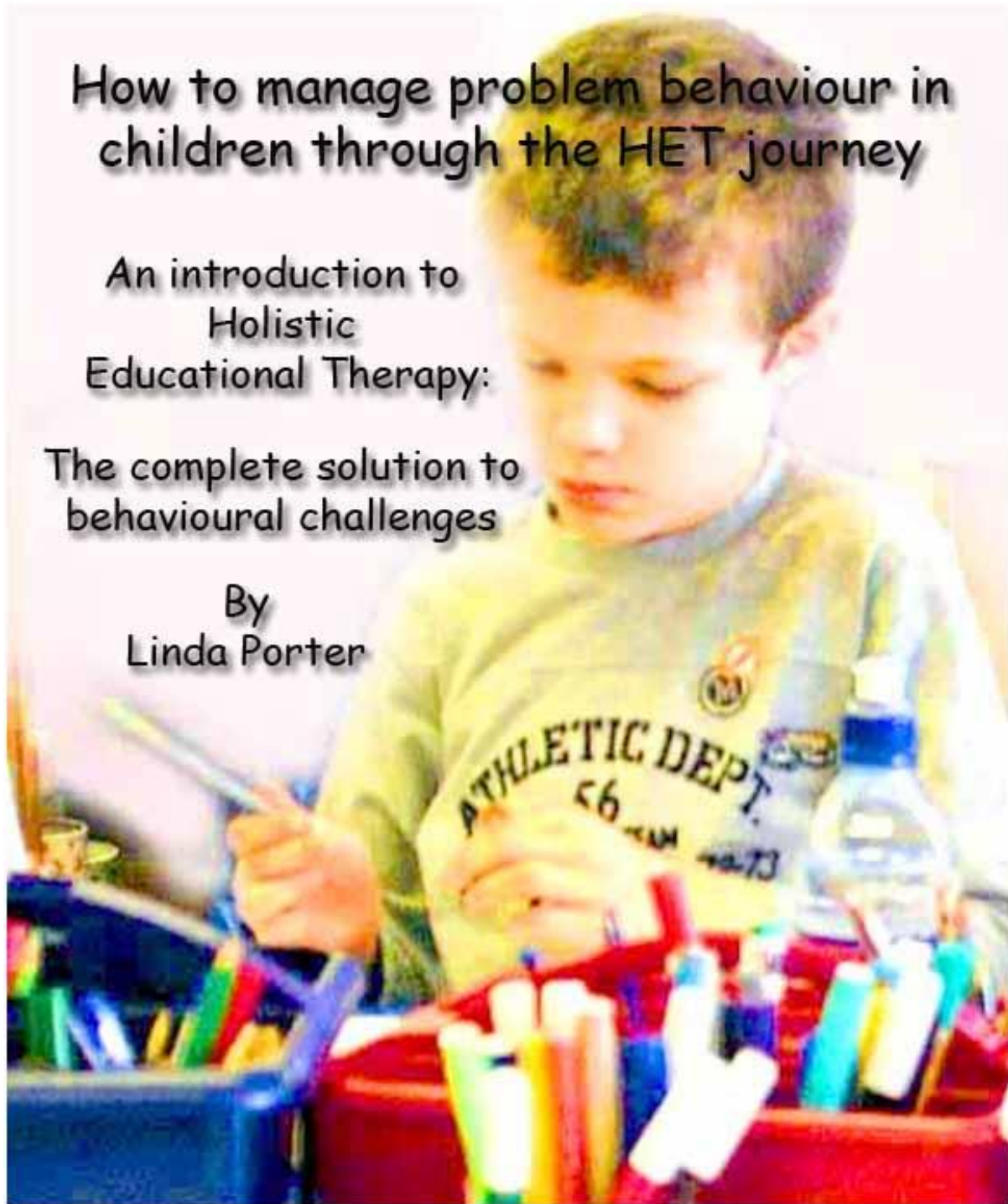


# How to manage problem behaviour in children through the HET journey

An introduction to  
Holistic  
Educational Therapy:

The complete solution to  
behavioural challenges

By  
Linda Porter



**This book is based on HET: Holistic Educational Therapy. An award winning and highly commended natural approach to assisting young people, who may have difficulty experiencing success within the educational system. This may be due to any number of reasons e.g. difficulty focusing or in paying attention over a period of time. The HET approach may be used effectively with all types of behavioural issues.**

**The guide is an introduction for anyone, parent or professional, who wishes to support children and young people and bridge home / school partnerships, in addressing some of the issues around undesirable behaviour.**

**This book contains free materials and resources with links to a fully interactive companion website.**

**This book is designed as a multi media publication containing:**

**Films, Audio, interactive projects, eBooks, Digital Remedies and web page interactions which encourage better choices through a unique structured rewards and incentive programme.**

*Throughout this book you will be directed to a fully interactive companion website for personal support and many interactive films and projects. If you are using a computer or iPad you only need click on the link to be taken to the webpage you need. However if you are on Kindle, you may need to make a copy of the link to paste into your browser bar next time you go online.*

*At the end of this book you will find the opening chapters to another book called HETties. This is aimed at young people aged approximately between the ages of 8 – 13 (depending on their ability levels). This is provided here for you to work in an introductory step by step, (HET stepping stone approach) with a child or young person and to help them through their challenges in a proven, positive and productive way. More materials are also available for younger children and older adolescents as well as adults.*

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**More information is available on HET from the companion website:**

[www.HETwebsite.com](http://www.HETwebsite.com)

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## FOREWARD

This book is about a journey that each and every one of us makes as we meander along life's winding pathways and hurtle down its busy motorways.

Sometimes along that journey, the experiences we encounter cause us to become lost and we get stuck with no map or directions, going round and round in circles and getting nowhere.

This introductory book is about how to find our way forward again and also how we can help others who we come across along the way, who may also be experiencing difficulties.

In particular, this introductory book leads into a complete behavioural support programme to help young people from getting lost along their way too. It addresses the biggest growth market in the world today... that of behavioural issues and challenges in young people.

My own HET (**Holistic Educational Therapy**) journey took me down this particular road. It resulted in establishing a proven solution to helping some of the most challenged and challenging young people around the world today, whatever their problems, big or small. Alongside that child or young person are the teachers, parents and other support professionals. These are their learning guides and companions who accompany them along their way. HET is commended by OFSTED (The UK official body for inspecting standards in schools). It is also an award winning programme that is unprecedented in achieving the results. This is why it has gained such international recognition today.

## WHAT IS HET?



**Holistic Educational Therapy** – is a very powerful programme! It uses a special combination of natural remedies and behavioural techniques to support children with emotional and behavioural challenges and their families.

Each HET programme is a tailor made approach to suit each individual child. Each individual programme is made up of stepping stones that take us to where we want to be. When we follow a particular sequence in these steps along the way, they work more powerfully, for reasons that we shall explore later on in the book. The steps that are followed throughout the programme are designed to address the way in which the damage of traumas, incidents, misperceptions and lifestyle choices from childhood block us, by creating unhelpful patterns throughout life. These patterns are what prevent us from reaching our true potential.

Each approach used within the HET programme is so safe and so simple – the worst thing it can do is not work... We know in more than 85% of cases it does! What have you got to lose?

#### **INTRODUCING HET:**



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Firstly, I would like to introduce myself to you and also a new way of thinking about emotionally, challenging behaviours behind some of the labels like ADD or ADHD or AUTISM or ATTACHMENT DISORDER or CONDUCT DISORDER or ANTI SOCIAL BEHAVIOUR etc. The list is endless!

Before reading more you may like to take time out to see a background presentation into what HET is all about:

<http://www.holisticeducationtherapy.co.uk/parents2/parents2.htm>

## CHAPTER 1 – MY OWN HET JOURNEY



So... what did you want to be when you were little?

### **Tapestries:**

Throughout most of 1953, during the worst flood disasters ever recorded on the east coast of Britain and the Netherlands, and a young Queen Elizabeth II's first year of reign, a young



woman named Pat waited throughout her pregnancy for her special birth. She had already lost one child, a still born baby boy, for whom she never fully stopped grieving. Advised to have another baby as soon as possible, she spent endless months as a lady 'in waiting', creating a beautiful tapestry. It was a Jacobean design, called the 'Fruits of life'. Each day she created more of her fabric garden, each falling needle thread taking her nearer to the birth. She was my mom and I was that child waiting to be born.

### **The childhood years:**

I was born in Wolverhampton – 29<sup>th</sup> October 1953, assisted into this world by one Nurse Roberts – local midwife.

Mom was an only child, lonely with issues, but a loving ( though sometimes smothering and controlling parent, probably down to what I later came to realise was mild OCD - Obsession compulsive disorder,) She was an English protestant.

Her father saw education as “wasted” on a girl. So my mom, who was an intelligent woman, never had the opportunity to realise her true potential, despite winning a scholarship, putting herself through business school and working many years as an accountant for a local firm at a fraction of what she was worth.

My father was an Irish catholic and if you've ever seen the film 'Angela's Ashes', it echoes his story. Watching this film was very therapeutic for me. Seeing this film gave me so much insight into cultural issues in his life, helping me to resolve most of my issues around him. Part of my HET journey was to take me into seeing another side of his pain. Whilst helping another person through their pain stemming from alcoholism, I glanced through a window into my father's childhood. Many years after his death, through this window of another's journey, I finally came to understand and forgive my own father.

Perhaps one day I shall visit his grave.

He was a policeman (hence my background of challenging authority!) and he would drink incessantly and beat up my mother and myself.

*The rebel in me was born!*

He was very cruel. We lived in a police house in one of the socially deprived areas of the city and I loved to go out to fields whenever I could or play alone in the allotments at the back of the house.

He drank his way through any money we had and so there was nothing left for things like holidays or pretty dresses. I remember going around second hand shops with Mom selling the family silver, (Nanna's family were quite well to do at some point way back along an ancestral chain and Mom had inherited some lovely artefacts and antiques). She always just about managed to pay the bills ...

When I was 8, I wrote a poem about the Silver Birch tree. I loved trees even then. I proudly showed my words in praise of nature to my father. He told me I couldn't possibly have written that poem, he told me not to lie about such things; I was too stupid to ever write anything like that he said.

*The psychologist in me was born!*

I wouldn't eat in front of him. At 16 he demanded to know how much it cost him to feed me and why should he pay for that? Mom on the other hand would always try to force feed me what she thought I should eat. I have been a natural vegetarian since birth and she would make me eat meat until I was nearly sick because it was good for me. She worried about me. And when he was out, she would buy me sweets that we would eat in secret together to help make us feel better.

*The nutritionist in me was born!*

So..... eating patterns became a problem over the years, nothing horrendous, just wrestling with weight gain. A gifted hypnotherapist helped me with that and other issues many years later.

My brother was born when I was 11, little brothers are enough to make you not like children. A habit I fortunately overcame. Over the years Mom played games between us. Sad games born of insecurity, around 'divide and conquer'. He is very different to me .... Doesn't think like me, he's "medically qualified", a chiropodist and podiatrist. But I believe

at heart, he is still jealous of my 'Mr. Spock' ear. I told him once, when he was little that because I had a pointy ear I could travel in space and he couldn't!

*The family therapist in me was born!*

He chose not to want to see me again after the shadows of Alzheimer's finally carried Mom home.

A lonely childhood, but I realise the strands of the tapestry of my life were evident even then. Weaving into the pictures of life experiences that created my own "Fruits of the Garden"...the HET journey I was to eventually follow. I remember playing as a child, with a little friend who fell over and hurt her knees, she cried and wanted to go home. I was enjoying the game and said that if I held my hand over her knee it would get better and she wouldn't have to go. I did ... and it did... and she stayed to play.

*So the healer in me was born!*

I remember aged 5 the teacher going out of the class and the kids having an uproar which wound me up. I stood up, addressed the class and I gave them a task to do. I took it upon myself to give out drawing paper for them to be working on and had them all sitting down, working quietly when the teacher returned. In hindsight I recognise she was totally dumb struck at what I had done.

*..... That day when the teacher inside me was born!*

The love of wild flowers was always there; collecting them, drying them, going to sleep at night with either the Observer's book of wild flowers (or the Observer's book of dogs) open by my pillow. The love of nature was ever present.

On wet days, I drew flowers and painted them.

*The natural therapist was born in me! So too, was the love of animals, later to evolve into the HET PET programme.*

I would talk to unseen friends, my guides were always there. Mom was concerned at the endless conversations I had with people she couldn't see. But that's OK, now she has

crossed the bridge between dimensions, we are constantly in touch. I found her again.  
Freed at last, from her shadows.

*And so the spiritual counsellor was born!*

Mom didn't think I could reach my educational potential at the local primary school and I am sure she was right. Don't ask me how she managed it but she sent me to a private school when I was 8 years old and that cost 12 guineas a term. The work was far more advanced than I could cope with and when I left homework too late to be handed in because I didn't understand maths; I recall she threw the book across the room shouting at me that she did not help idiots. Maths is not my strong point.

The mathematician in me died

I was bullied terribly at this school, other children wouldn't mix with me – they were all from rich backgrounds and relished their torment. They were actively encouraged to behave like this towards me by the teachers. I was different and they knew it! Strangely, it was at this early age that I experienced the most romantic gesture of my life to date. A young lad called Robert sat beside me and on the day that he was leaving to go to a new school in another town. He handed me a bunch of forget-me-nots that he picked on the way into school for me. It worked, I never forgot him!

However Mom was right, I managed to catch up on the work and passed my 11+ examination.

I had moved onto the local Catholic grammar school and the next part of the tapestry of life, opened up before me.

*The radical, individualised HET Learning programme, based on supportive learning companions and learning guides, found its roots within me!*

### **The teenage years:**

I suppose these were fun – certainly better than primary school. I eventually came into my own. For the first two years at a Catholic Convent school, I came 32<sup>nd</sup> out of a class of 32 girls, each time it came to exams. I was constantly in trouble for what were innocent

behaviours on the grand scale of behavioural challenges. I just appeared to have a natural talent in winding up the nuns!

