

Medical Orgone Therapy of a Child: A Narrative

Part IV*

Dale G. Rosin, D.O.

The following narrative describes the ongoing treatment of a severely emotionally disturbed boy with medical orgone therapy beginning when he was seven years old. It comes from two sources: observations of the boy, T, by his mother (presented in regular type) through the course of her son's therapy and observations made by the child's medical orgonomist (presented in bold type). The two points of view are presented to provide a better perspective of the medical orgone therapy of a child. Part IV commences with T having had about twenty weekly sessions of treatment over a five month period.

Medical Orgonomist

T is progressing steadily. This can be seen in his improved functioning, as detailed in his mother's narrative. However, the battle with his armor continues. He still has episodes where he becomes "stuck" and is unable to make decisions or think clearly. He also continues to have episodes of panic that occur when he realizes that he is more often on his own, without his mother. These episodes are less frequent and, with his mother allowing him to struggle on his own, T is able to function in spite of his anxiety. T can now better stand his ground and act, and with this there has come a sense of accomplishment. T's mother has entered into therapy and this has provided her with a new perspective. She sees her interaction with T more clearly and how her own emotional limitations and conduct affect his behavior.

*The reader may wish to review Parts I, II and III. They appear in the *Journal of Orgonomy*, 29(1) and (2), 1995 and 31(2), 1997.

The description of therapy below focuses predominantly on the biophysical aspect of treatment. T's expression of anger in his sessions serves to keep him energized and assertive. He still doesn't talk with me much and the sessions have settled into a routine. T enters the treatment room and jumps on the couch. When I simply look at him he begins to feel uncomfortable. T then hands me the pillow and straightaway begins to hit it and shout at me. With each session he looks more and more alive and confident starting his "battle" with me and the intensity of aggressive discharge continues to increase over time.

Mother's Journal

11-11-90

T was not quite as pleasant over the weekend. He seemed irritated over everything. He was up until about 12:00 midnight on both Friday and Saturday night so it is possible that overtiredness was causing the crabbiness. S, T's father, still has trouble accepting T when he isn't cooperating. He seems to forget all the good things and the progress T has made and gets very upset with him.

I'm still having trouble knowing when to discipline T. We had an incident this weekend where S hit the dog for chewing up a cushion from a living room chair. When T heard S say that he had hit the dog, T got very angry and said, "You're a jerk! Don't you know that animals can't learn by hitting?" S yelled back, "Don't call me a jerk!" T continued, "You are a jerk if you hit my dog!"

I was really torn at what to do next. I don't want T to be disrespectful to his father, but I did agree with T and I did not want to suppress his angry feelings. I told T that I knew he was angry and so was I and although I thought what S did was wrong, it didn't mean he was a jerk. He then helped me to clean up the mess the dog had made.

When I thought about it later I felt kind of weird. For so long, I had been doing the talking for T when I could see he was "stuck" in a situation. When he was yelling at S I felt as though T was speaking for me. It's almost as though the words are coming from my brain and pouring out of T's mouth. T was angry and being able to vent his anger was definitely to his advantage. He told S how he felt and it was over. He didn't cry and whine for an hour and he wasn't crabby about unre-

lated things for the rest of the day as he would have been in the past.

T's ability to rage at me enabled him to speak up to his father. T's mother can see this as positive for her son but also recognizes that she is now more often drawn into the conflict between T and her husband. T's changing behavior has altered the family's interactions. It is often a difficult time for parents when their child begins to express anger. Is it appropriate? How much should be allowed? T's mother telephoned me to ask what she should do. I told her to tolerate as much as she could but when she felt too uncomfortable to limit his behavior. At this point it is necessary that T express his anger. When it becomes more fully integrated into T's emotional life it can then be restrained.

11-12-90

This is the Monday after the four day break from school. No problems and no nervousness on T's part. I can't believe it. I guess it's been close to a month that T has been doing so well in the mornings.

11-18-90

I had my session with Dr. Rosin on the 14th. I was about ten minutes late for my appointment and I felt very awkward about it. Dr. Rosin had told me when T first started treatment that people in therapy sometimes missed appointments or were late. I remember thinking that I would never let something like that happen to me. I can't believe it happened. About halfway through my session I started feeling "stuck." When I feel like that even simple conversation is very difficult. I hesitate for long periods of time before answering questions. When I left Dr. Rosin's office I didn't feel as though my mind was clear, as I had in the previous two sessions. I felt tense and confused.

