

Kid's Alternate Age Recollections

Congratulations on starting your Alternate Age Recollections journey with your child!

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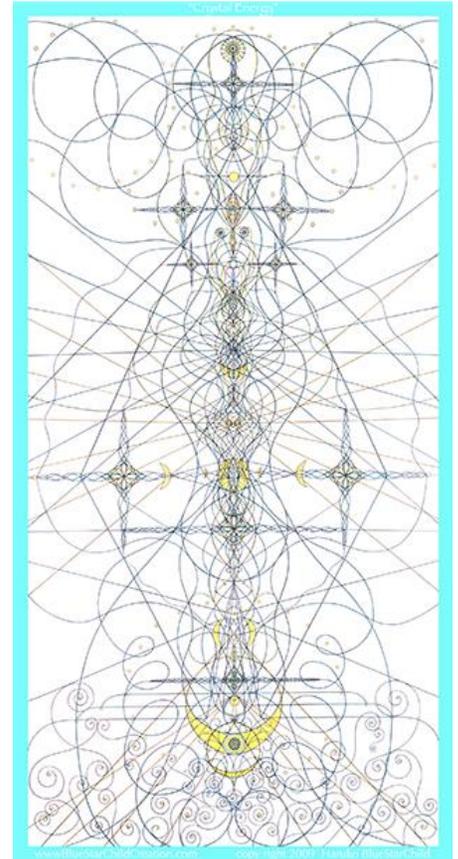
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Dear Parent/Guardian,

You've reviewed the material on this site and you're now poised to begin a journey into other times with the child that you love! Here begins an adventure that you and your child will cherish for many years to come!! In the coming pages we will prepare you for this voyage so that you can get the most out of this experience. We will share the techniques we have developed to make this an enjoyable experience for everyone.

We will also review appropriate follow-ups to your session, which are a vital part of integrating this experience. Chronicling this adventure not only provides you with material which can be used to revisit the journey with your child anytime, it's also a foundation upon which future journeys can be made with increasing confidence and ever-improving results.



Universal Crystalline Energy

Credit: BlueStarChild.com



kids regressions

Alternate Age Recollections are an amazingly unique fun bonding experience for Parent/Guardian and child alike. The depth and breadth of understandings that come from an Alternate Age Recollection session with your child cannot be understated as to their value. This is an amazing, uplifting experience that can expand the spiritual awareness of yourself, your child, your family, and the people around you. At this point, when I suggest to our child that I am considering doing another regression soon, he can't wait, and begins reviewing the calendar for the best dates.

The benefits are truly innumerable!

This document has been crafted with care as an efficient tool for you to use. You may want to print it off, add your own notes, highlight it, and scan it into your phone. This document is a living document, and we welcome your feedback so we can make improvements for future versions.

While we believe it's not overly lengthy, it is important to take the time to read and understand the techniques introduced to ensure the optimal outcome of your session. If you have any questions at any time, please reach out to us at: kidsregressions@gmail.com. We will answer all inquiries to the best of our abilities.

Also included with this package, to ensure you're comfortable with this process, is 20 minutes of phone consultation, and media hosting. During the consultation you can speak with an experienced team member who stood in your exact same shoes not long ago. Through sharing our knowledge and experience, we aim to answer your questions and address final concerns.

After your session, we can host your media. We have worked with Google/YouTube to we understand how to ensure this content conforms with their Terms and Conditions. It's our vision to have as much content from these sessions hosted in one place as possible, to assist content creators in accessing your exciting content about these journeys.

Some children have had books written about themselves after a session, so it's best to document the content of your session using video, audio, notes and artwork, where possible. No one knows if their child may be the next Christian Haupt.

Welcome to this journey and I hope you will have as much or more benefits to you, your child, your family, and the people around you as we have.

From the bottom of my heart, with all of my love,

David Taylor

Kid's Alternate Age Recollections – Preparation

Preparations for a successful session

The first building blocks of a successful session are to create a calm and quiet environment for you and your child. This preparation ensures you are always working in a state where you and your child can easily orient your awareness towards this task and not be distracted by visitors, loud noise, and other such interruptions. This is a right brain activity, and interruptions engage the analytical parts of our mind, using more of the left brain.

The objective is for both you and your child to be relaxed and familiar with what the session entails. In preparation, begin working on these exercises with your child.

The Parent/Guardian is responsible for the child's safety and well-being at all times.

A. Relaxation Exercises

The best sessions are when both you and your child are relaxed. Relaxation allows the information and knowledge to flow effortlessly during the session. It's also vitally important that the relationship between yourself and your child is one of high trust at the time of doing any of this work. Your aim is a calm relationship with your child in the days and weeks leading up to your session. If you are having contentious moments with your child, you will be best served by delaying the session until you've both calmed down as much as possible.

You and your child are both co-creators of this journey. Remember, other than facilitating your child being able to enter a high theta brainwave state (high ratio of theta to other brainwaves) to access knowledge and information about living in other times, you aren't 'doing anything' to your child. Your child's Ego will always be there to let you know if they're uncomfortable. As these sessions are conducted in a warm bath, your child may inform you, for example, they need to go to the washroom or that the water is cold or they want to stop. Remain calm at all times. Resistance is unnecessary. Just trust the process. Listen to your child. Stay positive. If you find yourself becoming agitated or impatient and you are unable to calm down, it's best to stop the process and revisit this when you're in a better frame of mind. If you have begun the process of 'deepening' your child to a high theta state and your child wants to stop or you find yourself nervous, you will be advised to count your child out.

Ultimately, your child's relaxation is the target. How you get there is up to you. The Parent/Guardian knows their child best. We have found the best time for your child's Alternate Age Recollection is after meditation or after a walk in the woods or by the water. If you do Yoga or other similar activities with your child, it could be after that.

A. Relaxation Exercises – cont'd

If your child isn't too tired after a sports activity, you may find doing an Alternate Age Recollection at that time may be best.

Also be aware of cues, facial, in the child's voice, or the child's mannerisms, which may indicate a lack of readiness for any activity. There is no need to rush it. Sometimes preparing the child over the course of several weeks provides the best outcomes, because you can keep the pace relaxed. Listen to their questions or concerns. Assess the level of preparedness, as only a Parent can.

(i) Meditation Exercises

For the best results, conduct all relaxation exercises together with your child

We have used meditation to promote a state of relaxation for both parent and child. There are multiple examples of research where children as young as age two have benefited from meditation.