I soon majored in behavioural misdemeanours... dangling sets of false teeth inside coffee vending machines so they dropped down into the coffee cup just before you pulled it out, writing "F\*\*\* off" in 10' high letters across the playground on parents day. Probably the most daring was stealing all the hideous school caps (with yellow tassels) out of prefects' pockets and climbing on to the roof of the city's major shopping centre in order to enhance their Christmas display on top of the 30' high Christmas tree one year. I recall that particular festive gesture did not endear me to the religious order. I was soon to become aware that the 'Sisters Of Mercy', was a sad misnomer. Mercy was never evident in any of their retributive acts towards me!

*The rebel within gained strength!*

What really capped my school career was breaking into the boiler room, which ran beneath street level. By standing underneath the metal grating I could shout up to the homeless men who lined up above for free dinners. My vivid imagination conjured up great fabrication around tales of woe, nuns keeping us captured, torturing us and eventually serving us up as free gruel for the needy! Expulsion was only ever one more chance away and fortunately my mother covered for me and my father never found out.

By my third year at Grammar school I had fallen head over heels in love with David Bellamy who ran a programme at the time called 'Bellamy on Botany'. I still tingle, when I think of him leaping up and down in wellies on all that sphagnum moss, so I decided to actually work that year and came first in class, which came as a huge surprise to everyone – including me!

*The herbalist in me was born!*

My passion for art was overshadowed by my father's disgust and ignorance around the 60's culture. I had to tell him art was a compulsory subject right up to taking my 'O' levels or it would never have been permitted for me to draw.

*The artist and photographer within me survived!*

One thing that “nice girls” did not do at that particular time, in that particular school was science. So I fantasised about wandering around with test tubes in my hand and wearing a flapping white coat. On the basis that was what I wanted to do, I was able to leave school at 16 to go onto further education to pursue my ‘A’ levels and become a ‘mad’ scientist. I turned to science for answers to questions that science couldn’t answer. I never found those answers until many years later when I started to study quantum theory. Finally the experiences I had made sense, when metaphysics and quantum physics met up.

*The Scientist within me had arrived on the scene!*

Over the teenage years I became my friends’ favourite agony aunt – and they would seek me from far and wide to off load their stuff. Unknown to them, was the pain of my own home life and that was something I tried to hide from everyone.

*The counsellor within was born.....*

At 16, one New Year’s Eve, my father beat me up so badly that I ran out of the house in the snow, to a friend’s house a mile away. Her parents were horrified and did not know what to do with the distraught mess that I was. My friend’s mother was a Head Teacher and the next day in the staff room she talked to a colleague about this “awful girl”, who turned up at her doorstep in the middle of the night and then bemoaned that it was all a dreadful inconvenience. A young probationary teacher witnessed the conversation and bravely spoke up to ask what was to happen to the girl and she prayed for me.

It was 30 years later, whilst I was travelling on a train to London to contribute to a TV slot about healing on a programme called the ‘Kilroy’ show. I travelled with a client of mine, who had experienced a transformation in her life from arthritis after coming to my centre for healing and therapy. She subsequently trained as a healer with me. On that trip a chance conversation revealed that incident, she had witnessed all those years ago. She had been that young teacher and I had finally repaid the debt all those years later.

*A recognition of synchronicity and serendipity dawned...*

A further example of the many synchronicities that lighted my journey years later, was when I ran The Centre for Natural Healing in Wolverhampton UK. I was asked by a family to visit a hospice to help administer healing to a lady who was dying. I walked into a cold room on a dull day and connected with her. As she was lying there quietly, I called feel no sign of an auric field around her. This is the field of vital life force, an electrical energy that surrounds and permeates all living beings. As I touched her, the sun came out from behind a cloud. The room instantly filled with light and warmth and her energy field grew strong and vibrant. She died shortly afterwards.

Later I spoke with the family of the experience and how helping her let go of her fear allowed her to move on to the next stage of her journey. It was then I was told that many people were alive today because of her expertise. She was a midwife by profession. Her name was Nurse Roberts. I had helped her journey to exit from one world to another; she had assisted my own journey into this world!

Anyway, going back to that New Years Eve night of violence, I decided the next day to go and live with my 'Nanna' and get a job. I'd left home for a week and then I became aware (in that intuitive way that we all have but that many of us choose to ignore to our regret), that if I stayed away from home, my father would kill my mother and I was needed there. I had to go back but I didn't want to. I was frightened.

At 17, I decided to tell the truth and instead of saying that I had fallen off buses, walked into doors etc. I would tell people what my father did to me. They would always shuffle, embarrassed they'd walk away. It was around then that the nightmares started, repeated, vivid, and relentless. They were always the same. I would be trying to get out of the front door and couldn't, fearful, panicking, knowing there was something evil behind me and not being able to get out. I would wake up in the middle of the night in a cold sweat and not know what to do.

Then at 18, it happened, I went to bed one night, my father was out drinking as was his custom. I would eventually fall asleep after the bed had stopped shaking from the fear I created at the thought of his return. That particular night I was woken at about 2.00 a.m.

hearing my mother screaming “God in heaven, stop it” I ran in to their bedroom and saw him strangling her, I shouted to her that I was going for help and distracted him to come after me. I ran down the stairs and to the front door. I fumbled with the door lock, but try as I might, I could not get the door to open. My mother who was always worried about people outside knowing things, kept the world at bay with three bolts and a deadlock, which she dutifully administered every night. I had no chance of getting out of the fortress, my hands trembling, futile in the blackness and hearing the lumbering drunk coming behind me knowing my minutes were numbered, if he caught me.

At the last minute I ran and pushed passed him, I just made it out of the back door. I stumbled in the darkness and hammered on neighbours’ doors begging them to come and help. All I saw was bedroom curtains twitching nervously behind glass windows, in a sea of street light reflections. No one came to open their doors to me. Nor was there any traffic driving along the road that night to flag down. I had to be brave and I turned to go back into that house, to face and fight him. I had just reached the back door when I saw my Mom had managed to escape, through my distracting him. Together we ran through the streets in our nightclothes, until we reached the local priest’s presbytery to seek help.

*A lapsed Catholic, (disillusioned by systems allegedly established to help others in need) was born that night.*

The police were called of course, and we were hastily hustled out of the priest’s house in our shamefully clad fashion. However, remember my father was a police officer and they closed their own ranks. Also, my little brother was still in the house and although in no danger, as my father idolised him, we still needed to get him safely out. My mother had to pretend to go back to my father, whilst I sought refuge in a neighbouring police house and my Mom finally left with my brother the next day. The trauma of these events is still held in my brother’s subconscious memories. He recalls that night when he was 8 but to this day he has no earlier memories of his life.

Unfortunately, my father sought his revenge – I had to live in that nightdress for a number of days and eventually I was lent clothes by friends, as my father burned every possession I ever had. I went back to the garden the day after his bonfire, all that remained were the ashes of clothes, toys, books, my art work and the teenage years of soulful poetry I had



written midst many musings of suicide. The exquisite thought of the pain of those years had kept me going throughout that chapter of my life. I reached through the ashes for a plaster of Paris Santa decoration that Mom and I had made together. It had survived the blaze, like the ghost of Christmas past; it had come to deliver a message. As I touched it, it crumbled in my fingers and I vowed I would never again value any material possessions.

*....And didn't that create an interesting pattern in my life?*

This was the start of the journey that has created my own personal tapestry of life. A long journey and through its twist and turns, I have tried to understand and make sense of it all. A journey that has made me determined no one else will ever go through what I went through.

From those early experiences all the patterns were in place to echo throughout all of my life experiences. The strands of the tapestry of life weave together for us all, to bring us to the place where we stand in life right now.

Through creating HET, I created a level of understanding and forgiveness that relived the pain of my childhood and I eventually came to honour that pain through the lessons it taught me.

The HET journey had begun.....

Early life experiences had moulded the decisions I made and eventually shaped the person I was to become. The 'Fruits of my life'!

***HET: Holistic Educational Therapy was born!***

So:

How close are you to your own childhood dreams right now?

Hold that thought!

Now – how are you going to support the children you live or work with, to realise their own dreams?

Essentially this is what HET is all about.

When a HET practitioner trains in HET, they embark upon their own self healing journey. For the most part it may provide a gentle subconscious meandering, enabling them to unravel any knots in their roots and heal the fragmented and 'wounded child' within us all, albeit just simply down to the innocent misperception of childhood development. This is achieved through experiencing and evaluating HET's natural techniques and remedies along the way and evaluating the accompanying case studies which mirror some aspects of 'self' through reflective practice.

In making and understanding this journey, it qualifies the HET practitioner to accompany another along theirs.

#### **WALKING MY TALK....**



**The most fragrant roses grow through the deepest compost.**

My own story from the early years is the background to HET. I was fuelled by a passion that other children should not have to go through what I had experienced and as adults, not have to live out their lives based on those unhealed fragments. In 'value – added hindsight' my journey entailed piecing together an understanding of what makes us who we become. Eventually, I trained as a scientist, a biochemist and then changed direction to become a teacher and psychologist. I worked for many years in the education system, with children

classed as “special needs” and with “behavioural problems”. I then progressed to working as a local then national education advisor, during this time I studied postgraduate research into evaluation methods and worked on developing many large-scale national educational projects.

I was always concerned and aware of how the ‘system’ was unable to support the most vulnerable and challenging children, who were unable to fit into school and later on, not fit into society, because of this.

Meeting up with some of my former pupils later down the line, the most extreme and challenging of them fell into two categories; the first group continued to journey down a path of spiraling difficulties, some ending up in young offenders’ centres and later prison, with a trail of broken relationships scattered behind them. They had low self-esteem and no positive hopes for their future. The second category turned out to be extremely successful on their chosen pathways. These were people who never fitted into a box within the education system, were often rebels and if they had fitted in, would never have been the free independent thinkers they went on to become. They would never have achieved what they had done if they had conformed. In that wonderful thing that I call ‘Value added hindsight’, I recognised that I belonged to that second category myself. The dividing line is a fine one!

It was many years later that I discovered and defined that ‘dividing line’.

Did you know that the criteria for defining an ADHD child and a ‘Gifted and Talented’ child are virtually the same except for one difference? The child labeled ‘Gifted and Talented’ is the one who completes the task!

My time as an educational advisor eventually led me down the road of healer and therapist. A stressful job led to my training as a complementary therapist in many different therapies. I trained first as a healer, then a clinical aroma therapist, then nutritionist, then herbalist, Bach Flower Therapist and so the list went on. After 15 years travelling down this road, I started to find answers to the pain of my own childhood. A lifelong quest to understand, how we become who we are.

During those years of pursuing many different therapies I ran the 'Centre For Natural Healing' and became involved at a national level in setting standards in complementary therapy, drawing on my background of quality assurance in education. Many people have asked about my background to the pioneering aspects of HET and so I have made my CV available on <http://www.holisticeducationtherapy.co.uk/CV.htm> . Copies of my qualifications are available on request!

## CHAPTER 2 – THE RESEARCH BEHIND HET

### THE BACKGROUND TO HET

In 1999 I got lucky in my life-long focus of helping children (and teachers), who were struggling with challenges that stopped them from reaching their true potential.

I was able to access some funding from an initiative called 'Health Action Zone', to launch a research programme in a school for children who had moderate learning difficulties. This involved finding out how helpful different complementary therapies were in improving school performance.

A year later and the results were stunning!



A 'Damaged Child' smiles!

Information about this project is available on

<http://www.holisticeducationaltherapy.co.uk/RESEARCH.htm>

It was during this time that I was introduced to 'Tammy.' She was on the child protection register and was completely withdrawn. When anyone spoke to her, there was no response or interaction. Within a few weeks of being on the programme, she came along with a group of the other children to an animal sanctuary. (This was the beginning of a very special programme commended by OFSTED the UK school standards body, called 'HET Pets'. It involves a working partnership with traumatised children and abused animals!)



*Love is not something that you can own, give, hold onto, hold back on or keep.*

*It is a flow.*

*When you are in that flow you are part of the process - you are "in Love".*

*What can happen is that something occurs way back, usually when you are in your childhood, that you do not understand, You hold onto it until one day when you can understand it and there it sits just waiting to be let go off, blocking the flow of love.*

*Isn't it time to let go?... NOW?*

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Well, within moments of arrival Tammy befriended a pony and beamed the biggest smile imaginable, which I was fortunate enough to catch on camera. If nothing else had ever come out of the project other than that smile, that day – then it would have been worthwhile. However, as it was, it was just the tip of the iceberg – what a breakthrough this programme was to become!

Whilst involved in delivering this programme I had the good fortune to work alongside the City's Chief Educational Psychologist. His support and help was invaluable in designing consultation questionnaires to work with parents and children. This helped us profile where

they needed help and measure the improvements they were making on the programme. It was then I first came across the term – ‘Damaged Children’ – I had never heard the term before. The whole concept of ‘ a Damaged Child’ shook me but opened the door, not only to working with hundreds of children presenting behaviour issues but other family members who had also experienced a ‘damaged childhood’, in some way, albeit through some early experience that formed a misunderstanding in the unraveling of childhood development.

I began to understand that we all have a ‘Damaged Childhood’, it doesn’t have to be as traumatic as some of the children I have worked with, neglected or abused but may simply be down to the innocent misperception of childhood. These experiences will stay with us and play out through life until we are able to access the tools that can heal them.

It is our vulnerable experiences from childhood that we do not understand that carry over with us and repeat throughout our life, like some horrible multiplication sum. Similar types of experiences can then later trigger off all kinds of associations, releasing all kinds of defence mechanisms that we have put in place in order to protect ourselves against whatever it was that happened. That is what we need to understand and ‘real-ease’ (release).

