visualise the colour of emerald.
- Give the child a length of emerald green material to hold and at the end of the process, place a length of blue material around their shoulders like a cloak or a bubble of blue.

Visual or Mental Impairment

If the child is visually or mentally impaired, place a length of emerald green material over their body as you say the words.

Wrap a length of blue material around the child at the end of the process to denote a bubble of blue.

Creative Play

- In a creative play situation, the child will willingly respond to colour and light. It has been scientifically established that the colour of emerald green raises the vibration of the physical body and is generally accepted as the colour of balance and harmony. In the British Isles in the returning cycle of spring we see green all around us reflecting the balance of nature as the green pigment in plants invokes the sunlight energy in the process of photosynthesis.
- It is no coincidence that police and fire service uniforms are blue. Those in charge of law enforcement and protection of the general public are easily recognisable as the 'men in blue'. The colour blue has also been proved to have a calming, cooling, soothing effect and becomes a positive focus for the child who feels protected in a bubble of blue as a peaceful calm replaces fear and impending threat.

Here are some creative play examples:

- Use lengths of emerald green material to create an emerald path for the child to walk on. Tell them that with each step along the path they will become stronger. At the end of the pathway the child finds a blue cloak to wrap around their shoulders to give them protection and keep them safe.
- Hang an emerald star above the child. Ask the child to stand under the star and tell them that the emerald star is sending a beam of emerald light to them to keep them straight and strong. Place a length of emerald green material around their shoulders to denote the emerald light and place a length of blue material around their shoulders to seal in the emerald light.
- Create a play situation where the child finds an emerald sword, which is fixed into the ground. When the child pulls the sword out of the ground and holds it against their chest, produce a blue cloak as if by magic. Place the blue cloak around the child's shoulders because he/she has now attained the rank of 'Keeper of the Sword'.

With each repeated alignment, the child's energy will be strengthened and protected and their confidence and emotional stability will visibly improve. This will positively impact on the behaviour of others towards them.

The Vibration of Words

Allow the child to hear the words of The Emerald Alignment even though the child is severely impaired or you think that they may not be able to understand the language. The child's energy will respond to the vibration of each word.

Recommendation

Practice the Emerald Alignment together. It is particularly beneficial before sleep. The Alignment can be used as often as required and will be most beneficial when used regularly as this allows the energy to build and prevents energy loss.

THE PACK AND ITS USES

I hope that the **Sensory Rainbow** will inspire and encourage you to explore your own potential either as a parent, teacher or carer.

These are suggestions only. There are many ways to develop the ideas and integrate them into daily life to bring colour, joy and fulfilment to children who are struggling to engage with their environment and the people in it.

I would love to hear about your experiences with this pack and can be contacted by email:

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www.livingmemoryresearch.net



Light Voice International Online Tinnitus Clinic

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Rainbow Chakra Tones

Rainbow Planetary Tones

Sensory Rainbow

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