I know I've made several references to the similarities between T and myself but each time I see Dr. Rosin I feel surer that this is so. Many times people have said to me that they couldn't understand how I could be so tolerant of T's behavior. All they could see were temper tantrums or misbehavior. I've been told over and over again by close friends and family members that they would never put up with him; or I should give them 24 hours and they would straighten

him out. They have said it's a good thing he has me for his mom because he would not be able to act like that in their house. These comments were all made before T began his therapy. When they asked me how I could be so patient and understanding I felt that if it were their child they would know how I felt and they would find the patience, too. I am now feeling that I've been so patient and understanding because I know how he feels. I know exactly how he feels to be "stuck" and not be able to answer simple questions. I also now know what it is like to hold in angry feelings. I know the frustration that builds up from holding in that anger, frustrations that are only able to exit my body in tears and feeling hurt. I think that sometimes I have difficulty distinguishing T's pain from my own because I am living through the same pain as he is. His suffering triggers the same suffering in me.

T's mother's therapy has brought better emotional contact with herself and with T. This has improved her ability to understand his emotions and, simultaneously, to gain some perspective. She can now deal with his behavior more effectively.

When I took T for his next session he told me that he is tired of seeing Dr. Rosin every week. He said, "Don't you realize that I've been doing this for six months now? Isn't it time to stop now?" I told him to ask Dr. Rosin. I was surprised that he knew it has been six months. I didn't think that he was keeping track. In the waiting room, T lay on the rug in the middle of the room. He looked around and mentioned the "new pictures on the wall." I told him they were not new and that they were there since we started coming. He insisted that he had never seen them before. He remembered the window as much smaller and he didn't remember any curtains on the windows. He also mentioned the chandelier. He said he remembered seeing it but said, "Dr. Rosin must have lowered it because it used to be much closer to the ceiling."

T's ocular armor is yielding. He can now recognize and see more detail. As his eye block improves, he perceives himself and the world around him more clearly.

Two days after this session, we went to a huge family reunion. T knew about half the people there. He played with the other kids from the minute we arrived. It was a pleasure to see him interact with them. He has gone from not being able to leave my side to actually leading the group in playing games. He has so much more self-confidence now. On the way home T asked if he could ride in my sister's car with her family. He has never done that before. He always had to be with S and me whenever we traveled anywhere. He rode with them and had a great time.

11-21-90

I went to T's school today to help with a "Holiday Feast" that his class was having. All the children sat at a long table, dressed as Indians and Pilgrims. Before they began eating, the teacher asked several questions about the Pilgrims and their journey to America. All of the kids were very attentive and eager to answer the questions. T was waving his hand in the air and lifting right out of his seat. I've never seen him participate in classroom activities before. In the past he would just sit and listen to what was going on. He seems to be truly enjoying the world around him.

11-23-90

Today I was busy in the kitchen and T was helping himself to a snack. He said to me, "I feel like there is something about me." When I asked him to explain what he meant, he said, "I can do so many things for myself now." I asked him how he felt about being to do things on his own. He said, "Great!"

11-24-90

This morning T bowled in a tournament. He was assigned to a different team than usual. When we arrived T realized that he would not be bowling with his buddies. He began to panic. His eyes filled with tears and he said he was nervous. He started staring at me and repeating, "Mom, Mom, Mom." I knew he wanted me to do something so he could bowl with his friends. I told him that the teams were already set up but if he was too nervous to bowl he didn't have to and we could just go home. He continued to stare at me and say, "Mom, Mom,

Mom." I told him it was his choice to make: either stay and bowl or we could just leave. It didn't look like he was going to bowl but he pulled himself together and said he would try. After his first turn he was fine and he had a great morning. I was so glad that he was able to overcome his fear and enjoy himself. He still does not like any change in the routine of things but he's learning to cope.

T's mother now allows him the choice and he stands his anxiety and faces the challenge. Each time T does so he grows stronger.

11-27-90

We awoke a few minutes late this morning and I was rushing to get everything done. Luckily, S stopped home to get something and he offered to take T to school. In the past, T would act as if it were a punishment if his dad took him to school. Today it didn't seem to matter who took him. It not only gave me extra time to get ready for work but it also felt good to know that S was doing something to help me. I'm also glad that T is no longer so dependent on me.

11-30-90

I keep forgetting to mention that T is no longer complaining about headaches. At the beginning of this school year and the entire previous school year he had severe headaches every day after school. He said his head hurt most of the day at school. Now he never mentions having a headache.