For example:

Even if we don’t realise it, we all carry emotional scars from our childhood. How family members, (such as Mom and Dad, and other authority figures) behaved towards us, whilst growing up affects our perception. This will have an effect on all of our relationships past, present and in the future. Getting to the bottom of these important influences can help us outgrow old habits and strategies that no longer work for us ... and allow our ability to manifest happiness and success to develop.

Do you sometimes blow life's opportunities ... or feel insecure when faced with certain situations? Do you get angry over something that seems unimportant? These behaviours often have roots going way back into your past.

### **HET proved to be a tool kit for life**

#### **THE STORY GROWS.....**

The results of the programme at the special school were impressive. Word spread and soon parents, teachers and more importantly, children themselves wanted to be part of the programme and the project expanded into a pupil referral unit. This is a school where children are referred to, when their behaviours cannot be contained in a mainstream school. The research expanded over the next four years and I developed a training programme, which was validated and accredited for both HET practitioners and HET trainers. An exciting part of this was putting together ways of measuring how successful the therapies were in helping both children and their families. Along the way, we had to satisfy an endless bombardment of skeptical criticism from various medics, psychologists and so on!

I rose to the challenge and the reputation of the programme and the demand for the service grew.

Building on the findings and good practice from the initial project, we not only saw a lot more smiling children but smiling Moms and Dads too!

Find out what some of the parents and teachers were saying about the success we were having with HET by clicking on this link:

[www.holisticeducationaltherapy.co.uk/video.htm](http://www.holisticeducationaltherapy.co.uk/video.htm)



It was during this time that the demand for HET from children and their families grew so large that I was unable to personally support them all. I needed help in taking the programme out. Drawing on my background of writing quality assurance materials for educational organisations and training programmes, I was able to raise the credibility and profile of HET by sharing the research and evaluation methods with other interested professionals.

Training programmes for HET practitioners (therapists) were accredited and validated. A professional Association was established to monitor standards, further research and to register licensed practitioners to ensure the safety and well-being of vulnerable children and families.

The demand continued to grow as the success stories continued to spread in the UK and overseas.

To see what the media were saying about the HET programme please click here:

- The BBC and WILLOW  
[www.bbc.co.uk/print/blackcountry/content/articles/2006/11/22/bully\\_wton\\_nov06\\_feature.shtml](http://www.bbc.co.uk/print/blackcountry/content/articles/2006/11/22/bully_wton_nov06_feature.shtml)
- The BBC and the HET PET programme  
[www.bbc.co.uk/blackcountry/content/articles/2007/03/14/animal\\_het\\_therapy\\_feature.shtml](http://www.bbc.co.uk/blackcountry/content/articles/2007/03/14/animal_het_therapy_feature.shtml)
- Kindred Spirit -  
[www.holisticeducationaltherapy.co.uk/kindred%20spirit%20magazine.htm](http://www.holisticeducationaltherapy.co.uk/kindred%20spirit%20magazine.htm)
- Express and Star - [www.expressandstar.com/2007/09/04/boys-magic-trip-to-see-uri/#comment-54534](http://www.expressandstar.com/2007/09/04/boys-magic-trip-to-see-uri/#comment-54534)
- Belfast newsletter - [www.holisticeducationaltherapy.co.uk/Bnewsletter.htm](http://www.holisticeducationaltherapy.co.uk/Bnewsletter.htm)
- Interview with BBC Northern Ireland -  
[www.holisticeducationaltherapy.co.uk/bbc\\_interview.htm](http://www.holisticeducationaltherapy.co.uk/bbc_interview.htm).
- 

The need for HET was growing by the day:



*How much longer can we choose to turn our backs on what these children are saying to us?*

**PROBLEM:** *A generation in crisis:*

*Some statistics:*

**IN THE UK ALONE!**

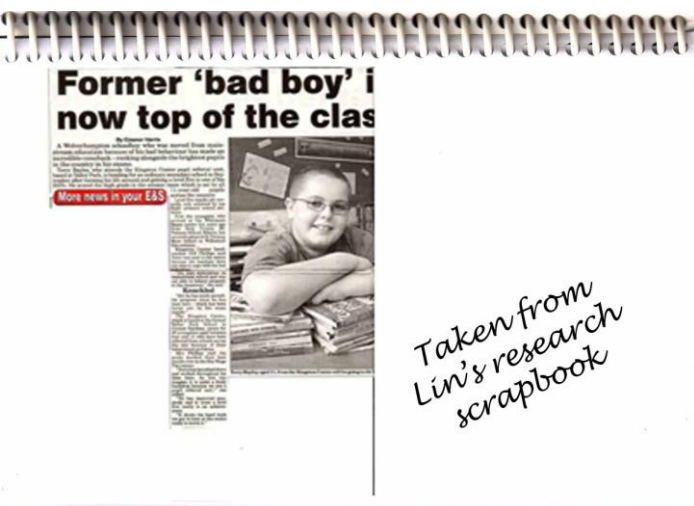
- *Every year 40,000 children and adolescents in Britain are prescribed some form of anti-depressant. (NICE)*
- *Government figures show there were 9,880 expulsions from primary, secondary and special needs schools in 2003-4, up from 9,290 in 2002-3. (BBC news)*
- *A recent Mori Poll cites a six-month study by the Metropolitan Police, which estimates that 40% of all robberies, 25% of burglaries, and 20% of thefts in London are committed by children aged between 10 and 16, during school hours.*
- *Autism has mysteriously risen by 287%*
- *The National Institute for Clinical Excellence (NICE) estimates that as many as 500,000 children in the UK, one in 20, may have ADHD and, of these, 100,000 may be seriously affected.*

- Prescriptions of Ritalin - rose to 359,100 last year, a rise of 344,400 since 1995.

Figures from the Prescriptions Pricing Authority reveal that there has been a 180-fold increase in prescriptions since 1991 when only 2,000 were issued in England.

**WE HAD THE ANSWERS BUT HAD TO PROVE IT!**

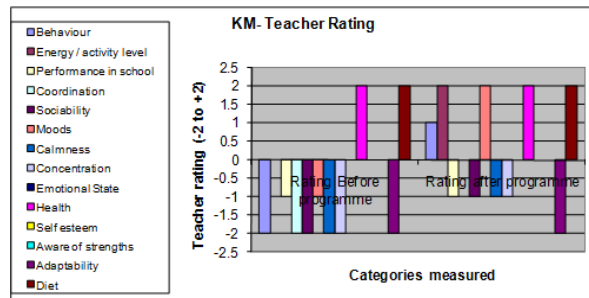
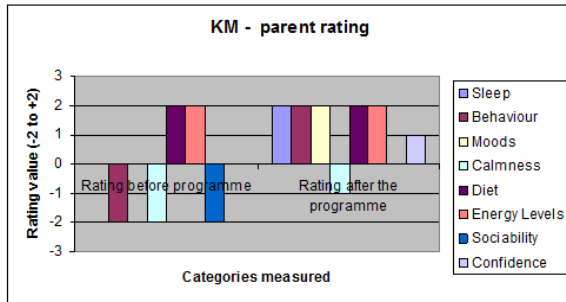




The findings of our research and the continuing success of our HET programme became of paramount importance. This was not only to encourage schools, local authorities, therapists and other organisations to invest valuable time and resources into the programme but to take out our vision to other children and families lost behind the media headlines with which we are bombarded on a daily basis.

We used our consultation questionnaires and analysed information to show a measured improvement in different categories of well being for the children on the programme. We do this from both a parent's point of view as well as a from a support professional's point of view, because often children behave very differently at home to how they behave in school. It is important to get many different points of view in research.

We were making a difference AND we could prove it!



We got feedback from parents and teachers:

9

22/09/2002

Dear Sir or Madam:

I feel I must write to you about Linda porter, my wife and I have custody of three grand children, is ten and has A.D.H.D. and attends Referral Unit, there is not a day without she plays up, she also has a very bad behavioral problem which puts us under great pressure, she takes medication four times a day.

Next is who is twelve and attends Special School is disabled and is slow learning and also has a very bad behavioral problem.

The third one is who is thirteen and has recently developed a form of epilepsy, she is also on medication, if she forgets to take it she goes into a trance, as I said before this puts us under a deal of pressure

My wife who is fifty-five and is also disabled worries a great deal about the children which in turn causes depression.

Lastly there is myself G. I am sixty-three years old and not in the best of health, I was introduced to Linda Porter recently through the work she does with the children at School, she asked us about the problems we have and what support we have, the support we have is none, the problems are many, as was on flower drops which appeared to calm her down, she then re fused to take them for a week and her behaviour reverted back to normal (for her) since starting the drops again she is now easier you manage.

Mrs Porter then introduced and myself to the flower drops and the results were amazing, we sleep better, we do not shout so much, find it easier to control our temper, in fact, find it easier to manage our every day lives now.

Every three to four weeks she visits us to review the situation and to support us and it is imperative that this program be funded so that not only children but also their families can gain the benefits from this program.

Yours sincerely

Mr Ge

Focusing on the reduction of undesirable behaviours was a good starting point but it became far more meaningful when we focused on positive behaviours using research based on small hand held computers called PDAs. By providing families with these, we were able to provide support to the child, the family and the teacher online. By developing recording sheets and playing the “ 12-0... I can score goals” game, children were able to record and evidence positive behaviours. By following these simple approaches, we were able to measure an increase in degrees of personal accountability and responsibility by the child. This research eventually led to the development of a fully interactive social networking site for young people, families and professionals. HETwebsite proved to be an invaluable record of success and achievement, in the integrated HET learning programme. This can earn accredited certificates for children as well as their families and professionals. It also forms part of an Individualised reward system, which is profiled for each child on the HET programme, another way of measuring success and improvement:

[www.HETwebsite.com](http://www.HETwebsite.com)



*Using the PDA kept the child / parent / school in contact through their HET practitioner. Positive results and achievements were emailed to HETwebsite and celebrated.*

HET professionals agree targets or personal goals with the child, parent, and support professional. These are SMART targets: they have to be Specific, Measurable, Achievable, Realistic and Time related.

For example it's no use just saying that you want a child to be less fidgety in class. Firstly, we have to say it as a positive statement. Something like.... "I want Michael to concentrate more in class or ... to stay on task for longer."

Then we can set in place ways of measuring if we are achieving that objective for example - perhaps give Michael a task to do, like colouring in perhaps, and watch him over a 10 minute period of time. During this time count, how many times he comes off the task. If we do this exercise at the beginning of the programme and repeat it 3 months later we can see an improvement in the concentration span when he is distracted less times than before .

***In the first 10 years of HET, we carried out the objectives setting exercise with every child on the programme. We have never averaged less than 84% of the targets over this time. This earned commendations from OFSTED ( the government department for standards in Education), Being heralded as a "Flagship of Excellence" from an independent government advisor for the Behavioural Improvement programme and winning a prestigious national award for the "Empowerment and Inspiration of young people"!***

I have now put in place ways to measure every different aspect of HET. This is known as 'Bench marking' and it is this approach, which makes HET so unique. We are not only able to measure how effective HET is as therapy in its own right but we can profile each individual child on the programme, uncover the issues which were the major blocks to them achieving their potential and show them how to use these safe simple approaches for themselves.

The toolbox for life approach!



*I realised that each individual therapy and behavioural strategy was a stepping stone to healing the traumatic experiences of our lives.*

### **CHAPTER 3 – HOW HET WORKS**

#### **So how does this help your family?**

All of the therapeutic approaches used in HET are going to be effective in reducing stress, improving diet, well being, fitness etc. But one day someone threw a comment at me that really got me thinking – about why we introduced these approaches in a particular sequence?

Yes, they are effective whenever we use these individual therapies in their own right BUT what really has a HUGE impact is the sequence in which we introduce the therapeutic approaches. Just like stepping-stones leading us towards a place we want to get to, if you miss a step out along the way you could slip or find the journey more difficult. HET is not as effective followed as individual therapies as when we work with these interactive approaches in a particular sequence!

#### **WHY?**



Well, to understand this, I had to revisit all my previous teacher-training materials on child development, how children learn and revisit the theories studied as part of my psychology degree as well as numerous holistic texts that I had collected over the years about our WHOLE self – our 'HOLISTIC' self. In putting all these ideas and approaches together, the whole concept became VERY clear to me. What we were doing by introducing these different therapies and techniques in a particular order was actually healing the way we learn as children, layer by layer, much like an onion and how traumatic or misunderstood experiences become embedded within us, to shape our life-scape!

When we have an understanding about how experience is stored throughout life, how it informs our way of being, acting, thinking, feeling, behaviours, attitudes and personalities – how it impacts on our spiritual, mental, emotional, physical aspects of our well being.....

It not only improves our general health but also the interactions between family members – something we refer to in HET as the 'Family Dynamic'!



## **THE HOLISTIC CONCEPT**

The Holistic Concept often causes confusion - What do we mean by saying we look at the 'whole' child?

In HET terms, it means we look at the child in depth and breadth. We look at the different levels, within which we all exist;

*Spiritual, Mental, Emotional and physical - the depths of our existence!*

It's a little bit like driving a car, as the driver we know exactly what we are doing and where we are going in driving this lovely vehicle that takes us along our journey. The spiritual level is the driver within us, our life's mission or purpose in life, our personal vision if you like. The driver knows where we are going, how and why. (*We can always find out what our personal vision is by revisiting our childhood dreams about what we saw ourselves becoming when we were children. By aligning what we do today as adults as closely as we can with what that 'essence' was, of those early childhood visions, we can make an assessment about how on course we are – it gives a notion of how fulfilled we are in what we are doing!*)



The physical body is the vehicle, like a car, that takes us where we need to go on life's journey.

