

By Carrie S., Golden, CO

Our wonderful son G___ transitioned into a new school (fortunately where I was working) at age 9, going into fourth grade. He was impulsive, loud, picked & ate his nose when he felt anxiety...which was constantly. In class he would fall asleep, drooling out the corner of his mouth, curled up in the fetal position, during the middle of the day, due to his stress level. G___ was extremely distracting to have in the classroom setting, and his self-esteem was horrific...he was his own worst enemy. That same year he qualified for an I.E.P. with social/emotional (SIED) as his disability. When he would complete work, he still felt inferior to his peers and tear up his work. He hated school and was not able to make or keep friends from 2nd through the beginning of 6th grade....that is when all of our work with Anna began to pay off for him, and for our family.

I had tried private counseling, equine therapy, integrated listening system (music therapy) and we were just about to consider medication, when I got a reference to give Anna a call. When Anna did her intake assessment of G___, she had only seen him for just under 15 minutes when she looked at us and asked, "G___ did not crawl, did he?"....and she was right. As a baby, he skipped crawling....and at the time, I thought how advanced he was, and never considered all the developmental mile stones he would miss. He also suffered from severe inner ear cysts in both ears. He had a traumatic birth, where I was (basically forced) induced, and he had low oxygen saturation at birth.

At the age of nine G___ really started showing signs of not thriving, with crippling anxieties, and we could see it in his daily affect and lack of love for living. Anna gave us her recommendation for INPP, and an 18-month commitment to nightly exercises. We were on board with high hopes and G___ was involved throughout the entire process. He really owned his "work" of having to do the exercises, and we discussed avidly how important they were, and we were religious with getting them done, no matter what. G___ had ownership over his healing and working towards not feeling the way he was feeling. We were sure to talk about the fact that this was going to be a long process, but that he would feel so much better if he would just stay with it and keep on his program. He's a new child! Before he had dark bags under his eyes, was loud, rude, insecure, hard on himself, low appetite, lack of sleep deprived, no friends, poor work ethic and lack of attention in school...now he attends school with joy, sings, plays his keyboard, skateboards and snowboards with friends he's made (and kept), sleeps well, eats well, has learned how to ride his bike (and can ride without holding the handlebars), he's confident and self assured (he takes the RTD bus from middle school home) and gets wonderful reports from his teachers, who say how funny, kind, respectful, inquisitive and hard worker he is. He is alive and when he has huge successes....such as recently, when he sat in his IEP tri-annual school meeting with all his teachers and us, (he basically ran the meeting himself), advocating for his personal desire to release himself off of his Individual Education Program, he remembers how he got there, and WHO helped to get him there...he thinks of Anna Buck. When the meeting was over, he turned to me and said, "I have to call Anna and tell her, she will be so proud of me."