

THE “HIZZLE” (HSL) FOR CHILDREN

In 2001, I visited His Holiness the 14th Dalai Lama in India. As a result of our conversation, he challenged me with an assignment to discern, embody, and articulate a "practice" that would result in the practical teaching and manifesting of compassion in the world. His Holiness suggested that such a practice be based on the insight that: “All people want and need to be **Heard, Seen and Loved (HSL)** — in that order”. When the “HSL” need is thwarted — mischief occurs, and we experience suffering (anxiety, discontent, . . .) as signaled by fear and reacted to as forms of anger.

The HSL Practice places our attention squarely on intentionally manifesting conditioning experiences that stimulate activation of our multiple intelligences in ways that cultivate compassion and invite us to engage in experiments that increase compassion in everyday life.

The **First Step** of the “HSL Practice for Children”, is for each of us adults to check-in and apply the HSL Practice to ourselves — identifying where we are not Hearing, Seeing, and Loving ourselves. This is the first step because we adults create the environments and conditioning experiences that shape our children and their world. When we are harsh, controlling, and/or self-loathing — we create environments and conditioning experiences for our children that are harsh, controlling, and/or promote self-loathing. When we are violent, non-responsive, and/or impatient — we create environments and conditioning experiences for our children that are unsafe, traumatizing, and damaging (physically, emotionally, cognitively, and spiritually). Likewise, we can create HSL-based environments and conditioning experiences for our children that are safe and nurturing and compassionate.

When we are not feeling ***Heard by ourselves*** — we bombard ourselves with Critical, Harsh, Judgmental, and/or Relentless Negative Self-Talk; Emotional and/or Cognitive “Numbness”. The ***HSL Response*** is: Deep inquiry and reflection into the causes, results, and conditions of the Negative Self-Talk and sense of “Numbness” — listening for insights, clarity, and an inventory of “what is”.

When we are not feeling ***Seen by ourselves*** — we find ourselves being Driven by and/or Obsessed with Controlling Feelings and/or Thoughts; Well-Defended “Persona” and Beliefs. The ***HSL Response*** is: Accurate and true inquiry and feedback for challenging and deep understanding of unexamined: assumptions, values, beliefs, norms, communications, behaviors, and/or causal impacts — integrating insights, experience, and awareness into life practice and wisdom.

When we are not feeling ***Loved by ourselves*** — we develop feelings of Low Self-Esteem, Self-Loathing, and/or Self-Hatred. The ***HSL Response*** is: Practicing “Presence” — Wisdom & Compassion — (unconditional love) as an unconditional skillful “gifting” of your integrative view and perspectives, awareness, attention, discernment, intuitions, humor, understanding, and mindfulness ***on your self*** — identifying, developing, and using your multiple intelligences to act from your experience of and awareness in the “present moment”.

The **Second Step** of the “HSL Practice for Children” is for each of us to become skillful at creating HSL-based conditioning experiences for “Others” — including our children — that are safe and nurturing and compassionate.

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When “*Others*” are not feeling *Heard by us* — they either Shout or are Deafeningly Silent. The *HSL Response* is: Sympathetic deep inquiry with listening for clarity and learning.

When “*Others*” are not feeling *Seen by us* — they are Bullying and/or Intimidating; Shy and/or Hiding. The *HSL Response* is: Empathetic feedback and inquiry for deep understanding and shared connection.

When “*Others*” are not feeling *Loved by us* — they engage in “Come Here — Go Away” isolating type of dynamics. The *HSL Response* is: Practicing “Presence” — Wisdom & Compassion — (unconditional love) as an unconditional skillful “gifting” *to others* of your integrative view and perspectives, awareness, attention, discernment, intuitions, humor, understanding, and mindfulness — identifying, developing, and using multiple intelligences to act from your experience of and awareness in the “present moment”.

The *Third Step* of the “HSL Practice for Children” is for each of us to become aware of the capacities, predispositions, and limitations of children at various stages of their development (typically specified in age ranges). We then use this awareness to apply developmental stage-specific versions of the HSL Diagnostic Model for “Others” to the children in our lives. The author is currently developing the detailed developmental stage-specific versions of the HSL Diagnostic Model.

But in general . . .

When our “*Children*” are not feeling *Heard by us* — they engage in Fretful Escalating Vocalizing and Crying and/or Subdued Unresponsiveness. The *HSL Response* is: Sympathetic deep inquiry regarding what you discern that the child may be experiencing and expressing — followed up with preemptive action and physical and verbal feedback such as holding, rocking, hugging, cooing, singing, reading to, . . .

When our “*Children*” are not feeling *Seen by us* — they engage in Hysterical Crying and Squirming; Lethargic Unresponsiveness and then Startlement; Bullying—Intimidating; and/or Shy—Hiding. The *HSL Response* is: Empathetic feedback and inquiry for deep understanding in projecting how you would want to be responded to if you were experiencing what the child might be experiencing and expressing — acting in the moment to satisfy the child’s immediate needs, decrease over-stimulation, and to create a sense of physical and emotional safety.

When our “*Children*” are not feeling *Loved by us* — they engage in “Come Here — Go Away” isolating type of dynamics; Prolonged Hysterical Crying and Gasping; and/or Clinical Dis-Attachment and Unresponsiveness. The *HSL Response* is: Practicing “Presence” — Wisdom & Compassion — (unconditional love) as an unconditional skillful “gifting” *to the Child* of your integrative view and perspectives, awareness, attention, discernment, intuitions, humor, understanding, and mindfulness — identifying, developing, and using multiple intelligences to act from your experience of and awareness in the “present moment” to satisfy the baby’s immediate needs, decrease over-stimulation, and to create a sense of physical and emotional safety — *No Matter How Long It Takes* — to reinforce the experience that you love them unconditionally..