The mental journey is the map and route that guides us along the way. It is our reference points, our belief systems, life experiences and the way we see things around us, that shapes our perception.

Our 'Mind-set', in other words.

The emotional journey is the fuel in the tank that drives the vehicle forward through life. It is the way we feel about experiences that drives us and motivates us in life.

We are all, each and every one of us, on all four journeys at any given time. By recognising and supporting young people through this process, we are able to empower them to take the best turnings on life's journey and to make the right choices.

- **HET takes this understanding a stage further.**

HET is so much more than a mix and match of complementary therapies and behavioural strategies. It is a whole philosophy, psychology and individualised learning programme

about how we learn about life's experiences, traumas and misperceptions as children. It is about how we hold onto such events in life and how they may block the flow and prevent us from reaching our true potential and realising our personal vision. Eventually, we reach a point whereby we can let go of the experiences that have shaped our life scripts and we can move on.



**HET offers children and adults this choice. It is a tool kit for a life of personal empowerment.**



The sequence in which the different parts of the HET programme are introduced play a big part in addressing the experiences which shape negative behaviours in the way we learn and survive. This way of thinking encompasses the latest understanding in neuroscience, core issues and sensory interpretation, as well as taking into account how changes happening on our planet today, affect us all.

Let's look at an example of how this can happen:

A little girl, five years old sits in her child's chair and table set, eating her dinner, shepherd's pie. She is experiencing the taste, temperature and texture of her food as well as everything else happening around her at each given moment in time.

Suddenly, Mommy and Daddy start to have an argument. She is aware of the build up of tension (vibes) around the situation.

Then daddy hits Mommy!

In that moment her very survival is threatened and she will go straight into an Adrenalin reaction - the fight or flight response. But she can do nothing about the situation. All she can do is to throw her hands around her head in an attempt to block out the situation.

At that tender age - she is the centre of her own universe - she is responsible... she is to blame..It's all her fault - she is at the stage of development whereby she will only perceive everything in relation to herself!

That experience will be recorded. We have the capacity to receive over 20 million 'bits' of information per second. We will have done that from the moment when we were first conceived.

In our example for this child, the information will be stored in a 'little filing cabinet' somewhere in her mind / brain, filed under '**Survival**' in case anything like that should ever occur again. It is logged as a point of reference - so that the "Mind Brain" can pull it out at a moment's notice and say "Aha, we've survived that before - now this is what we have to do!" and a programme is put into place to inform the body of how to deal with this.

This is where HET addresses NEGATIVE PATTERNS – the approach that we use in HET reformats the hard disk as it were – replaces it with a programme that is an upgrade on the old one. There is no need to play out the old programmes when they can be upgraded and updated. HET can bring our life into “REAL TIME”!

Now, going back to our example, not only is the act of violence logged as experience, but also all the other associated sensory information input at the same time. So this includes the experience of the meal, SMELL, TASTE, TEXTURE, TEMPERATURE etc. Also that the phone was left ringing unanswered at the time, the fact there was a budgie in a cage flapping about, losing feathers and screeching, that it was July and a thunderstorm was building up that day.



*We create what we believe,  
We believe what we perceive,  
We perceive what we experience  
And we experience what we create.*

All this information is logged!

It is mapped within us, by pathways of 'synaptic' responses between nerves in the brain. If any sensory input is experienced in the future, which is similar to the original experience, then those survival maps are accessed and a programme is activated which can trigger those particular cellular memories. These are stored (like computer data), in every cell of the body and these cells are constantly replicating themselves. Each cell is capable of holding information greater than the biggest quantum computer we can ever imagine. We have little sensors on the outside of each cell membrane that pick up signals from the emotional 'patterns' we are running in response to these maps (called neuronets) and any

sensory input from the 5 senses. These receptors transmit information to little 'aerial receivers' called 'effectors' within the cell itself. From there they shape proteins which are chemical chains within the cell that inform the cell biology of how the body should work with this information.

This is where HET addresses CORE ISSUES!

It wipes out the stored data that is now out of date and no longer accurate. It works a little bit like photocopying. Imagine photocopying an original that has got handwritten notes all over it. If we photocopy that as it is, then all the incorrect information from the notes gets copied too. If we can 'tippex' that out before we photocopy it, then only the original relevant information gets copied. This is what happens every time our cells replicate themselves. We carry forward irrelevant and out dated information until we 'tippex' it out.

How many times do we come across people who are always ill at the same time of year for example?

The closer the situation that we encounter is, to the original trauma or innocent misperception, then the greater the impact that filters through the sensory perception (hearing, seeing, touching, smelling, tasting etc), is going to be. It will re-run the original programme accessing the stored data within each cell of the body.

The original sensory receptor cells (to do with touch, taste, smell, hearing, and sight) will also be impacted and send out alarm signals - it's kind of like they jump to conclusions and those signals set patterns in process that can recreate the original trauma.

This is where HET addresses SENSORY REALIGNMENT (relaxation!) Through HEARING, SMELL, TOUCH, TASTE, and VISUAL PERCEPTION.

Going back to our example then....Let's assume that the little girl has now grown up and is working in an office - she had developed an intolerance to meat (from eating shepherd's pie that day.... She may even have become vegetarian) and she is allergic to budgies. The phone rings but the office is busy and it keeps ringing out - it is July and a thunderstorm is building - think about how she is going to experience stress levels at this point and the emotional

reaction she will have - throwing her hands over her head because she can't cope and doesn't want to see any more.

This is where HET addresses EMOTIONAL ISSUES

Our emotions are held in our water and 80 % of our body is water that is constantly moving. We move water when we experience extreme emotions. For example, we laugh and we cry when we are very happy or very sad. We pass more urine when we are 'P\*d' off!

By using the original Dr Bach's flower essences, which constitute a complete emotional management system, we are able to turn around negative emotional feelings into positive ones. This is one of the first therapeutic stepping stones in the HET process and probably the one that shows the biggest improvement – our starting point.??????

Our behaviours are a barometer for our emotional state and by observing behaviour and translating it into emotional currency through the Bach Flower Remedies; we are able to monitor changes in behaviour and the improvements we make.

We are each of us unique and we all have individual experiences that shape the way we behave. Those behaviours can hold us back from being who we were originally meant to become.

- HET gives us a choice and a toolbox for life. An opportunity to let go, upgrade those experiences and to move on.
- HET gives us a choice to transmute such negative experiences into opportunities to ground our own personal vision. This is the process that the HET trainers and practitioners all undergo on their own HET journey. It is part of their training

Sometimes we experience things in a similar way to our parents; after all we have downloaded their life information by way of the DNA which is their data held in our every cell. DNA can get activated by certain signals from our environment. We also have learned responses from our family background and then we add even more to that cellular soup, our own experiences as described above. This leads us to the role that our 'Spiritual DNA' plays

out in this process. Remember from the 'Holistic' model given above – this represents the driver, the one that knows where they are going and why?

Well, this concept of 'spiritual DNA' takes us into the realm of what I refer to as the 'knitting pattern processes!'

### **LIFE IS LIKE BAD KNITTING!**

We all have bad experiences along life's journey and they cause us to lose the flow of things...drop stitches if you like. This is when we have come a long way away from what the knitting pattern of how our life tells us we could be like. The picture it showed us on the outside of the knitting pattern is nothing like what we've ended up with!

When this happens in childhood – it alters the shape of our life. The way we see things, understand things and experience things, affects the way we behave.

This is the foundation of our life and it fashions the way we react to things when we grow up. As we go along day by day, all the new knitting rows are built on top of this.

Now imagine.... if we were able to unravel our way back to those dropped stitches, along all the rows of life's traumas, dramas and misperception. Pick them up and weave them back into place so they don't keep falling apart on us.

This is what HET does: it starts off at the top row, picks up the low feelings that cause us to make poor choices and puts them back on line, so the next row can start to look better.

Then goes back down to dropped stitches on the next row, to all the triggers and associations that we make. Our assumptions are that if we dropped a stitch way back on the third row then we figure that we have to drop a stitch on the fourth and the fifth and so on.

Now if we don't know that we have to change the style of stitch we make, we start to get the pattern wrong by always following the same pattern when we should be changing it. Things never start to look any different.

It is looking nothing like how it was intended to look by now!



What if the wool wasn't good quality and it frayed? What about if we could replace it with top quality wool, so it felt better and lasted longer? HET provides dietary, nutritional and 'feel good' support.

What if someone showed us a better way to go about weaving experiences together? A way in which we can be proud of what we create in a relaxed way, so we avoided dropping stitches in the future?



What if someone showed us how to do this as a child?

**THIS IS WHAT HET DOES....**

**HET - A TOOL KIT OF NATURAL REMEDIES AND SELF HELP TECHNIQUES FOR LIFE!**

**BELOW IS A SIMPLE DIAGRAM TO SUMMARISE HOW HET WORKS**

An Initial trauma, drama, or misperception occurs.



Everything going on around that experience is taken in via our senses



This creates a mind map for recognition that gets filed under 'survival'. It's a 'negative programme' that we will run when we encounter anything like it again.



The data around the experience gets stored in our cellular memory and gets triggered by anything that reminds us of that original experience – known as a 'core issue'



When we encounter something that reminds us in some way of what went on around the first experience....

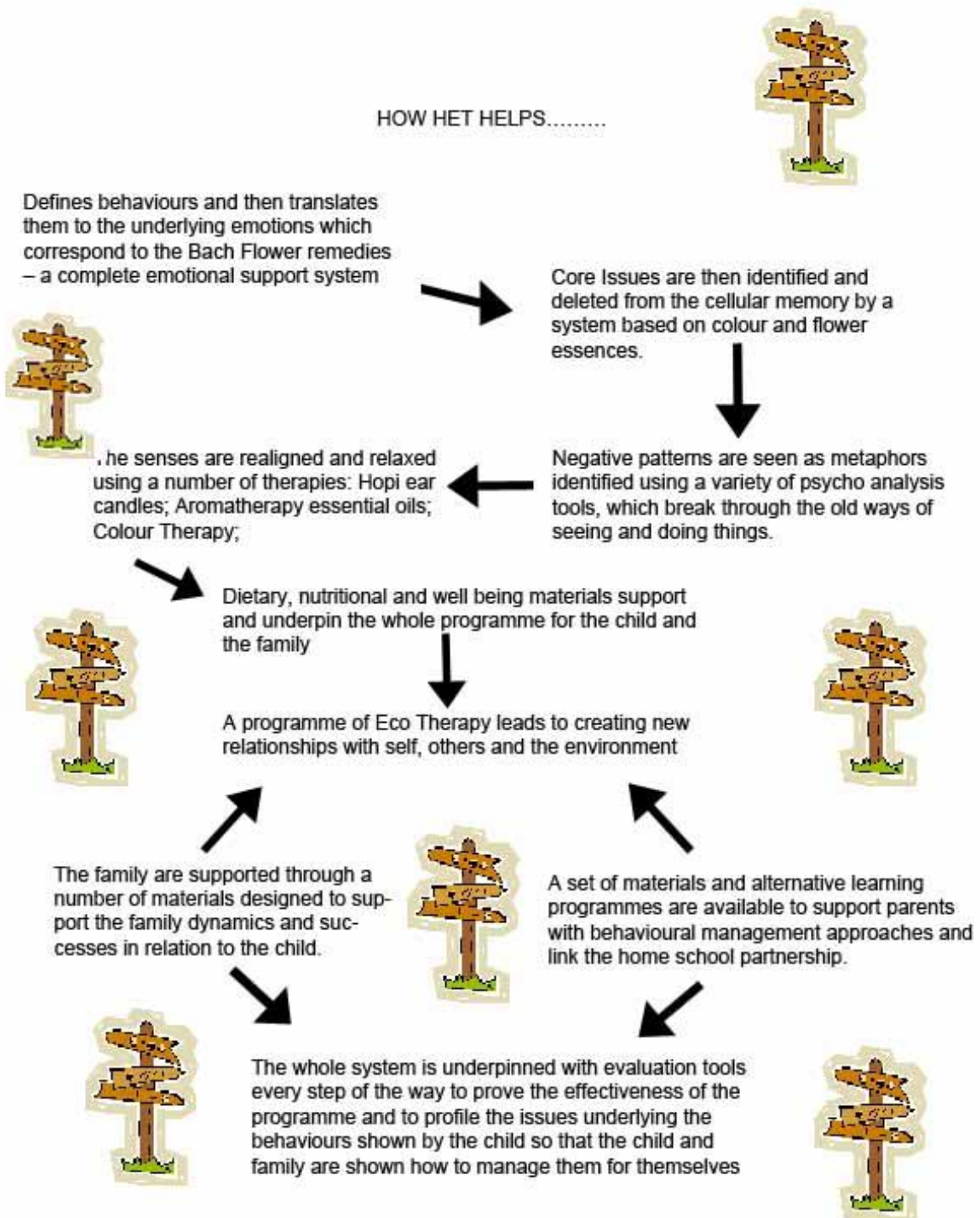


We run the old programme, that pulls up the original data and we recreate the original stress. Even our senses react, reaffirming the old experience