The headaches have ceased because the armoring in the upper three segments (ocular, oral, cervical) has been sufficiently relieved.

12-3-90

I've been thinking about the difference between what I think and what I feel. I never really gave it much thought. I assumed that they were the same but I am realizing that they are very different. For example, in my last session with Dr. Rosin he asked me if I thought I had the right to express my feelings and opinions. I think that all people should have the right to express feelings. Yet I think that my feelings don't count as much as the other person's. Not really that my feelings

don't count, but that it is more important to satisfy their needs than mine even if I am really feeling hurt by someone. I feel as though it's okay because I can cope with my own bad feelings and eventually make them go away. I'm seeing now that they don't go away. I seem to automatically consider my feelings and my opinions last and sometimes not at all.

12-5-90

T had his session with Dr. Rosin today. He again said on the way there that he doesn't see why he has to continue. He said that he's not having any problems with school anymore so why see Dr. Rosin? I told him to ask Dr. Rosin. He wanted to know if he would have to see Dr. Rosin for the rest of his life. I told him no but ask Dr. Rosin about it. He said, "No way!" After the session, as we were driving home he said, "Dr. Rosin's not such a bad guy after all!"

When we got home, T was telling me about things that happened at school that day. I know I've mentioned it several times before but the expressions on his face and particularly in his eyes are incredible after his therapy session. His whole face seems to light up.

12-9-90

Yesterday I felt very good for the first time in a long time. Actually, the past few days I've been feeling more positive about myself and I guess it's making me feel better.

In the evening S and I went out with our neighbors and T was fine when we left. This morning, however, was a different story. He was in a grumpy mood and nothing seemed right. I've noticed this mood the last few times S and I went out without T.

T and S got into a shouting match and I don't really know what started it. During the argument, T started crying that "I can't stand living in this house." S replied, "Fine, if you don't like it here I can find some place else for you to live." I wanted to stop them from arguing but I decided to let them struggle it out. So I kept quiet. S left the room and T was crying and saying, "My father hates me!" I asked him why he thought that and he said, "Because that's the way he treats me." I told him that S doesn't hate him and he immediately said that I hate him, too.

His mother's "rational" perception of the situation was not welcomed by T whose anger had nothing to do with facts that could be explained. To try and do so forced T to intellectualize, thereby arresting emotional expression. This frustration only increased the intensity of his anger and allowed him to direct it at her.

I felt so hurt and confused when he said that to me. He continued crying and shouting at me. Finally, I told him to go into his room for a while, that I no longer wanted to listen to the shouting. I didn't feel that any of my explanations were reaching him. He did go to his room and I could hear him sobbing and talking to himself when he got dressed. He came out of his room a few minutes later and watched TV for a while with S. They were best buddies again and both of them acted as though nothing had happened. My insides were still all torn apart from the awful things they were saying to each other and they were fine. Once again I am confused. Are their angry outbursts the right way to deal with things? Am I always going to feel so hurt when they don't get along? Should I not let it bother me?

In the evening we put up our Christmas tree. S doesn't realize it but he constantly tells T how to do even the simplest of things. "Make sure you do this; don't do that" or "don't forget to do it this way." T became frustrated right away and told S to stop yelling at him. S told him he wasn't yelling; rather, he just wanted him to know the "right way". I tried to tell S, privately, to stop correcting T, but he didn't want to even discuss it with me.

When T's mother related this incident to me later in the week, I told her that T was now capable of standing up to his father and didn't need her help. In fact, T can now hold his own with his father better than she can.

12-11-90

This afternoon and evening were very difficult for both T and me. He had lots of homework to do including work due that evening at his confirmation class. What he had to do was not difficult but he felt pressured. I tried to help him to get started but he was spending more time complaining about what he had to do than actually doing any-