Ideally, you, as Parent/Guardian, already meditate. If you don't already meditate, we find it's a great exercise in personal relaxation. Like anything we do in life, meditation requires effort. In the case of meditation, the objective is to calm the mind and its busy chatter. Doing the work to calm the mind is worth it, in our opinion. There are many websites, courses and YouTube videos dedicated to meditation. Although a full overview of meditation is beyond the scope of this document, we like listening to Binaural Beats as it generally promotes a faster entry into a primary theta brainwave state. With Binaural Beats the left and right ears receive different tones, requiring the brain stem, one of the oldest parts of the human brain, to work to reconcile these signal differences, keeping the brain occupied with that instead of something on your daily 'to-do' list, for example.

For reference, we have included a couple of links below on meditation for children, however we must note we have found guided meditations too distracting. If the child is too focused on understanding the vocabulary of the guided meditation, it will be counterproductive, as the objective is not to engage the analytical left brain.

A. Relaxation Exercises

(i) Meditation Exercises – cont'd

We have also found that focusing on our breathing, and guiding our child to do the same, can be effective in calming the mind. As some meditation experts like to say, you need to give the brain a 'part-time job' in order to be able to avoid the excessive chatter of the 'monkey mind' which can detract from the meditation. In general, we have found the younger the child the easier it is to enter the primary theta brainwave state, so parents with younger children can avoid advanced vocabulary

Although the younger the child, the less vocabulary, it's not necessary to be concerned if your young child can't focus on breathing, because we've found it's already a generally easier task compared to older children to guide them into a primary theta brainwave state.

We like to inhale through our nose, focusing on the air passing through our nose, focusing on the air flowing down our throat, and focusing on our chest rising as it fills with air. We also like to exhale out of our mouth, and in the same way focus on our chest lowering and orient our attention to the flow of air through our throat and mouth as it releases. This is the 'part-time job' we give our monkey mind.

Practice meditating yourself first, and then meditate together with your child. This is a good opportunity to have a fun, quiet time meditating and bonding with your child. When meditating with your child, while you may want to meditate yourself, the first few times you have a meditation with your child you will probably want to position yourself so you can see your child's body. You will notice if they become distracted, fidgety, or wake up and want to stop. Don't resist your child at this point. Even if you have only gotten 30 seconds of meditation out of them, it's a start. Keep the atmosphere fun and always congratulate them on their performance. In our case the child meditation has produced many fun images, for example of sports, that have helped us in knowing what sports our child is interested in.

Meditation helps the Parent/Guardian get into a relaxed state, facilitating the same for the child. This relaxed state is what we will aim to access in the Alternate Age Recollection.

[Kid friendly meditations your children will love](#)

[Guided Meditation for Children | Your Secret Treehouse | Relaxation for Kids](#)

A. Relaxation Exercises

(ii) Breathing Exercises – cont'd

Breathing exercises can be another effective method to relax both you and your child. Breathing exercises can be used to manage our emotional state and can help a child change to a more relaxed state. When a child is agitated, breathing exercises can be very useful for calming them down. Using breathing exercises is another effective method for supporting both you and your child in changing state. If possible, guide your child to breathe deeply and slowly, ensuring both the tummy and chest rise as they fill with air. If the child's breathing is shallow, and they're mainly using the upper chest, it's a sign of possible tension. Encouragement here is key, and you can monitor the child as they begin to relax and extend their tummy as they breathe deeply. Relaxed breathing will help you facilitate a successful session with your child.

A link is provided below to a discussion of breathing exercises for children.

[Three Breathing Exercises to Calm Kids of All Ages](#)

As a parent who was working on using breathing to relax my own state, I found Holotropic Breathing to be quite effective. There are a number of websites and YouTube videos covering this topic. One can use a guided Holotropic Breathing program, such as the one offered by Michael Stone and referred to in the video link, or Parents can also pursue their own Holotropic Breathing programs by piecing together a routine from information available in places like on the internet and on YouTube.

[Holotropic breathing demonstration by Michael Stone](#)

(iii) Practice Yoga

Even if one's child isn't active with yoga, I have found they love to try the poses. Although not all parents are active themselves, just 15-20 minutes doing a few poses a few times in the mornings leading up to your session can be a relaxing bonding exercise.



kids regressions

A. Relaxation Exercises – cont'd **(iii) Spend time in nature**

Walking or hiking in the woods or by water is a great way to exposure you and your child to negative ions. Once negative ions reach our bloodstream, they are believed to produce biochemical reactions that increase levels of the mood chemical serotonin, helping to alleviate depression, relieve stress, and boost our daytime energy. These relaxing ions can promote the type of environment you'll want to create for your session, so also discussing the session during these walks can help your child understand the process.

(v) Have a hypnotherapy session yourself

Although my formal training in hypnotherapy would only start months later, I did familiarize myself with the hypnotherapy process by having a session prior to conducting a session on my child. The course I studied is called QHHT, which stands for "Quantum Healing Hypnosis Technique" and YouTube has many videos covering QHHT sessions, so that parents can become comfortable with what goes on in a session.

B. Communication

The way you communicate with your child in the days and weeks leading up to your session can impact the quality of your session. Are you speaking in a calm voice with your child? Are you patient, accepting, supporting and loving with your child? If your child makes a mistake are you quick to criticize them or do you mentally ask for the strength to get through the episode calmly, committing to yourself that you will only discuss the matter with your child when you aren't 'emotionally invested' in the situation. Anger, irritability and impatience with your child will only serve to deplete the positive energy of this planned co-creation with your child. A Parent who attempts to fill any lack inside them by drawing energy from their child in a moment of upset is pursuing a short-term strategy that will not serve the purpose of creating a calm and relaxing relationship with your child. If the Parent has challenges being calm with their child, then that is an indication the Parent may have work to do themselves, before starting down this path of Alternate Time Recollections.

Due to the shorter nature of these sessions, the deepest part of a kid's regression sessions is usually about 30-45 minutes, compared to adult sessions which are up to 2.5 hours long.

B. Communication – cont'd

(i) Review the Cases

We have prepared five cases on the website. Only the Case of Ryan, who appeared on Oprah with his mother to discuss his recollection of a civil war scene, needs to be approached with caution, as it involves traumatic scenes. All cases do deal with the concept of death, so a review of the cases (perhaps avoiding Ryan's case at first) is the best way to assess your child's acceptance of living in alternate times, which will help indicate the readiness of your child for the session.