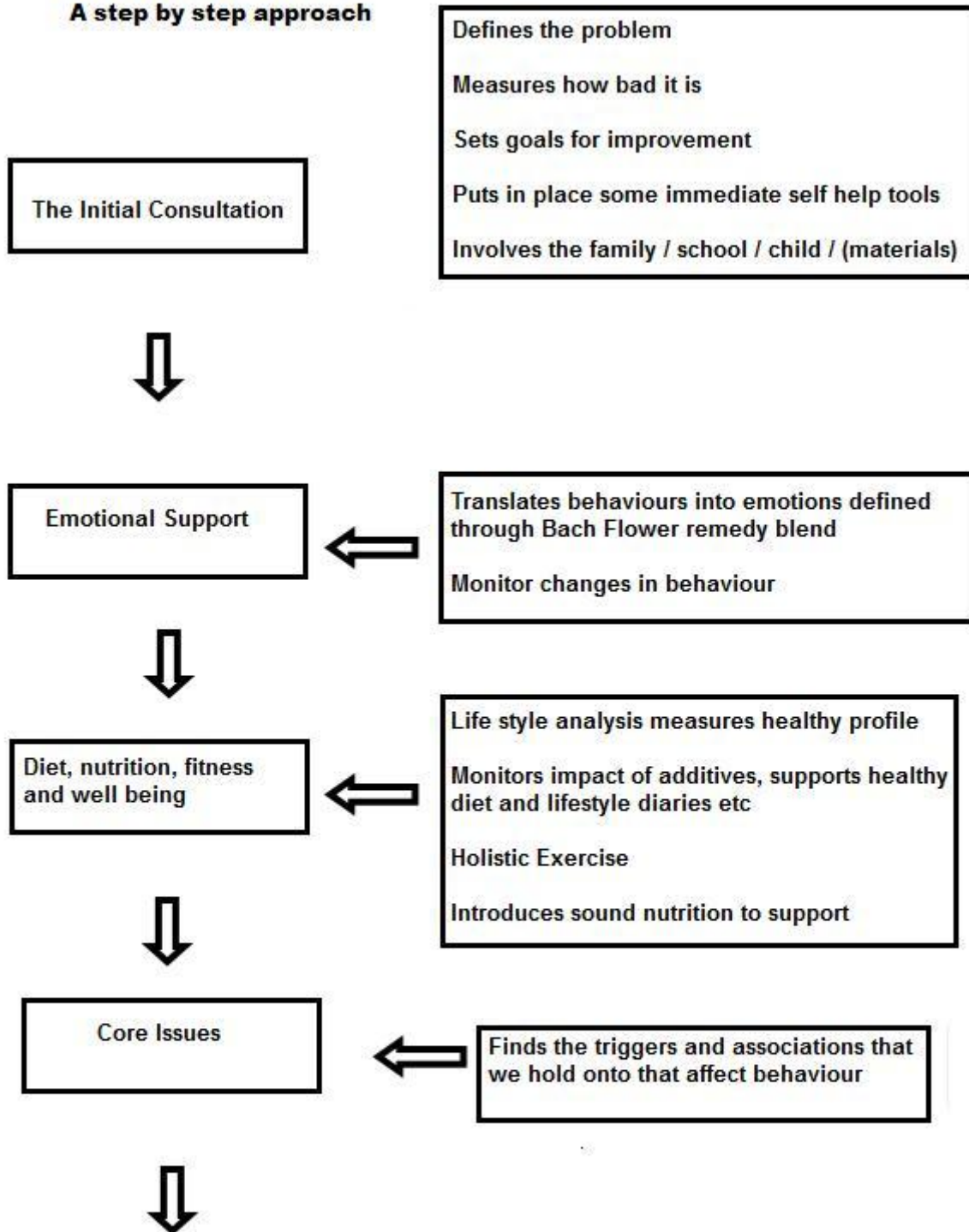
This affects our emotional state and that is what defines our behaviour.

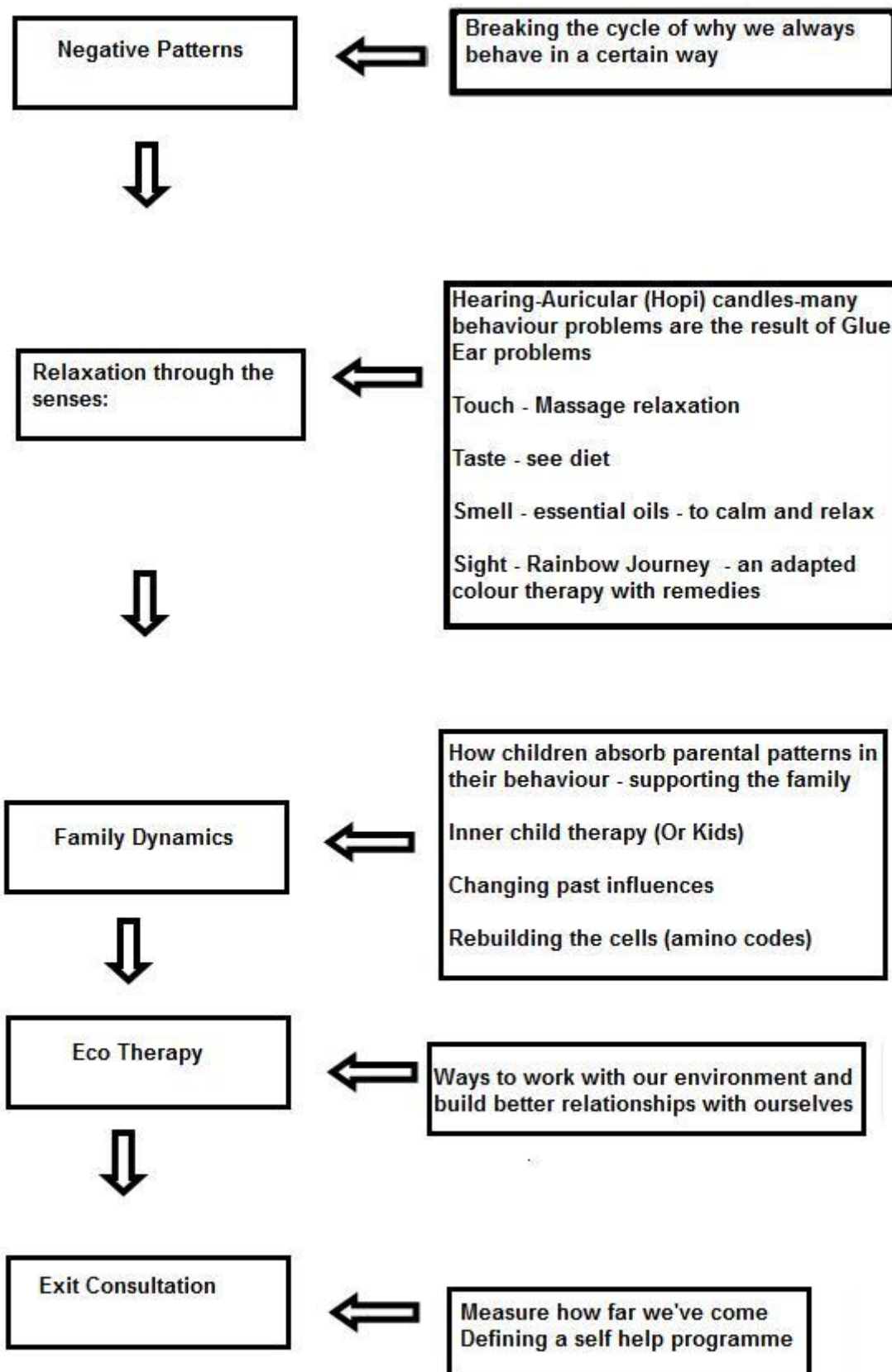


## HOW HET HELPS.....



**HET - THE PROGRAMME**  
**A step by step approach**





Well, we have now painted a picture of how we learn from childhood. Other things affect us too, our environment, what we eat, our fitness level and lifestyle. Our ability to relax and to heal ourselves, our relationships with others, all this input is shaping who we are and how we behave. Our behaviour shapes the choices we make and the relationships and situations that happen around us.

## **CHAPTER 4 – WHY MORE CHILDREN NOW HAVE BEHAVIOURAL CHALLENGES**

There are other factors that have an impact on us all and especially young people at this particular time.

I'm hoping that this bit will end up more like common sense and you will go "Ah... so that's what's going on – well that makes sense to me!

### **So what is happening right now to the planet we all live on then?**

Put very simply, things are changing and they are changing fast! Even time appears to fly by more quickly now, even to children.

The planet vibrates at a specific 'speed'; this is often referred to as a 'rate' or 'frequency'. Nothing is actually solid. In fact most of what we perceive as solid is in fact energy which moves at specific speeds giving it the appearance to the human senses of being solid. As far as planet Earth is concerned, these vibrations are referred to as 'Schumann resonance'. This rate of vibration has remained fairly constant, close to a rate of 8 hertz (or cycles per second), for thousands of years. This is a bit like an imposed speed limit if you like. Since the early 1980s something very interesting has happened. Everything has speeded up! The rate of vibration (or speed) of the Earth has now shifted to around 13 hertz. This increase in numbers is also very significant for those who are interested in sacred geometry. It falls into something known as the 'Fibonacci sequence'. Quite simply this means that if you take 1 and add it to 1, then you get 2. Take 2 and add it to the previous number you get 3. Take 3 and add it to the previous number you get 5. Add it to the previous number you get 8, add it to the previous number you get 13. These number patterns are constantly recreated throughout nature and the universe. What it means is that our planet has moved up a gear from the 8 to 13 hertz, or rather it has shifted a whole number pattern sequence. It has moved up at a whole 'quantum level'.

Quantum physicists out there take heart – we're beginning to get a grip on this stuff here!

Every being on the planet is 'entrained' (posh word for 'wobbles'), at the same rate as the planet vibrates at. The process is called 'resonance' and is like when a singer can hit a

certain note and then shatters a glass. This connection we make with the planet is through the heart. Children, who have been born during this time of change, have been born into the 'new planetary rate or 'frequencies'. A little bit like being tuned into FM on the radio, when everyone else is listening to AM radio. Often referred to as 'Indigo' children or 'Crystal' children, essentially what this means is that their brains are wired up slightly differently. The rest of us are also changing as a result of this planetary shift by the way!



*"Your children are not your children.  
They are the sons and daughters of  
life's longing for itself.  
They come through you but not from  
you,  
And though they are with you yet they  
belong not to you.  
You may give them your love but not  
your thoughts,  
For they have their own thoughts.  
You may house their bodies but not  
their souls,  
For their souls belong in the house of  
tomorrow,  
which you cannot visit, not even in  
your dreams.  
You may strive to be like them,  
but seek not to make them like you.  
For life goes not backward nor tarries  
with yesterday.  
You are the bows from which your  
children  
as living arrows are sent forth".  
**-Kahlil Gibran***

The truth is that they often do not learn well in 'old style' education systems which are a legacy from the Victorian era. For example, we don't learn ecology best from reading a text



book indoors. We learn best out of doors growing plants and vegetables in different ways in different seasons! This is why 'old ways' of doing things are no longer effective with children today. Our children's ebook 'HETties' is a new way to learn.

Adults born before these planetary changes came in to effect are also reflecting signs of the times in the way they are behaving, functioning and remembering what they learned through the old systems, systems that we now see breaking down around us. We are all going through CHANGE! HET also has a set of natural essences available to support this with a detailed explanation of what we are all going through and experiencing at this time.

Our children's behaviours reflect back to us where our society and its systems have failed to keep up with the times.

One way of looking at this is to see that these children's behaviours are perfectly normal considering the situations that they are going through. Children born since the 1980's have their brains wired up in a slightly different way. In the case of what is often termed 'Hyperactive' children, their brain waves are at a faster speed than other peoples. A bit like having your foot stuck firmly down on the accelerator of your car when you are stuck in a traffic jam!



**THE PLANET IS CHANGING!**

To Summarise:-

The vibration (speed) of the planet is increasing; we know this because of the influence of something called Schumann Resonance. We also know that this affects our hearts and our brains. In fact it effects the very circuitry of the brain that enables us to learn from experience, the environment and how we survive is by responding appropriately to the signal input that we are constantly being bombarded with... millions of bits of data of information per millisecond. This information and the context in which it is received, defines what we understand as 'experience'.

Experience is defined as the 'points of reference' on our map of life's journey.

Sometimes this information can be distorted, if the receivers are not quite aligned to the frequency that they should be. It's a little bit like that space in between radio stations, when we can't hear what we are listening to properly, just crackling .... We don't respond to the input properly, it just crackles and irritates us. Imagine what it would be like if you couldn't switch that off?

This is what it is like for someone with ADHD all the while, and what they do is to learn to cope and adapt as best as possible through experience and instinct. The experience is that they are out of 'synch' with everyone and everything around them for most of the time.

Medication will turn down the volume but it doesn't allow the person concerned to fully tune in to what is being transmitted to them and absorb that band of incoming information properly, in a way to meet their full potential to learn, develop and grow.

With Autism, the child is stuck between these two radio stations and picking up information from both at the same time. They live in two worlds that are connected in different ways.

HET supports these changes, children and adults through a programme of therapeutic support and educational nurturing, consistent with the way we are learning in the present planetary climate.

**HOW ALL THIS CAN HELP YOU RIGHT NOW...**

The HET programme offers a comprehensive, person focused and integrated approach to 'Emotional and challenging behaviours'. It attempts to define what we mean by 'Holistic', that we are so much more than a physical body. We are a complex energy system, which is an intricate combination of mind, body and emotions, and there is so much more to our lives than just a series of unrelated situations, which are experienced either as pleasant or otherwise.

HET also aims to introduce you to a number of different complementary holistic healthcare approaches, for you to experience and evaluate for yourself. All of these are so safe and so simple; there are no side effects or any drug interactions with HET. By working through and experiencing them for yourself, you should be able to define a personalised programme of self help strategies for a child or young person and yourself. These can be monitored and evaluated for progress and improvement and should help you to combat the effects of negative behaviours that spill over into your life!