thing. He kept counting how many problems were on a page and then counting how many pages, etc. He finally did his homework and went to his confirmation class. When he got home at about 8:00 PM I was writing Christmas cards in the living room. It was quiet and T brought his homework in, sat down and did it in about 30 minutes with almost no problems. He then had to study for a science test and he asked me to quiz him. He really wasn't sure of a lot of the answers and was getting frustrated and starting to cry and whine. I began to tell him the correct answers and he went bonkers. He didn't want me to tell him the answers but he didn't know what to study. It was awful. Every time I tried to explain anything to him he began to cry. "I don't know anything, I'm just a jerky kid, I'm stupid." I tried to encourage him but he kept crying and screaming at me. I finally told him that he had done enough for one day and he should get ready for bed. Now he was angry because of "my tone of voice." I told him I had a tone in my voice because I was upset. He was still screaming at me that he doesn't like it when I'm upset. I told him that just as it's okay for him to get upset, it's okay for me, too. This whining and crying lasted about an hour until I again told him to get ready for bed. When he was done, he surprised me and came in the living room where I was sitting quietly and crying softly. When he saw I had tears in my eyes his self-critical comments continued. "See, I am a jerk. I even made my own mother cry." He insisted on studying some more so I went over his work one last time. He seemed to feel better and as he went to bed he told me that he didn't know why he was so crabby today. After he went to sleep, I sat alone feeling very upset. I felt emotionally drained.

The above paragraph vividly describes the pattern of enmeshment between T and his mother. The more stuck he becomes, the more she coddles him with her helpfulness and rationality. This incites him further and he plays off of her. When he finally has enough of an emotional discharge following his mother expressing her anger at him, he's able to do his homework, think clearly and go to sleep. Not having the same degree of emotional discharge, his mother remains upset, drained, and confused. Given this situation, T's therapy would probably stop here if his mother did not have her own therapy to work through these situations.

12-12-90

This morning T got up in a very good mood. He started explaining how differently he thinks of time now. He said that minutes used to last forever. The thought of being in school for six hours seemed like he'd never get home again. He said that now the clock seems to be moving faster. He doesn't have enough time to do everything and his day at school seems short.

12-26-90

For the past two weeks, T has been very tense. He seems angry a lot of the time and is snapping at both S and me over every little thing. We haven't been able to say anything right.

T attended my Christmas party at work. He was much more social than last year. He said hello to people and didn't hide behind me. He played some computer games with some of the other children. One of the women I work with commented about how much more independent he is now. She does not know he is in therapy.

The release of pent-up rage in T's therapy sessions continues to carry over to his relationship with his parents. They understand that this is a by-product of his treatment and they tolerate it, albeit not without difficulty. For now, T's behavior is permitted, within limits. T's improved social interactions have resulted from his ability to release rage.

12-27-90

Although T still complains on the days he has to see Dr. Rosin, it's not a whining type of complaining as in the past. He simply states that he doesn't want to go anymore and he doesn't carry on about it. He seems much more relaxed in the waiting room and doesn't hesitate when it is his turn to go in. He never tries to coax me to come in with him anymore.

As we were leaving Dr. Rosin's office, T saw the next patient, an adult, in the waiting room. On the way home he wanted to know, "Why on earth would a grown-up go to see Dr. Rosin?" I told him that Dr. Rosin helps people of all ages who have problems. T said that he didn't have any problems so he guessed he doesn't have to come back anymore.

T is still fearful about coming to see me but there is now significantly less emotional charge to his fearfulness. T has never told me he doesn't want to come to therapy. His resistance to treatment and to me is expressed in large measure to his mother. It is for this reason that I intentionally provoke him by telling him he has to come to therapy several times a week. He shouts "No way! I'm not doing it!" and then with tremendous rage hits the pillow I'm holding. This discharge helps dissolve the negative transference.

On Christmas day, T and my two nieces played all afternoon and put on a magic show for us. It was really cute and T was right in the middle of all the action. My sister was videotaping the show and T was not the least bit camera shy.

12-28-90

Today was another very tense day with T. I felt as though something was really bothering him but I can't seem to pinpoint it. Everything bothered him from the time he got out of bed. He was having trouble making simple decisions and both he and I were getting very frustrated about it. For example, he wanted soup for lunch today. When I asked him what kind he wanted, he answered, "What kind do you want me to have?" I told him it didn't matter which one he had but to tell me and I'd make it for him. He continued by saying he wanted me to choose. I decided it wasn't worth arguing about so I chose a can of soup for him. Then he said that he didn't want that one. So I said, "Okay, tell me which one you want." Then he got upset and said, "Okay, I'll have the stupid one you picked out." By the time he ate the soup my insides were in knots.

The whole day was very much like that. He got upset about what pants he should wear, which chair to sit in during dinner, what TV show to watch.