As this is a sensitive topic, as discussed previously, it's important to be able to review the cases with your child in a quiet, relaxed setting. You will want to focus on your child's body language, particularly when discussing the idea that death is involved, in each of these cases. Keeping the conversation light and happy is key here. Reminding your child that a friend or relative who has passed is in a happy place, and aside from the loss of the physical body, that their spirit, soul or 'energy' is still very much alive, is a way to deal with this topic in a non-threatening manner. Using examples from nature, which can be as simple as the emergence of flowers in the spring and the browning of leaves in the fall, can help the child accept that this is a completely natural cycle of life. Just as the spirit of a flower, for example, bloomed last spring and summer, then withered over the fall and winter, the seed, or baby, of that flower can be born again the next year. In this way, the spirit of that flower can enjoy living at different times.

(ii) Message your child appropriately

Talking with your child in this way begins to expand their awareness to be open to the idea that their spirit, or energy, may have also lives, and that they may have lived in other ages.

Now that you've set the stage for a calm and relaxing session with your child, it's time to begin the intention-setting process for this co-creation with your child. Younger children may have less appreciation of the intention-setting process, so the Parent can

support the process by scripting the environment in a way that infuses the child with a positive intent. The following types of sentences may help both you and your child maintain a positive perspective on the process.:

“Your session is going to be so much fun”

“You're going to do a great job because you were so interested in the cases we reviewed”

“We're going to go on a journey and investigate other times you may have lived in”

B. Communication – cont'd
(ii) Message your child appropriately

“This is a fun activity and lots of other children have experienced living in other times”

“You’re going to be able to close your eyes in the bath and see pictures, just like watching a movie or video”

“This is a completely natural process, as we have all had many experiences of living in other times”

“It will be like watching a movie in your mind. It’s just a movie and it can be turned off anytime you want”

Through this messaging, you and your child are ‘getting into the groove’ of this process. This is the [‘Law of Attraction’](#) at work.

(iii) Continue communicating and acting with your child to foster a high level of trust

Trust is essential to bring this exercise to fruition. Your best chances for success will be if you have the highest degree of trust possible with your child. If you say you will do something for them (eg. watch their sports game, join them to watch a kid’s movie) do you generally keep your promises unless something 'show-stopping' comes up, like your car breaks down? Or do you regularly cancel, or be a ‘no-show’. If you’ve been accused of being a ‘no show’ or for canceling or for generally not keeping your word as far as your child is concerned, you’ll want to remedy this and have a few weeks clear of creating any questions of trust between you and your child before proceeding to schedule your session.

If you aren't already, you’ll also want to be very even-tempered in your interactions with your child up to the day of the session. The day before and the day of the session are key.

Low vibration emotions like fear, anger and jealousy have no place in setting the stage for your session, a beautiful connection with your child that will create a memory and lasting bond that you both will cherish for years to come.

The important point is to ensure both you and your child are relaxed.

B. Communication

(iv) Check in on your child's state from time to time

This can be kept as simple as saying “I’m looking forward to your session” and “We’re going to have fun with your session”. With these sentences you can assess your child’s state in the time leading up to the session. Depending on the type of response or non-response received, you can focus more time on relaxation, trust-building or reviewing cases.

You can even ask “How are you feeling?” or “Do you have any questions?” if you haven’t gotten the quality of reply you had hoped for.

However, if you ask closed-ended questions like “Are you looking forward to the session?” and “Do you still want to do the session on xyz day?”, you’re setting yourself up to potentially receive a reply that’s less than the affirmative one you were seeking.

C. Pre-Session setup

(i) The Bath

Firstly, this should be conducted in a warm bath. Not a hot tub, not a shower, but a bath that is big enough for your child's legs and abdomen to be submersed in warm/hot water. If your bath doesn't have the angle of the slope at the end of the bath where your child’s back will be supported, see about using some waterproof bath pillows. Your child’s back will need to be

supported during the session. We haven't had any problems with our child slipping down in a standard modern bathtub with sloping back.

In order that your child is as comfortable as possible, you will also want to let them have access to their bathtub playthings, if they're still into that. Regular bath time snacks may still be offered. We like to keep the bathing experience as routing as possible. There will be a time when the bathtub is filling with water and letting your child play supports their relaxation.

(ii) Lighting

Similar to adult hypnotherapy sessions, kids’ sessions should be done in a room that has been dimmed. It's been our experience that up to age 11 our child could tolerate a brighter

C. Pre-Session setup

(ii) Lighting – cont'd

lighting setup than what would normally be required by an adult. If possible, dim the bathroom lights or turn off some or all of them.

IMPORTANT: The bathroom should not be completely dark, as hypnotherapy isn't conducted in a completely dark room.

We've found our best results were when we turned off all the bathroom lights and added a single light, such as from a 60-watt bulb, possibly on a tall stand, to provide some illumination

For lighting our child's sessions, we use a GVM LED-480LS on a high stand. Ensure the tripod is stable when you set it up. We partially close the GVM's 'barn doors' and have the plastic diffuser on. This helps illuminate the face area in the dark bathroom environment. One may use this lighting in place of the single 60-watt bulb on a stand described earlier.

(iii) Electronics for recording

These days most session videos are recorded on a smartphone on a stand. It is also possible to record using an iPad or similar tablet. Using a camcorder or laptop may necessitate some additional steps to transfer the content to another device or YouTube, which may be more involved than using one's smartphone or iPad.

Test record your child in the bathtub before the session. Make sure the sound quality is good. You may want to place a microphone on a chair or stand pointing towards your child, to improve the sound quality. We set the Shure MV51 on a chair, point it at our child, and plug it in to our iPhone.

Note also that Google/YouTube is very strict with children's video content. It's advisable to avoid shooting video below the exposed shoulders, especially in the case of young girls. If it's not possible to focus the video on the girl's face, perhaps due to the child moving around, it will be necessary to place your daughter in a swimsuit if you would like to aim to ensure your video recording will conform to Google/YouTube rules.

C. Pre-Session setup

(iii) Electronics for recording – cont'd

In addition to video, it's possible to record audio also on a smartphone or iPad. Audio recorded on a laptop may be easier to format than video on a laptop. When recording audio, you may also want to use an independent microphone that can be placed closer to your child than using the microphone in your smartphone or tablet.

Remember that the bathroom is a wet environment and depending on how active your child is in the bathtub, and the existence of any barriers such as sliding doors between your child and the recording equipment, you may need to take precautions to ensure your electronics stay dry.

(iv) Notetaking

Some parents, possibly to keep their electronic equipment from getting damaged, opt to take notes with pen and paper. You will be busy during this session, so ensure you have a good setup for notetaking before you start.

(v) Furniture & Equipment - cont'd

To be comfortable, a chair to sit on by the bath is helpful and also you will probably want a small table for your equipment, especially if you cannot make enough space on the bathroom countertop. You'll also want to have available this package from kidsregressions.com. If you plan to record video, you'll probably need to reserve space for your tripod. You may also want to protect your devices and paper from splashing water by using plastic sheeting or plastic covers.