There are a series of HET stepping stones to help you through this step by step HET process:

### **BREAKDOWN of HET STEPPING STONES**

- 1 Consultation questionnaires, setting goals and measuring progress
- 2 Behavioural management Strategies – Working with reward charts and Willow
- 3 Emotional Management – using the Bach Flower Remedies
- 4 Diet, Nutrition, lifestyle, Fitness + Well Being
5. PHEW Physically Holistic Exercise Workout
- 6 Working with Core issues – Core issue remedies
- 7 Negative Patterns: the garden, Willow's helpers and Universal frequency
- 8 Relaxation: Hopi
- 9 Relaxation: Aromatherapy
- 10 Rainbow Journey: Visual perception and colour therapy and colour diets

11 Amino Acid Codes and past influences.

12 Eco Therapy.

**WE WOULD LIKE TO MAKE THE POINT THAT THESE MATERIALS ARE AIMED AT SELF HELP AND REPRESENT A COMPLEMENTARY APPROACH ONLY. IN THE CASE OF ILLNESS FROM SEVERE EFFECTS OF BEHAVIOURAL OR MENTAL HEALTH ISSUES, YOU ARE STRONGLY ADVISED TO SEE A MEDICALLY QUALIFIED PRACTITIONER AND A QUALIFIED COMPLEMENTARY HEALTHCARE PRACTITIONER.**





## **CHAPTER 5 – BEHAVIOURAL CHALLENGES AND THE HIDDEN AGENDA**

Earlier in this book we saw some staggering statistics that show the unprecedented increase in the numbers of children and young people who are now being diagnosed with behavioural challenges.

The most commonly referred to behavioural condition is ADHD or Attention Deficit Hyperactive Disorder and this has now become one of the most controversial issues of our time. Over 20 million children around the world have a diagnosis of ADHD and at least 1 in 3 is misdiagnosed. After diagnosis, most children will go on to a formally prescribed medication programme, which can have some alarming side effects.

Research statistics now indicate that around 20 % of children are now presenting symptoms of ADHD with 8% having a formal diagnosis. The rate of Diagnosis for ADHD increased an average of 3% per year from 1997 to 2006. Diagnosis is made from checklists of behavioural symptoms, some of which are subjective and controversial. Stimulant medications to treat ADHD increased by 4,516%, between 1993 -2003. Most diagnoses are made by parents and support professionals completing behavioural checklists. There are no clinical tests available for diagnosis like there are for example with Diabetes. Whilst there are other types of diagnosis apart from the behavioural checklists becoming available, their accuracy is still open to question. For example, some researchers are now showing pictures of brain scans to show the difference between an ADHD brain and a non ADHD brain. These brain scans

are similar to a photograph of a bruise. They show a bruise at the time but not how it got there. What happened to make that bruise appear in the first place? What is going on to create the behavioural symptoms of ADHD?

Scientists have claimed to have found a difference in the brains of children with ADHD versus “normal” children. The brains of children who have been diagnosed with ADHD were scanned with an MRI machine that compared 40,000 different points in their brains looking for signs of thickness in the brain tissue.

Results showed that the brains of children diagnosed with ADHD were about three years behind their development schedule compared to non ADHD children but that they will eventually catch up on this difference. (*Dr. Phillip Shaw from the National Institute of Health*)

At about the same time, further research was published by a team of American scientists researching what is called the “Multi-Modal Treatment Study of Children with ADHD — MTA for short. They found that drugs used to treat ADHD such as Ritalin and Concerta have no benefits after three years (according to the research published online in the *Journal of the American Academy of Child and Adolescent Psychiatry*. They also found that these drugs stunt the growth of children. “They were not growing as much as other children in terms of both their height and their weight,” said the report’s co-author, *Prof. William Pelham from the University of Buffalo*.

These same drugs also stunt the growth of the children’s brains. The study actually found that MRI scans of children’s brains were three years behind schedule in development. 80% of the children who were researched with those MRI scans were already on ADHD medications. Would it not be logical then, to suggest that these brain scans were different due to the ADHD medication that the children were taking?

Another interesting piece of research came out of the Southampton University Study in the UK that showed food additives and artificial colourings cause hyperactivity in children within an hour after consumption. Within an hour you get hyperactive behaviour.... when were these brain scans taken and what had been ingested in the preceding hour?

There is no denying that diagnoses are increasing and that once a diagnosis is made then children are likely to be prescribed medication like Ritalin. This drug is so dangerous that when it is not prescribed, Ritalin is classified as a class B drug in the UK, meaning possession can lead to a five-year prison sentence and dealing could put you behind bars for 14 years. This is due to the fact that they work on the body's cell receptor sites in a similar way to taking cocaine.

With increasing numbers of sales of these types of prescribed drugs resulting in huge profits for pharmaceutical companies; with the pressure on schools to get extra funding and resources for young people diagnosed with ADHD and with some of the financial incentives available to some parents, whose children are diagnosed with ADHD, the question of hidden agendas cannot be ruled out.

### **So what is really going on?**

No one really knows for sure what causes 'ADHD typical' behaviour. There are many theories which include genetic predisposition, failure of the brain to produce certain chemicals in the right quantities, dietary factors, pesticides, parental lifestyle habits and so on.

Whilst no one is really sure what is causing this, it gives us an understanding as to why it is so difficult to accurately diagnose ADHD. It also goes a long way to explaining why the diagnoses are on the increase and why so many young people and increasingly, more adults, are classed as having this condition because they are displaying some of behavioural symptoms that are featured on the diagnostic checklists, whatever the underlying reasons are.

In fact 80% of adults who take the diagnostic questionnaire test end up diagnosed with ADHD.

Whilst most diagnoses depend on a checklist of behavioural symptoms, it is easy to see why misdiagnosis is so common. There are physical conditions that result in behavioural symptoms which mimic ADHD behaviours. To complicate the situation even further, very often ADHD doesn't occur on its own. Often there are other behavioural conditions that occur alongside ADHD so the behavioural symptoms overlap.

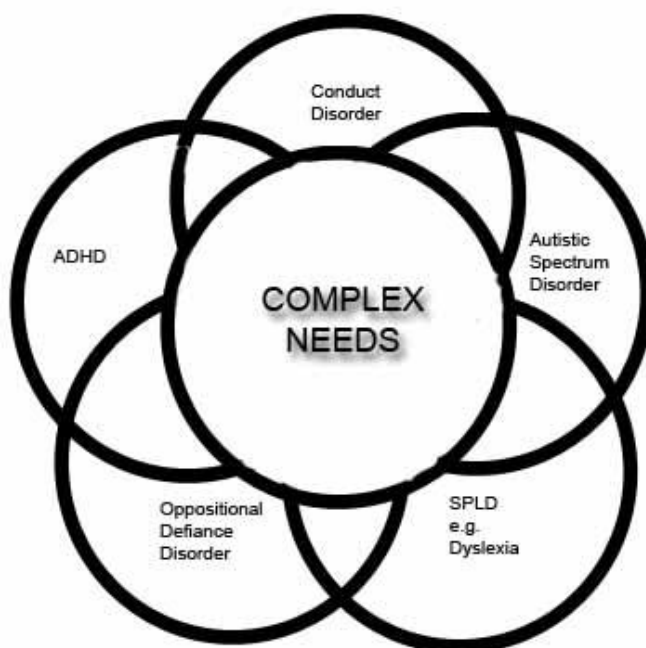


These other behaviour conditions can also appear as symptoms on checklists, they very often occur alongside ADHD (this is called 'co-morbidity'). When several conditions overlap, the child is described as having 'complex needs'.

These conditions are described later on in this chapter.

Let's take a look at how behavioural conditions are diagnosed.

At the end of the day, the criteria for these conditions are defined by the DSM (The Diagnostic and Statistical Manual for mental disorders). This ADHD bible changes the criteria as it goes along, so the goal posts change and nothing about these behaviours is ever set in stone.



There are many theories around what causes ADHD behaviour. Most of them are based around concepts which are seen to improve some of the behavioural symptoms for example, diet etc.. HET addresses all of these and then measures the effectiveness of each and every approach in the stepping stone journey.

## Chapter 6 – SYMPTOMS AND STRATEGIES FOR BEHAVIOUR PROBLEMS?



Common traits include difficulties in staying on task, forgetting things, disorganised work space and not completing things. Other symptoms may include 'hyper' focusing on certain things that take your attention, even to a compulsive level and a difficulty in functioning in personal and work based relationships for example. In fact, these are symptoms that affect everybody at certain times of their life. At the time of writing this book the diagnostic criteria also includes the inability to hear other people out without interrupting what they have to say, or even blowing a fuse and being unable to keep their temper under control in certain situations. These are certainly also the symptoms of stress or life changes and there are also many other conditions that can also mimic ADHD .

Generally, ADHD is listed under three categories, which cover the condition. Firstly there is the inattentive type which covers the symptoms of losing focus and concentration and the hyperactive type where keeping still is a challenge due to being constantly on the go. There is also a third category which is a combined type or Hyperkinetic disorder.

Here is a list of diagnostic criteria which may indicate if you have an ADHD diagnosis. I attempted to work through these criteria and Oooops! I scored 16! A diagnosis may be indicated with a score of only 12. This could explain why 80% of adults are now being diagnosed with ADHD! Ok, so maybe I have had undiagnosed ADHD all my life without being aware of it. So, I asked a lot of other people to have a go at the test as well. Guess what? It came out that they too may have an ADHD diagnosis. This could certainly go some way to

explaining the increased diagnoses trend of today. It would certainly seem to indicate why pharmaceutical companies are increasing their sales and why the economic forecast trends are anticipated to be so high around this industry over the next few years.

Having scored so highly on the test, I decided to rewrite the criteria by putting a more positive spin on exactly the same criteria, just to see what was being measured here. Remember that the only difference between gifted and talented and ADHD was finishing the task?

I hope this little exercise illustrates the point of how subjective a diagnosis can be when it is based on individual perceptions! So below is a list of some of the criteria used to diagnose ADHD and the more positive alternative way of making the same point.

CRITERION 1 – Instead of saying:

- I have a sense of underachievement, of not meeting my goals (regardless of how much you have actually accomplished).
- A more positive alternative would be: I have a burning desire to achieve something, a passion for what I do – so that I keep striving for greater heights

CRITERION 2 – Instead of:

- You have difficulty getting organized.
- A more positive alternative would be: You find yourself impeded by day to day mundane things that have to be sorted when you know that what you really want to do is something that really makes a difference and is so fulfilling

CRITERION 3 – Instead of:

- Chronic procrastination or trouble getting started.
- Positive Alternative: having better things to do than having to spend time doing things that aren't meaningful or interesting

CRITERION 4 – Instead of:

- Many projects going simultaneously; trouble with follow through.

- Positive Alternative: so many exciting things lead to other things – creative approaches create so many options

CRITERION 5 – Instead of:

- A tendency to say what comes to mind without necessarily considering the timing or appropriateness of the remark.
- Positive Alternative: being honest and remaining authentic to oneself

CRITERION 6 – Instead of:

- A frequent search for high stimulation.
- Positive Alternative: A drive to move on and not stagnate

CRITERION 7 – Instead of:

- An intolerance of boredom.
- Positive Alternative: A refusal to tolerate old outdated ways of doing things that have been proven not to work

CRITERION 8 – Instead of:

- Easy distractibility; trouble focusing attention, tendency to tune out or drift away in the middle of a page or conversation, often coupled with an inability to focus at times.
- Positive Alternative: the ability to look at situations from many different perspectives and see many powerful new outcomes

CRITERION 9 – Instead of:

- Often creative, intuitive, highly intelligent
- Positive Alternative: often creative, intuitive, highly intelligent (Yes that's exactly the same, children exhibiting ADHD are creative intuitive and highly intelligent.)

CRITERION 10 – Instead of:

- Trouble in going through established channels and following “proper” procedure.
- Positive Alternative: Do not suffer fools gladly, especially when they do things wrong

CRITERION 11 – Instead of:

- Impatient; low tolerance of frustration.

- Positive Alternative: do not take kindly to being held back by other people's inability to hold vision

CRITERION 12 – Instead of:

- Impulsive, either verbally or in action, as an impulsive spending of money.
- Positive Alternative: able to make quick, creative and intuitive responses to situations

CRITERION 13 – Instead of:

- Changing plans, enacting new schemes or career plans and the like; hot-tempered.
- Positive Alternative : Flexible and talented, not responsive to being held back

CRITERION 14 – Instead of:

- A tendency to worry needlessly, endlessly; a tendency to scan the horizon looking for something to worry about, alternating with attention to or disregard for actual dangers.
- Positive Alternative: thinking ahead to be prepared and willing to do whatever it takes to achieve what needs to be done.

CRITERION 15 – Instead of:

- A sense of insecurity.
- Positive Alternative: knowing that no matter what everything will turn out OK even when you can't explain how.

CRITERION 16 – Instead of:

- Mood swings, mood lability, especially when disengaged from a person or a project.
- Positive Alternative: being able to understand and sense things and people from different perspectives, being responsive to the situation

CRITERION 17 – Instead of:

- Physical or cognitive restlessness.
- Positive Alternative: knowing when to do things differently and to move on

CRITERION 18 – Instead of:

- A tendency toward addictive behaviour.
- Positive Alternative: Ability to focus and strive for perfection

CRITERION 19 – Instead of:

- Chronic problems with self-esteem.
- Positive Alternative: Learning to create a powerful positive relationship with yourself

CRITERION 20 – Instead of:

- Inaccurate self-observation.
- Positive Alternative: the ability to learn from mistakes

CRITERION 21 – Instead of:

- Family history of AD/HD or manic depressive illness or depression or substance abuse or other disorders of impulse control or mood.
- Positive Alternative: learning to evolve the mistakes of family members and to do things differently

So having looked at some of the techniques for diagnosing a condition, we can now see why ADHD seems to have a reputation for being the answer to any behavioural issue.

Let's look at what ADHD has in common with other conditions.

#### **Other conditions that can mimic ADHD:**

To start off with, any problem dealing with the environment and its impact on the body can cause behavioural issues. Factors like water quality, food, blood, air, electricity, working and living environments etc., can all cause problems. There are also many medical, biological, emotional and mental conditions that can also mimic ADHD. A true diagnosis of ADHD should include tests which eliminate the possibility of other conditions.