12-30-90

T came into my room this morning in a panic and woke me up. He was almost crying and wanted me to hold him tight. He had just had a bad dream again. He dreamt that some man was chasing him through the neighborhood again and that he was going to kill T if he caught him. I

calmed him down and told him to realize that it was only a bad dream and he would be okay. He went on to tell me all the "great places" he hid in.

1-1-91

The past few days have been a little better for T. We've had lots of out of town guests. He seems very happy as long as he is busy and has someone to play with. The rest of the time he is still very tense. He is constantly correcting everything that S and I say and he does so in a very sarcastic tone.

Tomorrow is T's first day back to school after the holiday break. He mentioned once today he'd rather stay home. I'm hoping he doesn't give me trouble in the morning.

1-2-91

This morning wasn't too bad. T was a little slow moving but did not complain or put up any fight as far as school went. He had a friend over after school and still seemed in a good mood. As soon as his friend left, T returned to his "rotten" mood. Again, everything I said was answered in a sarcastic tone from him. When I told him I didn't like the way he was talking to me he went into a rage. He screamed and cried in his room about how "no one likes him or loves him, including Mom, Dad, my brother and sister and Grandma!" I finally went into his room and told him I needed a big hug. He said, "Do you want to hug a dumb kid like me?"

I wondered if this wasn't one of the "setbacks" that Dr. Rosin had warned me about. I'm hurting so much right now. Part of me is feeling T's pain. I also sometimes feel like a failure as a mother. I keep searching my mind for something I did that I shouldn't have done or something I didn't do that I should have.

I've just read over my notes from the middle of November until now. I can't believe how much things have changed since then. T seemed to be making such great progress. Now I'm not so sure. Just when I begin to think that everything would be all right, everything is falling apart.

From his mother's perspective everything seems to be falling apart. In fact, T's treatment is progressing well. He does get "stuck" when he's angry and it doesn't get expressed. Sadness and masochistic complaining emerge at such times. However, overall the general direction of his anger is outward. His sarcasm is an expression of anger which, although partially held in his mouth and jaw, provides some relief. His whining serves to discharge unhappiness. That T has been able to maintain an appropriate social façade in the face of his anger indicates an increased ability to remain in control. T is restructuring and is now able to function more appropriately in diverse situations.

1-3-91

T was *much* calmer today. On the way to Dr. Rosin's office, he made several jokes about how it wasn't Thursday so why was I headed toward the doctor's office?

T went in with Dr. Rosin with no hesitation and after his session seemed very calm. Before we even left the office, though, he did ask me if I had talked to Dr. Rosin about him being angry. I said that I had talked to him on the phone earlier in the day. T said he just wanted to know if Dr. Rosin was telling him the truth. He didn't say anything more about it. The rest of the afternoon and evening was very pleasant. T did his homework with no problems and his overall attitude was much better than the past few weeks. He did not have the angry tone in his voice every time he spoke. He just seemed as though the tension had melted away.

I told T I'd heard he'd had a lot of anger in the past weeks. He became angry that I knew this and, preparing to rage, he threw the pillow at me. I told him to get it out here, not at home against his parents. I also told him that it must have been hard for him not having therapy for two weeks. He just looked at me with a sly smile and then began hammering punches through the pillow at me. I encouraged him to glare and to yell at me while punching. He still refused to follow a pen light with his eyes but he looked much clearer after the session. It was important for T to hear me acknowledge without criticism his having been angry. Clearly, T needs weekly

sessions to release his anger.**1-7-91**

T's behavior throughout the weekend was much calmer than last week but today I can see him beginning to get tense again. Little things seem to bug him. This morning before school I reminded him to brush his teeth before he left. He went into a fifteen minute crying and yelling spell because, "I don't want you to control my life anymore!" He'd been having a great morning until I told him to brush his teeth.

Leaving the house on time has become more and more of a problem. I try to give him a fifteen to twenty minute warning that we have to leave soon. He is never ready on time and before we leave he has a routine of going to the bathroom, washing his hands up to his elbows like a surgeon and getting a drink of water. This routine can take anywhere from five to twenty-five minutes. If I feel that we really are going to be late and I ask him to hurry up a little, he starts screaming and carrying on and actually goes slower. I don't think he's trying to go slower, rather, it's more like he can't function to get things done when I push him.