(vi) Note on the door

Particularly if you have a busy household, place a 'Do not disturb' sign on the door to avoid unwanted intrusions, particularly if you can't lock the bathroom door.



C. Pre-Session setup

(vii) Eat Healthy

If you don't already do so, avoiding overly sugary or salty food, particularly the day of the session and in the days prior to the session, can help ensure the child is in a calm state. Oily and greasy foods should be avoided. Overall the diet should be as free from processed foods as possible in the weeks leading up to your session. This applies to both the Parent/Guardian conducting the session and the child.

(viii) Avoid alcohol, recreational drugs

In order to have the best session possible, you'll want to ensure your body is as clean as possible. Abstain from recreational drugs and alcohol in the days prior to your session. Ideally a one-week break is helpful.

(ix) Get a good night's sleep prior to your session

The night before your session both you and your child need to have a good night's sleep. You can tell your child that you're both going to go to bed early as the next day's session is going to be very exciting and you want to make sure you have lots of energy!

(x) Preparation for Post-Session Integration

The main item here is getting your child's drawing instruments and some paper ready on a desk or perhaps on the dining room or kitchen table. You can also plan to use recording equipment to memorialize any comments after the session. If your child is distracted by video, use audio. After the session, and your child has dried off, you will want to encourage them to draw what they have seen as soon as possible. We will go over this in more detail in the Post-Session Integration session.



D. Scheduling the Session

(i) Choosing a good day

You should also be sure to avoid having a session if you know there will be loud noises, for example nearby construction work or a loud party that day. If there is maintenance going on at your neighbor's or in your condo building, you will probably want to schedule your session for another day.

You will want a day when you and your child won't be rushed. If you have had a day packed with activities, without scheduling the necessary time to unwind prior to the session, the environment can be less than calm and relaxed. Your child will perform best when you avoid times when they're overly tired.

Also, to ensure your child will not be overly hungry on the day of the session, make sure they have a full belly before you start.

As for session length, while adult sessions can run 2-2.5 hours, we have kept our sessions under an hour, not including the length of the Post-Session Integration activities, such as drawing. This is a fun bonding exercise, and as children can access a theta state more easily than adults, in general these sessions proceed very smoothly.

If you arrive at the scheduled day and something shows up to affect your calmness, or the calmness of your child, you will probably want to reschedule. Maybe your car breaks down or maybe you have a migraine. If you're stressed out or have high levels of discomfort its best not to push things. Just tell yourself the schedule just wasn't meant to be, and reschedule. You want the wind at your back, especially the first time or two, until you get into your groove.

Just remember: Not too often, but once every day or so leading up to the date of the session, gently remind your child of the upcoming session. Be enthusiastic. Tell them it's going to be so much fun! (Because it will be).

Also remember this session is for you and your child, it's not a time for friends and relatives to be present in the bathroom to 'see how it goes'. Any more than two people in the washroom can create distractions.



D. Scheduling the Session

(ii) The night before the session

Both you and your child need to get a good night's sleep. Gently remind your child that we're going to have a fun experience in the bath tomorrow.

Set your Intent on having a good session which will be of benefit to you and your child.

(iii) The day of the session

This is an important day! You've prepped your child and yourself for the session. This day you want to be particularly upbeat. If your child does something wrong, let it go. There'll be plenty of time to deal with it after the session. If you wind up agitating your child through your behavior or spoken word, you may need to reschedule to a day when you're both more relaxed.

Kid's Alternate Age Recollections – The Session

E. The Day of the Session

It's the day of your session. Time to check in one last time to assess readiness. The most important kind of readiness is the level of trust between you and your child, and the degree of relaxation exhibited by your child.

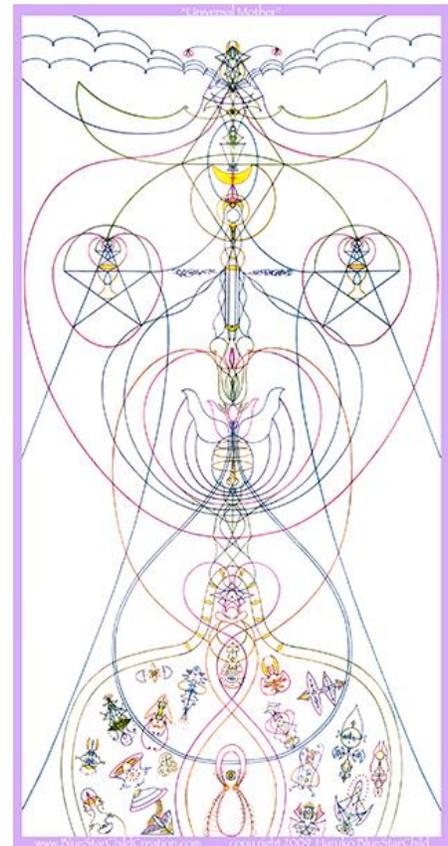
1. Final Preparations in the bathroom

The day of your session you will probably want to review your bathroom setup. Depending on the space available and the equipment/furniture you'll be using, you may want to either put your child in the hot bath first and after add the equipment/furniture or put the equipment/furniture in place and then start the bath.

If your child is still awaiting their wash, it's best to conduct this first because right after the session you will want to get them seated and drawing the images they have viewed, if possible.

We usually keep some space in the bathtub to top it up with hot water, if possible, using a shower hose and fitting submerged under the bath water (as this setup is usually quieter than water flowing directly onto the bath water).

Avoid making a big deal out of the activity leading up to the session, your child may key off your energy. Just treat the day like any other.



Universal Mother

Credit: BlueStarChild.com

E. The Day of the Session – cont'd

2. Final preparations for yourself

If you require a meditation to relax yourself, ensure you prioritize fitting that in before starting the session.

Once you're sufficiently relaxed you can aid your child in reaching the same state.

Reaffirm your Intent on having a good session which will be of benefit to you and your child. An example of an intent would be: "I intend to conduct a session which will have benefits for my child". You can say this intention to yourself silently.

Ensure your Attention is focused on conducting a good, beneficial session for you both.

You can also call for support at this time, such assistance may be from your spirit guides, angels, your higher self (subconscious) and any other benevolent beings who you would like to invite.

Check your lighting, recording equipment and notetaking tools one more time. Put the 'Do Not Disturb' sign on the door.

3. Final preparations for your child

While maintaining your positivity about the session, message your child once more that they're going to have a great session.