Here are just a few examples

**Hypoglycaemia or Low Blood sugar.** This can be caused by thyroid disorders, liver or pancreatic problems, or adrenal gland abnormalities. Another contributory factor is a deficient diet.

SYMPTOMS:

a feeling of anxiety, nervousness, weakness, hunger, nausea and vomiting. Lowering of the brain's glucose causes headache, changes in vision, lethargy, restlessness, inability to concentrate or pay attention, mental confusion, sleepiness, stupor and personality changes.

**Allergies-** more and more people are suffering from allergies today and about 25% percent of the world now has some type of allergy. A person can be allergic to nearly anything so it is important to check for all forms. Food is one of the primary causes of allergic reactions. HET uses a simple muscle test to give you an idea if this could be a problem. Check out this link:

<http://www.youtube.com/watch?v=skm1U2IzMCO>

Some typical examples of problems include, food dye, artificial sweetener, preservatives, milk, chocolate, and grains, etc.

SYMPTOMS:

Dizziness or mental confusion may present themselves as symptoms of ADHD but are also quite common with food allergies.

**Learning challenges:** These can often be indicated if the behaviour problems are worse at school. These can often be the root of challenging behaviours. These problems cause low self esteem and confidence issues and very often the only way the child can express this is by getting attention through challenging behaviour. Often when a child's self-esteem is at low levels then they try to make up for it in other, sometimes non productive ways such as acting out, bullying, or becoming the class clown.

SYMPTOMS:

Include being loud and disruptive; needing attention, even if it is negative; enjoy joking about their poor work; taking pleasure in annoying others because they feel it shifts the focus away from their weak academic skills; feeling powerless and embarrassed; impulsive blurting out; Breaking school rules; behavioural problems at home; Aggression toward peers or adults; Delinquent behaviours at home or in the community.

**Hyper or hypothyroidism:** this is an imbalance in metabolism that occurs from an overproduction or underproduction of thyroid hormones. This imbalance may cause a variety of behaviours and may affect all body functions.



**Hearing and vision problems:** If a child can't see or hear properly, school and daily things in life are nearly impossible. This can cause a spiral of problems around the way the situation is handled in class. Undiagnosed Glue Ear can lead to behaviour symptoms that will sometimes occur in children who have had a history of ear infections. I have often worked with these children. Very often there is an inflammation process which can be due to the inability to break down lactic acid in dairy products. This causes an over production of mucous and cerumen in the ear which can block the ear canal. This means that child cannot develop the full auditory hearing range and this is impossible to manage in rooms like school halls and dining rooms which have high ceilings and no carpets to absorb the build up of sound and echoes. This is when these children go into auditory overload. The symptoms include distractibility, inability to follow a set of verbal instructions, appearing to be "spaced out", and often they will 'act out' or 'kick off' as a result of this.



**Lead levels-** I once worked with a child whose father worked in a factory and his overalls carried lead which he brought home with him. This caused a form of lead poisoning with his son when he was a baby, which led to learning difficulties. Children with even mildly elevated lead levels suffer from reduced IQs, attention deficits, and poor school performance. Lead is the leading culprit in toxin-caused hyperactivity.

**Back problems:** I have worked with children who have experienced these problems both from physical abuse and also from birth problems. This can cause ADHD like symptoms because if the spine is not connected to the brain properly nerves from the spinal cord can give the brain all of the signals at once making a hyperactive reaction.

**Toxicity from the environment.** This can be caused in many different ways including pesticide poisoning from eating vegetables and fruit that is not washed thoroughly. Wi-Fi can affect some people who are sensitive, also house hold chemicals, toiletries etc. Beds and carpets can be a problem holding dust and volatile organic compounds. Toxins can cause hyperactivity, attention deficits, irritability, and learning problems.

**Carbon Monoxide poisoning :** Thousands of children each year are exposed to toxic levels of this gas. Sources include gas heaters, and other gas appliances such as fireplaces, dryers, and water heaters.

#### SYMPTOMS:

Headache, drowsiness, fits, uncoordinated movement; disorientation, inability to concentrate

**Seizure disorders** – This can be a mild form of undiagnosed epilepsy and may even be caused by some medications. Some symptoms of this are where a child stares blankly, sometimes rotates his eyes upward, and occasionally blinks or jerks repetitively, he drops objects from his hand, and there may be some mild involuntary movements known as automatisms. These can often be confused by parents and teachers with daydreaming.

**Genetic defects:** Some mild forms of genetic disorders can go unnoticed in children and display some of the same symptoms of ADHD. Mild forms of Turner's syndrome, sickle-cell

anaemia, and Fragile X syndrome are some examples. Almost any genetic disorder can cause hyperactivity or other behaviour problems. This can usually be tested with a simple blood test, even if the disorder isn't normally linked to such problems.

**Sleep deprivation** - Many young people and adolescents suffer from Sleeping disorders which can cause tiredness related symptoms throughout the day.

**Subclinical seizure disorder:** It causes episodic temper explosions. These fits of temper come out of the blue for no reason. Some of these seizures can be too subtle to detect without a twenty-four-hour electroencephalogram (EEG).

**High mercury levels** – these can be caused by dental fillings using mercury amalgams. When a child grinds their teeth they can be more at risk. Vaccinations are also known to contain mercury. These are very controversial issues but there is certainly evidence to suggest that these are contributing factors to behavioural incidence.

SYMPTOMS:

Angry fits, short term memory loss, low self esteem, inability to sleep, loss of self-control, sleepiness, inability to learn new things, doing things by rote.

**Anaemia or Iron deficiency:** Iron is the basis of haemoglobin, this is the chemical in red blood cells that carries oxygen around the body. This is caused through too little iron in the diet, or poor absorption of iron by the body, and loss of blood.

SYMPTOMS

Behavioural problems; Repeat infections; Loss of appetite; Lethargy 'food' cravings; underdeveloped growth



**Dietary deficiencies** have been indicated many times in many different research programmes as a contributory factor to ADHD symptoms. This affects the way messages are transmitted in the brain. This leads to many of the behavioural symptoms presented by ADHD diagnosis. I have seen some massive improvements with young people simply taking a good vitamin and mineral supplement. The quality of mineral and vitamin supplements has to be monitored, as many brands are synthetically made from chemicals and do not include what is necessary for the body to be able to absorb them .

**Bad diet / nutrition:** Many children fail to eat a well balanced and nutritious diet. This affects a child's behaviour in many ways. Other dietary factors such as chemical additives also need to be considered alongside allergies, food intolerances and sensitivities. All of these are known to affect behaviours.

Here is an interesting link to a radio show interview I carried out with the manager of one of the world's largest vitamin and supplement manufacturers on the subject of quality of vitamins.

<http://www.youtube.com/watch?v=Z6BYZtf9gag>

**Tourette's syndrome:** This condition involves multiple tics (small, repetitive muscle movements), usually facial tics with grimacing and blinking. .This is usually accompanied by loud vocalizations, which may include grunts or noises, or uncontrollable use of obscenities. Again this can be a side effect of medication. One young man I worked with improved his ADHD diagnosis and Tourettes by regulating specific additives in his diet.

**Sensory Integration Dysfunction or Sensory Processing Disorder:** This is often linked to, or diagnosed with Autism. It is where messages passing from the senses through the brain are

not processed correctly. This is manifest in their inability to learn in certain ways and in their behaviours. These children are over-sensitive or under-sensitive when dealing with touch, taste, smell, sound, or sight. They may indulge in what can seem like compulsive behaviours such as: fast and spinning movement, swinging, rocking, twirling, and riding the merry-go-round- without getting dizzy. They may also constantly fidget, this is where the condition often gets misdiagnosed for ADHD. They may take on upside down positions, become overexcited when there is too much to look at. They may cover their eyes, have poor eye contact, be inattentive when doing desk work, or overreact to bright light. These children often act out in an attempt to cope with their inability to process sensory information such as in crowded or loud places.

Here is an interesting link to an interview I did with a Mom on this subject whilst I was running the radio show:

<http://www.youtube.com/watch?v=JLlthWiYHQ4>

**Early-onset diabetes:** Symptoms include aggression, depression, and anxiety. If you have a family history of diabetes checking for this is a must.

**Undiagnosed Heart conditions:** This should always be checked for before taking any prescribed medication. Any form of heart disease affects blood and oxygen flow to the brain which in turn can affect behaviour.

**Child Bi-polar disorder.** 85% of children with this condition match the criteria for ADHD. This is where extreme mood swings can happen, often many times within a day. One moment they're calm and the next minute they could be in a full fledged temper tantrum. Some of the symptoms are Distractibility, Hyperactivity, impulsivity, separation anxiety, restlessness, depressed mood, low self-esteem, and many more. It is important that this diagnosis is ruled out when medication is being considered because ADHD is treated with stimulant medications which will make the bipolar symptoms worsen.

**Parasites:** There are many different types of parasites which are common in children and can affect behaviours. Threadworms for example lay their eggs in the anal area, causing itching, which is bothersome at night and causes lack of sleep creating behavioural problems

during the day. When asleep, nightmares may be present. Worms cause hyperactive behaviour, learning problems, depression, or attention deficits by making children miserable on the inside. Some internal parasites also rob the body of vital nutrients which can also lead to malnutrition symptoms again, showing up as behavioural issues.

#### SYMPTOMS:

Food allergies or sensitivities; Anaemia due to blood loss; Iron deficiency; Fatigue, tiredness, depression, and a lack of concentration; Nervousness, anxiety, and restlessness

**Viral / bacterial infections:** This can cause all kinds of problem behaviours when a child is unwell.

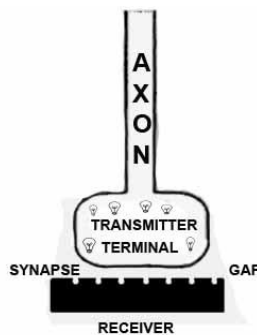
**Head injuries:** Referred to as post concussion syndrome can disrupt brain functioning causing ADHD like symptoms.

**Another factor is parental life style.** Apart from compromised eating habits, passive smoking can be an issue alongside drugs during pregnancy and alcohol during pregnancy and as a lifestyle choice. Foetal alcohol syndrome (FAS) is a name that doctors use to describe the damage done to children's brains and bodies when their mother drinks heavily during pregnancy. This can cause developmental and learning problems for their children who tend to exhibit a wide range of behaviour problems, including hyperactivity, attention problems and learning disorders.

**Substance abuse** – this is deliberate taking of illegal substances, underage smoking and drinking and even sniffing materials such as glue or other house hold products. Drugs can include both prescription and illegal drugs. Even medications for hay fever, allergies, headaches, or any other condition, can contribute to behaviour problems.

**Tonsillitis**, a bacterial infection also known as 'strep throat.' Left untreated this can cause rheumatic fever and a movement disorder called Sydenham's chorea. Moreover, recurrent infections can lead, in susceptible children, to a group of symptoms which can include obsessive-compulsive behaviour, Tourette's syndrome, hyperactivity, cognitive problems, and fidgeting.

**Brain chemistry:** A popular theory underpinning the condition of ADHD is a chemical imbalance in the brain. This relates to the chemicals which carry messages across pathways of interconnecting cells in the brain. They are known as **NEUROCHEMICALS** and are vital to the development and function of the nervous system. One of the chemicals that seems to be deficient is called **Dopamine**. However, other chemicals that might be deficient are called: **Serotonin (5-HT) and Glutamate + GABA**.



**Lack of exercise:** Often through overdosing on the games console or the TV, many children do not move about enough. Quite a few hyperactive children actually do not get enough sustained, strenuous exercise to stay healthy mentally and physically. Exercise can make people happier, less anxious, less hyperactive, and less depressed. One reason is that exercise increases serotonin levels. These can be blocked in hyperactive children. See what our HET PET friend, Daisy has to say about this:

<http://www.youtube.com/watch?v=Epx99Z0xvfA>

**There is a now a recognised condition known as ‘Nature Deficit Disorder’.** There is plenty of research that now points to the fact that: children, who do not go out and spend enough time in nature, will start to exhibit ADHD type symptoms. A group of non medicated ADHD diagnosed children were split into two groups. The first group were ‘nature deprived’ in other words they didn’t go out into nature and the second group were given a ‘green’ hour

every day. The 'nature exposed' group had a significant improvement in their symptoms. After the 3 month period the groups were swapped over the 'nature exposed' group who were then 'nature deprived' were shown to have a recurrence of their behavioural symptoms whilst the other group who were 'nature deprived' and then given a daily 'Green Hour' in nature showed an improvement in their symptoms.

**Gifted and talented Children:** Gifted children often display ADHD like symptoms because most of the time, they are bored with what young people around them are doing. Very often they will compensate for this with poor attention, boredom, and daydreaming, low tolerance for tasks that seem irrelevant. Emotionally, their judgment often lags behind their intellectual development and their intensity may lead to power struggles with authorities. They may also demonstrate a high activity level, needing less sleep and constantly questioning rules, customs, and traditions.

**Emotional problems:** This is the major underlying cause for most behavioural issues in young people. Bullying issues can present as ADHD like symptoms. Emotional issues also cause sleeping problems, sadness, and physical symptoms, which are created to avoid going to school. Worrying and sleep deprivation can make it difficult for a child to concentrate in class.

**Inconsistent boundaries and expectations between the home and school.** Some parents find it challenging to put into place a disciplined and fair structure for their children. This can mean that these children have a tendency to run their household and get away with anything. Diagnosing young people who are undisciplined is counterproductive, as ADHD can give them an excuse for their misbehaviour, which will often make the situation worse.

**False perceptions and expectations over children's behaviour.** Some adults will form judgements about how children should or shouldn't behave. They have been brought up with a perception of what 'normal' childhood behaviour is. Many 'normal' children, according to some people, display ADHD like symptoms not because they are hyperactive or lack sufficient attention spans, but because the person forming the opinion has unrealistic standards and expectations of how a child should behave.