1-9-91

I had my session with Dr. Rosin today. I've spent a lot of time trying to evaluate my own treatment so far. At times I feel that I am able to cope better with situations at home. I've been speaking up, especially to my family, when I don't think things are right. I've been able to tell S right away if I disagree with him rather than let things build up. I still feel a kind of sadness within myself. I just feel "down" a lot of the time. Although S is supportive at times about me being in therapy, he is not supportive at all when I am feeling blue. He wants to know why we are spending all this money and I'm still not happy. He seems to think it's like going to the family doctor. I'm seeing the doctor so why don't I feel better? He has also told me on several occasions that if something makes me sad, just don't think about it anymore. S has a similar attitude toward T's therapy. When T is behaving and showing progress, S is very supportive and comments about how we did the right thing by getting T into therapy. But when T is being really difficult and obnoxious, S questions me as to how much longer he'll be in therapy

and do I really think it is helping.

1-13-91

S and I went out to dinner last night. T was great when we left the house but I worried about the following day, since the last few times we've gone out, T had a rough time the next day. To my surprise, however, T woke up today in a very cheerful mood that lasted all day.

1-17-91

The last few days have been okay. T has had several outbursts of anger but it's not continuous like last week. I have been setting limits with him more and not letting him blast everyone in the house. He usually ends up in his room, sometimes by his own choice, either yelling or crying or both. His comments are always the same about what a jerk he is, he can't do anything right. He also repeats that he hates his whole family and wants to run away. After a few minutes of blowing off steam, he comes out of his room and continues his day as if nothing happened. At first these incidents really bothered me. I felt as though he truly meant everything he was saying during these angry times. I don't know if I am just getting used to it or if it is just knowing that he has to get rid of that anger. Certainly, I am not feeling as upset about it as I was last week.

1-24-91

I must mention that T's overall attitude toward school has drastically improved since the beginning of the school year. We had so many bad mornings getting to school and I really doubted at the time that getting him to school would ever become easy for him. Now I pull up to the school and he is either right into the building or runs to be on line with his friends. There is no worry or question about going to school.

One morning this week, as he was getting out of the car, there was a little boy crying at the front door. His mom was trying to force him to go in and the kid was resisting, much like T last year. T stopped and stared for a few seconds. T's facial expression turned to sadness and then one of empathy as he watched. The he turned and quickly went into school.

T is also expressing himself more at school as well as at home. In

the beginning of the school year he dreaded going to art class or music class. At first I thought it was a personality clash with those teachers. I now think that those were the classes where T was challenged to show expression which is really what he was having difficulty with. Before, T would always say he *couldn't* draw; his papers were very simple and he usually copied whatever was being taught in art. Now his papers are filled with details and are very creative. He is excited about being there and can't wait to see what they are going to do next.

T had to stay home from school one day this week because he was really ill. He wanted to try and go to school even though he was sick. What a switch.

1-26-91

Today T stayed at his friend B's birthday party without me. This is another first for T. The party was held at an indoor sports center where they have batting cages and video games, etc. When we first arrived and T realized that others would be watching while he was in the batting cage, he began to panic. With tears in his eyes, he at first said he wanted to leave. I gave him some coins to play the video games and I left. I thought he was going to give me a hard time about leaving but he didn't. I almost wanted to stay, to be sure he would be all right but I left and I'm glad I did. He was fine when I returned and he had fun. S was annoyed with T's behavior. He couldn't understand why T wasn't able to play ball with these kids who he plays with every day at school. S hadn't realized that T had never before attended a party without me staying with him.

2-1-91

I could see right from the start that T was having trouble separating from me. But I am just beginning to see how difficult it is for me to separate from T. I am so used to being there for him that I am concerned that when I'm not he won't be able to cope. I am even worried for his safety when I'm not there. For example, my nineteen year old son said he'd like to take T to a hockey game. Although I know my older son is responsible, I am truly afraid to let T go. I am seeing that I am having just as much trouble separating from T as he has from me.

Conclusion

T has reached a turning point in his treatment. He is much less afraid, more assertive, and gaining confidence. He is separating from his mother but with increasing independence neurotic behaviors will continue to manifest until T is capable of greater self-regulation. This requires that both parents set rational limits on his conduct.

With T's mother in therapy, his behavior and how she deals with him is significantly more apparent. For this reason, having at least one parent in treatment, usually the mother, allows the child to realize the greatest benefit from therapy.

The early stages of medical orgone therapy of a seven year old boy have been presented. The process of treatment over thirty-five sessions has been chronicled by his mother interspersed with observations by the therapist. The effectiveness of the intervention is demonstrated by the child's rapid, sustained improvement in all aspects of his functioning.