If your child needs to eat their bath snack before the session, or would like to play with their bath toys for awhile, this is a good time to lower your resistance and let them do so. If you're watching the clock, for whatever reason, your child may sense your impatience and this can affect the quality of the session. Right before you start the session, you're going to want to check the bath water temperature one more time. If you're going to be adding water, check the level too.

Ask them:

Are you warm? Are you comfortable?

E. The Day of the Session – cont'd

Remind your child they will be seeing images. The images will be less crisp than on the TV or computer, but they should still be able to make them out.

Set your Intent on having a good session which will be of benefit to you and your child.

Set your Attention on conducting a good, beneficial session for you both.

F. Advanced Language Deepening Procedure, for older children

Message them that you want them to talk about what they see as soon as they see it, to avoid letting the analytical mind become too dominant. Add that you want them to talk about what they see in as much detail as possible. Tell them that keeping talking will promote the flow of information about what they see.

INSTRUCTIONS: Parent/Guardians: Your spoken words are UNDERLINED in the text below. ALL sections in ITALICS are points to be aware of as we go through the procedure)

(i) You're now going to place your child in a protective cocoon.

I want you to imagine yourself being put into a cocoon. Spider silk is one of the strongest materials in the natural world. Using bright white spider silk, so shiny it's like it's made of crystal, I'm going to spin a protective cocoon made of spider silk all around you. This crystal silk cocoon will cover your entire body, from your head to your toes. It's so strong nothing can harm you. You're safe and protected. This crystal silk cocoon will remain around your body the whole time we are doing this session.

Now we're going into a deep state of relaxation. When you come out, you will feel refreshed and relaxed all over.

I'm going to count to ten and as I do so we're going to take a number of Breaths in and Breath Out, slowly and deeply.

You don't have to think about anything

Let's practice breathing. Breathe In deeply, making your stomach extend outwards, and then breathe out so your stomach gets flatter



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- F. **Advanced Language Deepening Procedure, for older children**
(i) **You're now going to place your child in a protective cocoon – cont'd**

As you breathe in, focus on the air coming into your nose and going down your windpipe, making your chest and stomach expand. As you breathe out, focus on your chest and stomach getting flatter and the air flowing out through your windpipe and nose.

(Make sure they're doing it correctly and keeping their eyes closed. We understand some children may prefer breathing with an open mouth instead although breathing through the nose generally regulates the airflow much better).

- (ii) **Start of deepening:**

"One, as you breathe in you will begin to feel your body and your muscles relaxing, as you breathe out you feel any stiffness begin to leave the body"

"Two, as you breathe in you will begin to feel your muscles sagging, as you breathe out you feel any tension leave the body"

"Three, as you breathe in you feel the muscles in your head, neck and face getting looser, as you breathe out you feel any tightness leave the body"

"Four, as you breathe in you feel the muscles in your back and stomach getting lighter"

"Five, you feel the muscles in your arms and hands getting softer"

"Six, you feel the muscles in your legs and feet getting freer"

"Seven, you feel the joints in your neck, arms and hands easing"

"Eight, you feel the joints in your hips, knees and feet becoming lighter"

"Nine, as you breathe in you feel your body getting lighter and feel like it's floating and as you breathe out you feel like your body is weightless in the air"

"Ten, now your body is completely slack and your mind is quiet."

"Now keep breathing slowly and softly"



kids regressions

- F. **Advanced Language Deepening Procedure, for older children**
(i) **Start of deepening:**

(At this point your child may report they see images. In some cases, your child may report they can see images even before you get to this point. Go with the flow! You don't need to finish the deepening if your child starts reporting they see images, in this case go straight to section G. Setting the Scene).

- (ii) **Additional Deepening (optional)**

Relax as deeply as you can. Now imagine yourself at the top of a staircase. Perhaps it is one you are used to, or even the one in your house. The staircase has 10 steps. It has a secure handrail for you to hold onto. Visualize the staircase. It is wood, is it carpeted, is it tiled, or is it made from marble? In a moment we are going to descend the staircase, and each step down takes you deeper.

Now, stepping off with the left foot, down from step 10, to step 9, going deeper, step 8 and step 7, deeper still, 6, 5, you keep on drifting deeper, 4, 3, you're even deeper now, 2, 1, now you're really deep down.

You are now standing at the bottom of the steps and feeling very comfortable, very relaxed and at peace with the world. In front of you is a large, wooden door. The door seems to be locked, but you can open it. Push it open. As you keep pushing, the door gently creaks open. Now I am going to begin asking you what you see inside.

Important: Keep an eye on your child's state at all times. If at any point your child starts to cry or is agitated in any other way, tell your child that the scene won't hurt them, that it's just like watching a movie or movie on the TV or on a tablet or on a phone. If they remain agitated you may raise your voice slightly to match theirs and calm them down. Tell them "Mummy/Daddy is right here. Nothing is going to hurt you".

If this doesn't change their state, if they continue being agitated, proceed to the section: "O. Counting them out", below.

Note: The above issue has not ever occurred in numerous sessions, but we mention the above as a precaution.

G. Setting the Scene

Either your child reports seeing images or you have completed the deepening

(Done slowly, calmly. Leave enough of a pause after your question for your child to answer before asking again.)

If your child starts reporting images you can ask questions about what they see. Your aim is to understand the images and the big picture.

Encourage your child to talk as soon as they see something, to avoid the analytical mind becoming active. Your objective is to facilitate a smooth flow of information from your child about what they are seeing. Use phrases like:

Where are you?

Tell me what you see

What's the view you're watching?

What does it look like?

Tell me more

What does it feel like?

How do you feel when you see this?

What colors do you see? Are there any sounds? Are there any smells?

Do you smell anything? What do you smell? What does it smell like?

What color is it?

Ask open-ended questions here that prompt them to describe the scene and keep them talking. Ask them questions about their smell, sounds, feeling. Avoid closed-ended questions with the word "or" or similar. At the beginning, avoid asking for names and numbers. These kinds of questions are more analytical in nature and tend to focus their awareness on their left brain and which can then tend to bring them out of their trance, undoing all the breathing and counting steps performed at the start). Always stay positive. Tell them they're doing great!

If your child sees only blackness, just be patient. If you're patient and supportive, the scene usually appears.

G. Setting the Scene – cont'd

Blackness is great!

Blackness means some interesting scenes are about to come into view

Are there any other colors within the blackness? Can you see movement in the blackness?

If you look to the left/right what do you see?

I am going to put a flashlight in your hands, shine it to light up the scene and tell me what you see

If you were going exploring in the blackness, which direction would you go in? OK, lets drift along in that direction and as we proceed, let me know what you see.

If they have not mentioned any movement yet

Is there any movement?

