



Understanding the Mental Experience of the Children By Suzy Miller

Most if not all of these awesome kids are having a predominately right-brained experience of the world. This experience is beautifully illustrated by Dr. Jill Bolte Taylor in her TED talk in which she describes her experience of losing left-brain function and experiencing a heightened right-brain state of awareness, which is fundamentally an experience beyond time and space. This state of awareness is one that is held naturally by energetically sensitive children as well as by those who live a more multidimensional

experience than a purely physical one.

For those functioning in a pattern of descension, left-brain function can be extremely challenging. The linear focus of this hemisphere is the complete antithesis of the multidimensional, no-time-no-space perspective of these children, yet we constantly ask them to function from this perspective because it makes us feel safe, rather than taking their lead to move into higher states of mental/cognitive function.

The mental/cognitive learning style of this population occurs primarily through the senses and involves learning through multidimensional experience and awareness. Until we learn to function in this way, we can bridge their world and ours by providing these highly visual kids with both picture and subtle gestural cues to enhance their ability to understand our primitive means of communication. Make no mistake, these techniques are as much for us as they are for the children. As we understand that providing specific sensory information can bridge our two worlds, the children recognize that we are at least attempting to connect with them. Even though these are just baby steps in relationship to the levels of connection that the children can offer us, they appreciate us moving in their direction.

Traditional educational approaches primarily focus on the development of left-brain skills, which can be very frustrating to this right-brained population. This form of education tends to

focus on the mind and the body with no attention at all placed in the realm of spirit or energy. This right-brained population lives in the realm of energy and thus needs to know how to work with it and be supported by it.

Energy techniques which address clearing the energy bodies, grounding, and creating strong boundaries can be very helpful for this population as they learn to navigate this very new experience of being a “new human.”

I need to make a few clarifications here: Depending on the child, their level of descension, and their diagnosis, some left-brain characteristics may be more predominant. The important understanding to get here is that these children function in multidimensional worlds and they are attempting to demonstrate what they have access to through a neurological process that is not up to speed with the information they receive. It is easiest for that information to channel through the right hemisphere of the brain and bypass the left, especially as it relates to language and linear processing of information.

These children do not learn in a linear way; they learn cyclically or through what I refer to as fractal absorption. This means that they are not learning through their brains at all, they are acclimating to this world and its experiences by taking in the information related to human life and experiences through absorption into every cell in the body!

These children are learning by being here, not by being taught math, English, and science. That is all secondary. They need opportunities to absorb the human experience and integrate it as part of their daily lives. This happens in part by:

1. Us being curious about and willing to understand their worlds instead of always demanding that they function in our limited ways.
2. Asking them questions, regardless if we believe they can respond, and then waiting for the response anyway. It will come to us, one way or another.
3. Supporting them in understanding this world, as if they were travelers from far away, and sharing with them information that is obvious to us but not so obvious if you are new to this planet. This requires a “This is how humans express” kind of education, not to mold them, but to inform them! We would not ask someone from another country to change who they are, in order to experience this country, but we ask children from other worlds to conform to limited human expressions when their level of functioning may be superior to ours.

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