Do you see people/animals?

What are they doing?

H. Describing themselves

Once you have spent a little time getting them comfortable with the scene, you can ask about themselves. Ask if they have a body

Look down and tell me if you have a body

Do you have legs? Feet?

*If No, move to the section below titled **M. Non-Physical/Non-Human Entities***

Are you wearing anything on your feet? (If Yes, ask them to describe it) Describe it

Are you wearing anything on your head? Describe it.

Are you holding anything in your hands? Describe it.

Is there anything covering your legs? Describe it.



H. Describing themselves – cont'd

Is there anything covering your upper body? Describe it.

Ask the next questions relatively quickly.

Do you feel male or female?

Are you young or old?

Are you healthy or sick?

I. Going to the place they live

Now ask them to take you to the place they live

Let's go to the place where you live. The place where you sleep.

Let's go there now. Take me there now.

Tell me what you see as we're drifting along to the house where you live.

Now you're standing in front of your house, the place where you live.

Tell me about the house.

What color is it?

What does it look like?

Now let's walk up to the front door of the house. Describe the front door.

Now open the front door. It opens easily.

Walk inside, what do you see? Describe the room you see for me.

Is there anyone else in the room?

Now ask them to go into the kitchen of the house where they live

Now go into the kitchen.

What do you see?



I. Going to the place they live – cont'd

Is anyone there?

What are they doing?

Now go to the place where you sleep at night. Describe the room.

Is there anyone else there?

Now ask them to have a meal in this house

Now let's go and have a meal in this house.

Let's sit at the table in this house where you eat your meals.

Tell me about the food you see.

Who is sitting there with you?

J. Investigating their occupation

*Now ask them what they do with the majority of their time and see themselves doing it.
Have them describe it*

What do you do with the majority of your time?

What do you do in this life?

How do you spend your time?

See yourself doing it. Describe what you're doing.

By now we have a pretty good sense of the life. Now we can move to other scenes. You can move forward or backward to another significant day. Moving the child forward/backward usually uncovers scenes where there is something important going on.

Now let's go away from that place and let's proceed forward/backwards to a significant day.

A day that you consider significant because something exceptional is happening.

What is occurring?

K. Moving forward/backward – cont'd

What do you see?

How do you feel?

(Usually you can move the child forward 2-4 times in the past life, to view important scenes)

IMPORTANT ABOUT DEATH SCENE: *Typically, it's necessary to ask to move forward to the death scene in a past life. We have not observed any adverse effects in our child when they witnessed their death scene in prior incarnations. You can always tell the child they can watch the scene as an observer/watcher/viewer, if they want to.*

IMPORTANT ABOUT DEATH SCENE IN CURRENT LIFE: *If the child is viewing the current life, going to the death scene is avoided.*

(Note: moving the child backwards can lead them back to the womb, they often report there's lots of water and that they feel warm).

L. Asking about life purpose, lesson after viewing death scene

If you have the child pass through the death scene in the past life you can ask about purpose and lesson of the life viewed.

Every life teaches us something.

As you look at that life, what did you learn from it? (the Lesson)

What do you think was the purpose of that lifetime? (the Purpose)

If you sense your child is back in the womb you can continue to move backwards and you may even enter the spirit world. This can be useful as you can ask about their purpose for this incarnation. Be mindful that your child may struggle to describe the location, take extra time, be patient and calm, ask questions like a detective.



M. Moving the child to another life

This technique moves the child from one life to another.

Let's step away from that place, leaving the person there to continue on their own path.

You can go either backward or forward to find a different suitable time and place that has information that you need.

You are now at a different place and time.

What do you see?

What is happening?

What are you doing?

N. Non-physical/Non-human entities

You will need to do more questioning in these situations. You will have to get a sense of the physicality of the entity, as some entities are just a gas. One strategy is the 'spirit mirror'. Ask your child to stand in front of this mirror and tell you what they see.

I am going to ask you to stand in front of a special mirror. It's called a spirit mirror because when you stand in front of it you will be able to see the image of the entity you belong to.

Stand in front of the spirit mirror and tell me what you see.

O. Counting Out

Now you have had the session with your child and it's time to wind things up. Perhaps your child is getting tired or the bathwater has cooled down. Hopefully your session was productive, but we always get the session we deserve.

Alright, now we're going to turn around and we're going to come back. I'll count to ten and on the count of ten, you'll be wide awake and feeling great all over, recalling everything you have seen, so you can write it down. It'll be in your memory so you can make notes.



kids regressions

O. Counting Out – cont'd

You are becoming aware of this bathroom again; you are back here in this bathroom. And, as I count to ten, you will be back inside your body and you can open your eyes and remember what you have seen.

1, 2 you're starting to breathe a bit quicker, your blood's starting to circulate more rapidly now because you're starting to wake up now.

3, 4 you're becoming mindful of your physical body; very much mindful of your physical body. You can move your arms and legs about now; you're getting the blood circulating again because you're back here now and you are starting to awaken now.

5, 6 you're becoming tuned into the sounds in the bathroom now. You know there are other people sitting around. You're very much conscious of your physical surroundings, because you're located back here now in this time and this place. And you're waking up now.

7, 8 you're coming up perfectly now, very pleasantly.

9, 10 you're completely awake, completely awake, feeling fantastic all over and recalling all the visions that you saw so you can write them down and draw them.

Reassure them

You did a great job.

How do you feel?

Kid's Alternate Age Recollections – Post Session

P. Post-Session

Now you've finished the session. No matter how you or your child thought it went, it's important to reinforce the positivity of the experience. As you may want to do this again, if the last thing your child hears after the session is that it went well, you will be on a good foundation to do further sessions.

For example, after telling your child "You did great!" you can ask your child "What did you like most about the session?"

Q. Writing/Drawing

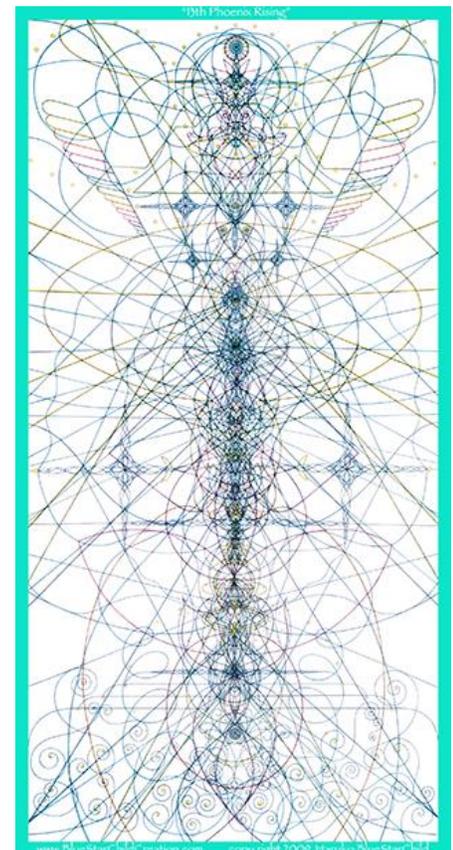
While the images are still fresh in your child's mind, you'll want to dry your child and, if they have the energy, encourage them to draw what they saw, or write about it.

If they're not quite ready to draw or write, or if they seem to want to talk about their experience, sit down and ask how they felt about what they saw, what they liked about the images they viewed. Stay positive.

It's usually best to have them write or draw soon after the session, while the images are fresh in their mind. So even if you have a chat about the session, you will probably want to guide your child back to writing/drawing sooner rather than later.

While you may have been writing notes during the session, this may be a time to put the notepad away as it may distract you and your child. You want to continue the strong connection you had during the session for as long as possible.

You may opt to continue audio recording as it's less distracting



13th Phoenix Rising

Credit: BlueStarChild.com

R. Initial Integration

As part of the integration, you will want to explore both with your child and by yourself (or with your partner), the revelations from the session. For example, if your child had a certain occupation (eg. cook) in the past life viewed and your child has, in the current life, expressed an interest in cooking, this can be a time to investigate ways to stimulate that interest. You may want to schedule a cooking session with your child, for example, or even enrol them in kid's cooking classes.

If there were any unsettling scenes that came up, scenes that your child is confused about, you'll want to talk this through in a calm, relaxed manner. Your child will key off your own reactions.

S. Ongoing Integration

You may also want to review all or part of the audio or video again with your child at a future date, so they have a good understanding of what happened, and to create an opportunity to discuss the session again and ensure any remaining questions or concerns are addressed. Review the audio/video yourself first to prepare your talking points before reviewing with your child.

This is also an opportunity to further explore spirituality with your child. Your child may now be more open to these kinds of discussions. Our child become more interested in meditation. Others suddenly want to join their parents in yoga. Some express a sudden interest in animals. These initiatives should be supported.

Kid's Alternate Age Recollections – Supplement

T. Junior Language Deepening Procedure, for younger children:

INSTRUCTIONS FOR USE: Parent/Guardians: Your spoken words are UNDERLINED in the text below. ALL sections in ITALICS are points for you to be aware of as we go through the procedure)

(i) You're now going to place your child in a protective cocoon:

I want you to see yourself being put into a cocoon. Spider silk is one of the strongest things in the natural world. Using bright white spider silk, so shiny it's like it's made of crystal, I'm going to spin a cocoon made of spider silk so it covers everything around you. This crystal silk cocoon will cover your entire body, from your head to your toes. It's so strong nothing can hurt you. You're safe and guarded. This crystal silk cocoon will remain around your body the whole time we are doing this session.

Now we're going to start to rest. When we stop, you will feel fresh and calm all over.

I'm going to count to ten and as I do so, we're going to Breathe In and Breathe Out, slowly and deeply.

Don't think about anything

Let's try breathing. Breathe In deeply, making your tummy go out, and then Breathe Out so your tummy goes in

As you Breathe In, focus on the air coming into your nose and going down your throat, making your chest and tummy get bigger. As you Breathe Out, watch your chest and tummy get flat and feel the air going out through your throat and nose.



kids regressions

- T. Junior Language Deepening Procedure, for younger children
- (i) You're now going to place your child in a protective cocoon – cont'd

(Make sure they're doing it correctly and keeping their eyes closed. We understand some children may prefer breathing with an open mouth instead although breathing through the nose generally regulates the airflow much better).

"One, as you breathe in you will begin to feel your body and your muscles get loose, as you breathe out, you'll feel anything tight start to leave the body"

"Two, as you breathe in you will begin to feel your muscles getting baggy, as you breathe out you feel anything stiff leave the body"

"Three, as you breathe in you feel the muscles in your head, neck and face getting floppy, as you breathe out you feel anything that feels hard begin to leave the body"

"Four, as you breathe in you feel the muscles in your back and tummy getting lighter"

"Five, you feel the muscles in your arms and hands getting softer"

"Six, you feel the muscles in your legs and feet getting mushy"

"Seven, you feel the joints in your neck, arms and hands becoming fluffy"

"Eight, you feel the joints in your hips, knees and feet becoming squishy"

"Nine, as you breathe in you feel your body getting lighter and feel like it's floating and as you breathe out you feel like your body is flimsy in the air"

"Ten, now your body is completely loose and your mind is quiet."

"Now keep breathing slowly and softly"

(At this point your child may report they see images. In some cases, your child may report they can see images even before you get to this point. Go with the flow! You don't need to finish the deepening if your child starts reporting they see images, in this case go straight to section G. Setting the Scene).



kids regressions

T. Junior Language Deepening Procedure – cont'd, for younger children:

(ii) Additional Deepening (optional)

Relax as much as you can. Now see yourself at the top of the stairs. Maybe it's stairs you know, or even the one in your house. The staircase has 5 steps. It has a strong rail for you to hold onto. See the staircase. In a moment we are going to go down the staircase, and each step down will take you deeper.

Now, stepping off with the left foot, down from step 5, going deeper, step 4, deeper still, 3, you keep on drifting deeper, 2, you're even deeper now, and 1, now you're really deep down.

You are now standing at the bottom of the steps and feeling very cozy and happy. In front of you is a big door. The door seems to be locked, but you can open it. Push it open. As you keep pushing, the door slowly opens. Now I am going to begin asking you what you see inside.

Important: Keep an eye on your child's state at all times. If at any point your child starts to cry or is agitated in any other way, tell your child that the scene won't hurt them, that it's just like watching a movie or movie on the TV or on a tablet or on a phone. If they remain agitated you may raise your voice slightly to match theirs and calm them down. Tell them "Mummy/Daddy is right here. Nothing is going to hurt you".

If this doesn't change their state, if they continue being agitated, proceed to the section: "O. Counting them out", below.

Note: The above issue has not ever occurred in numerous sessions, but we mention the above as a precaution.

U. Setting the Scene

Either your child reports seeing images or you have completed the deepening

(Done slowly, calmly. Leave enough of a pause after your question for your child to answer before asking again.)

U. Setting the Scene – cont'd

If your child starts reporting images you can ask questions about what they see. Your aim is to understand the images and the big picture.

Encourage your child to talk as soon as they see something, to avoid the analytical mind becoming active. Your objective is to facilitate a smooth flow of information from your child about what they are seeing. Use phrases like:

Where are you?

Tell me what you see

What's the view you're seeing?

What does it look like?

Tell me more

What does it feel like?

How do you feel when you see this?

What colors do you see? Are there any sounds? Are there any smells?

Do you smell anything? What do you smell? What does it smell like?

What color is it?

Ask open-ended questions here that prompt them to describe the scene and keep them talking. Ask them questions about their smell, sounds, feeling. Avoid closed-ended questions with the word "or" or similar. At the beginning, avoid asking for names and numbers. These kinds of questions are more analytical in nature and tend to focus their awareness on their left brain and which can then tend to bring them out of their trance, undoing all the breathing and counting steps performed at the start)

Always stay positive. Tell them they're doing great!

If your child sees only blackness, just be patient. If you're patient and supportive, the scene usually appears.

Black is good!



U. Setting the Scene – cont'd

Black means some nice pictures are coming next

Are there any other colors in the black? Can you see anything moving in the black?

If you look to the left/right what do you see?

I am going to put a light in your hands, point it to light up the place and tell me what you see

If you were going out into the black, which way would you go? OK, lets go that way, and as we go along, let me know what you see.

If they have not mentioned any movement yet

Do you see anything moving?

Do you see people/animals?

What are they doing?

V. Describing themselves

Once you have spent a little time getting them comfortable with the scene, you can ask about themselves. Ask if they have a body

Look down and tell me if you have a body

Do you have legs? Feet?

*If No, move to the section below titled **M. Non-Physical/Non-Human Entities***

Are you wearing anything on your feet? (If Yes, ask them to describe it) Tell me about it.

Are you wearing anything on your head? Tell me about it.

Are you holding anything in your hands? Tell me about it.

Is there anything covering your legs? Tell me about it.

V. Describing themselves – cont'd

Is there anything covering your upper body? Tell me about it.

Ask the next questions relatively quickly.

Do you feel like a boy or a girl?

Are you young or old?

Are you healthy or sick?

W. Going to the place they live

Now ask them to take you to the place they live

Let's go to the place where you live. The place where you sleep. Let's go there now. Take me there now.

Tell me what you see as we're going along to the house where you live.

Now you're standing in front of your house, the place where you live.

Tell me about the house.

What color is it?

What does it look like?

Now let's walk up to the front door of the house. Tell me about the front door.

Now open the front door. It opens easily.

Walk inside, what do you see? Tell me about the room you see.

Is there anyone else in the room?

Now ask them to go into the kitchen of the house where they live



W. Going to the place they live – cont'd

Now go into the kitchen.

What do you see?

Is anyone there?

What are they doing?

Now go to the place where you sleep at night. Tell me about the room.

Is there anyone else there?

Now ask them to have a meal in this house

Now let's go an have a meal in this house.

Let's sit at the table in this house where you eat your meals.

Tell me about the food you see.

Who is sitting there with you?

X. Investigating their occupation

*Now ask them what they do with the majority of their time and see themselves doing it.
Have them describe it*

What do you do with most of your time?

What do you do in this life?

How do you spend your time?

See yourself doing it.

Tell me what you're doing.

Y. Moving forward/backward



Y. Moving forward/backward – cont'd

By now we have a pretty good sense of the life. Now we can move to other scenes. You can move forward or backward to another significant day. Moving the child forward/backward usually uncovers scenes where there is something important going on.

Now let's go away from that place and let's go forward/backwards to a big day.

A day that you think is big because something big is happening.

What is happening?

What do you see?

How do you feel?

(Usually you can move the child forward 2-4 times in the past life, to view important scenes)

IMPORTANT ABOUT DEATH SCENE: Typically, it's necessary to ask to move forward to the death scene in a past life. We have not observed any adverse effects in our child when they witnessed their death scene in prior incarnations. You can always tell the child they can watch the scene as an observer/watcher/viewer, if they want to.

IMPORTANT ABOUT DEATH SCENE IN CURRENT LIFE: If the child is viewing the current life, going to the death scene is avoided.

Z. Asking about life purpose, lesson after viewing death scene

(Note: moving the child backwards can lead them back to the womb, they often report there's lots of water and that they feel warm).

If you have the child pass through the death scene in the past life you can ask about purpose and lesson of the life viewed.

Every life teaches us something.

Z. Asking about life purpose, lesson after viewing death scene – cont'd

As you look at that life, what did you learn from it? (the Lesson)

What do you think was the reason to live in that life? (the Purpose)

If you sense your child is back in the womb you can continue to move backwards and you may even enter the spirit world. This can be useful as you can ask about their purpose for this incarnation. Be mindful that your child may struggle to describe the location, take extra time, be patient and calm, ask questions like a detective.

AA. Moving the child to another life

This technique moves the child from one life to another.

Let's step away from that place, leaving the person there to go on their own path.

You can go either backward or forward to find a different good time and place that has information that you need.

You are now at a different place and time.

What do you see?

What is going on?

What are you doing?

BB. Non-physical/Non-human entities

You will need to do more questioning in these situations. You will have to get a sense of the physicality of the entity, as some entities are just a gas. One strategy is the 'spirit mirror'. Ask your child to stand in front of this mirror and tell you what they see.

I am going to ask you to stand in front of a special mirror. It's called a spirit mirror because when you stand in front of it you will be able to see the image of the entity you belong to.

Stand in front of the spirit mirror and tell me what you see.



CC. Counting Out

Now you have had the session with your child and it's time to wind things up. Perhaps your child is getting tired or the bathwater has cooled down. Hopefully your session was productive, but we always get the session we deserve.

Alright, now we're going to turn around and we're going to come back. I'll count to ten and on the count of ten, you'll be wide awake and feeling great all over, remembering everything you have seen, so you can write it down. It'll be in your brain so you can make notes.

You are feeling that you're in this bathroom again; you are back here in this bathroom. And, as I count to ten, you will be back inside your body and you can open your eyes and remember what you have seen.

1, 2 you're starting to breathe a bit faster, your blood's starting to flow faster now because you're starting to wake up now.

3, 4 you're feeling your physical body; you're very much feeling your physical body. You can move your arms and legs about now; you're getting the blood moving again because you're back here now and you are starting to awaken now.

5, 6 you have heard the sounds in the bathroom now. You know there are other people sitting around. You know what's around you, because you're back here now in this time and this place. And you're waking up now.

7, 8 you're coming up well now, very nicely,

9, 10 you're totally awake, totally awake, feeling great all over and remembering all the pictures that you saw so you can write them down and draw them.

Reassure them: You did a great job.