This can also be the case with children who are also labelled as falling within the autistic spectrum; some of these children can exhibit a lack of understanding and communication skills. A child will 'act out' and throw temper tantrums when they are unable to express how they feel. Children do not have the vocabulary or the 'know how' to express their emotions like adults do. The only language they are able to communicate with, is their behaviour.

### **Diagnosis and symptoms**

Earlier in this chapter, we looked at different diagnoses of behaviour conditions. So what are the symptoms behind some of the labels attached to 'Behavioural disorders'?

Here are some of the checklists of symptoms which define other behavioural disorders which are on the increased diagnosis agenda today:

**ODD or Oppositional Defiance Disorder** – a diagnosis based on a child's pattern of disobedience and hostility toward parents, teachers, or other adults. Refuses to follow commands or requests by adults, often easily annoyed, loses their temper, argues with adults, refuses to comply with rules and directions, and blames others for their mistakes.

According to Douglas Riley (the Defiant Child 1999)

- They live in fantasy land where they can defeat all authority figures
- They are optimistic and fail to learn from experience
- You must be fair to me no matter how I treat you
- Seek revenge when angered
- Need to feel tough
- Feel you will run out of moves eventually
- Feel equal to their parents
- Copy cat the behaviour of their least successful peers
- Answer most questions with "I don't know"
- Logic revolves around denial of responsibility



**Anti social behaviours:** include expressing defiance with teachers and other adults and exhibiting aggression toward their peers. They experience increasing peer rejection due to their poor social skills and aggression. They are likely to misinterpret their peers' behaviour as hostile, and they lack the skills to solve social conflicts. They will often resort to aggressive physical actions rather than verbal responses. They accept no personal responsibility for their actions and they tend to blame everyone else.

The main behavioural symptoms for ODD are:- non-compliance with commands; emotional overreaction to life events and failure to take responsibility for actions.

A more serious diagnosis of these symptoms is called '**Conduct Disorder**'. This is defined by more aggressive and dangerous symptoms which include: Aggression or violence towards people and animals, threatening others, fighting sometimes using weapons, cruelty, stealing, vandalism, fire setting, lying, and violation of rules, truanting and running away from home.

Often these conditions are defined by symptoms which occur alongside each other.

For example, ADD and ADHD (which includes hyperactivity) are what are called 'Spectrum disorders'. This means that the condition varies greatly for every one that has it.

Another spectrum disorder is known as the 'Autistic Spectrum'. This can include labels like 'Asperger's Syndrome,' again these vary in intensity from individual to individual and can be diagnosed alongside ADHD and other behavioural disorders.

Typical symptoms of ASD or 'Autistic Spectrum Disorder' include:

Difficulty in communicating and interacting with others. Usually this is noticed before 24 months old, often there are learning difficulties as well, like dyspraxia or dyslexia. Asperger's syndrome is less severe than Autism with better communication and higher achievement levels.

Children with ASD exhibit difficulties with communication, social development, interests and behaviour. These include not understanding what is being said to them, being unable to understand jokes and finding it difficult to read body language and facial expressions. They

have difficulty making friends, not coping with new situations also not understanding other people's feelings. They often drift off into their own space and not hold eye contact. Also they may resist affection and can be overly sensitive to sensory input for example tastes, and touch and sounds etc.

A child with an ASD diagnosis may also find it difficult to cope with changes in routine and can be overly focused or fascinated with certain things. They may be very repetitive in certain behaviours and have little rituals that have to be followed. They may show little interest in play that involves pretending. Instead, they may be overly interested in repetitive activities.

According to Rozella Stewart (2008), there is possibly a more restricted repertoire of interests with the autistic spectrum child:

- Focusing on tasks and activities that the individual associates with past success
- Obsessions and fascinations
- Some impairment of cognition and motor skills
- Specific senses maybe under or over stimulated, for example certain tastes, colours or even touch.

There may also be Receptive Language and processing difficulties:

- Social language problems with an inability to read and understand non verbal clues and figurative speech.
- Problems handling transitions from one situation to another and change
- Weaknesses in attention and time management skills
- Difficulties working in group situations
- Obsessive interests
- The need for structure and routines
- Whirling minds
- Difficulties in dealing with frustration

“Girls are less likely to have language delay than boys with autism, so all the right boxes get ticked when they are toddlers and their autism can get missed,” said Richard Mills, research director of Research Autism, “Autistic girls are also more likely to be outwardly social when they are younger whereas boys are less so.” – Taken from: Autism Connect: 2010

**OCD or Obsessive Compulsive Disorder:** in children is usually anxiety related and is linked to a deficiency in the brain chemical serotonin (which makes you feel good). It can include unwanted thoughts, ideas, urges, impulses or worries that repeatedly run through their mind. This might be about harming a loved family member, or worries about dirt and germs, fears that certain activities have not been completed properly, a need for certain objects to be in specific positions or places before activities can be undertaken, blasphemous thoughts, fears about losing things or harming things, repetitive counting and rituals. There are usually feelings of panic associated with OCD behaviours.

**Attachment Disorder:** Sometimes children fail to bond with their mother after birth. This can be due to actual physical separation or because the mother is not able to interact fully with her baby’s communication. Often because of something as simple as post natal depression or another type of mental health issue, the bonding process is compromised.

During bonding two essential brain chemicals called VASOPRESSIN and OXYTOCIN are not manufactured and these are important in forming stable and loving relationships in the future. Someone with Attachment Disorder can have a tendency to form controlling, possessive and abusive relationships.

Adolescent boys with AD often form attachments with female teachers which can be manipulative and possessive and show related behavioural issues.

The list given in this chapter is by no means exhaustive and sadly, more conditions are to be defined in the next edition of the DSM. This section should however, have given you some insight into the complexity of behavioural conditions, why they vary for everyone who has them and how the symptoms can overlap.

Historically, the journey to contemporary definitions and descriptions of what is seen today as AD/HD has also been fraught with misdiagnosis:

- **1902 Defects in moral character**
- **1934 Organically driven**
- **1940 Minimal Brain Syndrome**
- **1957 Hyperkinetic Impulse Disorder**
- **1960 Minimal Brain Dysfunction (MBD)**
- **1968 Hyperkinetic Reaction of Childhood (DSM II)**
- **1980 Attention Deficit Disorder - ADD (DSM III) with-hyperactivity without-hyperactivity residual type**
- **1980 onwards: goals have consistently shifted:**

According to: Source: Attention/deficit/Hyperactivity Disorder. In: *Diagnostic and Statistical Manual of Mental Disorders: DSM IV 4th ed. Washington, DC. American Psychiatric Press; 1194: 78-85: The checklist revolves around criteria including:-*

**The inattentive type typically:**

- Loses important items
- Easily distracted
- Avoids/dislikes tasks requiring sustained mental effort
- Forgetful in daily activities
- Difficulty sustaining attention in activity
- Doesn't listen
- Careless
- Inattention
- No follow through
- Can't organise

**HYPERACTIVE IMPULSIVE TYPE**

**Hyperactivity typically:**

- Squirms & fidgets
- Can't stay seated
- Runs/climbs excessively
- Can't play/work quietly
- "On the go"/ "driven by a motor"
- Talks excessively
- Chronic distraction

**Impulsivity typically:**

- Blurts out answers
- Can't wait turn
- Intrudes/interrupts others
- Unable to delay gratification

Children are also often diagnosed as having ADHD if they follow a pattern of specific behaviours at different developmental stages. As can be seen from the information given in this chapter the causes of such behaviours can be due to a variety of underlying reasons .

- Age 7 - Key Stage 2; low Self esteem
- Age 11 - Key Stage 3; Disruptive Behaviour, Learning Delay, Poor Social Skills
- Age 14 - Key Stage 4; ODD, Challenging Behaviour, Criminal Behaviour, School Exclusion, Substance Abuse, Conduct Disorder, Lack of Motivation, Complex Learning Difficulties

Boys are more likely to get diagnosed with ADHD than girls. Girls' problems are frequently under-appreciated and if hyperactive, their behaviours may present differently:

- May be inattentive only
- By adolescence may appear depressed, to have low self –esteem and to be learning disabled.

It is with all this in mind, that it is important to address the needs of the individual that is presenting the undesirable or inappropriate behaviours, rather than focusing on the label,

diagnosis or condition. By identifying and defining these behaviours it is possible to customise supportive approaches for the young person concerned and to measure improvements along the way. This is the way that the HET Stepping Stones are structured to help. Also along the therapeutic journey, HET therapists look at how to manage challenging behaviours, and how children and young people learn best in individualised and meaningful integrated ways with partnerships between home and school firmly in place.

Here are some general approaches for home and school in managing some of these behavioural issues:

Children and young people require STRUCTURE:

- Behaviour expectations and the application of rules and rituals for learning and behaviour should be consistently in place between home and school. Rewards and incentives are more effective in behaviour management than punishments and sanctions. (Stepping Stone 2)
- Parents and support professionals should be aware of and be trained in the identification and management of 'Non traditional learning children'. (HET Learning Journey)
- There should be Partnership between parents and school in understanding and agreeing behavioural targets as well as rewards and consequences. (Stepping Stone 1)

FLEXIBILITY:

According to Ross Greene (2004): The quickest way to create an 'Explosive Child' is:

- Inflexibility + Inflexibility = Meltdown

Here's how to avoid that situation:

- Adapting the environment and the curriculum to the child rather than making the child fit in to the curriculum. Programmes need to be child focused and individualised. ( HET learning tree model with learning guides and companions)

- Problem solving specific situations around the child and considering alternative options for management. Find alternative strategies, distractions and interventions to deal with confrontational situations. (HET: resolving the cycle of crisis)

Rapport, Relationships and Role models:

- Rapport with children is essential in any learning and socialisation issues. Remember to speak as you would like to be spoken to yourself. Always calm down the situation, keep your temper. If you don't - it will escalate. Maintain compassion for the child and keep a sense of humour.
- Successful approaches will always aim to foster positive relationships between children with learning and socialisation issues with their peers. Encourage empathy, discussing how other people might feel and listening to others. Social story boards are useful here ( e.g. Daisy and the HET PET programme)
- Positive Role Models are important for all children. It is important that those who are around the child and supporting them walk their talk!

CONSISTENCY IN RULES, ROUTINES AND RITUALS WILL....

- Reduce anxiety
- Increase motivation, confidence and self esteem
- Increase concentration and reduce distractions
- Increase independence

These approaches work best when the child is motivated by a reward or incentive.

Parent / school 'bridging' partnerships around young people with ADHD should be based on the following framework in order to be most effective when supporting a child with behavioural issues:

- Frequent telephone contact. This needs to be a 2 way process. Parents need to connect with a named mentor or HET (Holistic Educational Therapist) in the school to advise of simple factors that can be the cause of problem behaviours e.g. family upsets; change in circumstances, pet dies, poor night's sleep etc. Equally, school needs to make regular phone calls home. In addition to a HET calling to monitor progress, phone calls should always contain at least one positive comment about the child and also be a focus on just good news. Most phone calls home from school tend to be about bad news, focusing on what the child has done wrong.
- Frequent parent / teacher catch up meetings, when updates on progress and talking about interventions, distractions and strategies need to be adopted in specific situations. These should be at least every term but preferably half termly.
- Daily report cards need to travel between home and school. These can be the product of agreed targets and reward structures which are part of the home school bridging partnership plan.
- Children with behavioural issues can place a great deal of pressure on family relationships, often support can be provided for other family members and this can be put into place by the HET and school based, or online support groups. Regular feedback can be established with a named contact or HET.
- Behavioural modification strategies are important - to be followed through at home and at school. Consistency is the key to success here. For example, if one parent tries to enforce an early bed time and the other parent is lenient, thinking it is ok to stay up later, then the child will side towards the parent who is delivering what they want and this is a recipe for disaster.
- Parents must try and look after themselves too. Quality time out and respite are a necessity! Very often when schools have a policy to exclude pupils without other learning support strategies in place, the situation worsens for everyone concerned.
- In persistently difficult situations the possibility of unrecognised parental issues should be considered, this could be undiagnosed ADHD that might be a hereditary sensitivity to food additives for example, or autism. Again HET support can be invaluable in putting in place support for unresolved parental experiences which sometimes overlap onto their child's behaviour.



The framework for success in the home school partnership must always focus on having the child's best interests at heart. The HET consultation form questionnaires are a brilliant starting place for this (Stepping Stone 1)

- All parties involved need to listen and acknowledge each other –allowing each other to express themselves uninterrupted
- All parties need to discuss what they think they need, in order to resolve the issue
- All parties need to agree to reasonable requests. Consider when and who will action them.
- All parties need to agree a clear and realistic date when further contact will be made to discuss progress
- All parties need to be involved in defining what are desirable behaviours and what are undesirable behaviours, from the child or young person.
- All parties need to agree and participate in the rewards and incentives plan

Parents / carers / family will need to be clear that agreeing to follow the rewards and incentives (stepping stone 2) is an essential part of the process and also that there may need to be changes in diet, lifestyle etc. to be followed and that this is a family journey.

Schools will need to look at some of the following school aspects of school life that are difficult for young people with challenging behaviours and where they may be able to engage parental support:

- Ensure that everyone ( including the child has a clear understanding about school and classroom codes regarding dress code, bags, phones, food/drinks etc..) This saves misunderstanding, argument and confusion. For example, the number of times I have seen young people come into school with huge bottles of diet Coke or Energy drinks. These children are ticking time bombs waiting to explode at the earliest opportunity. There needs to be agreement and understanding in supporting every aspect of that child's behaviour.
- Can seating arrangements be arranged to avoid potential trouble spots viz. near the board, or away from certain other students etc

- Is the child supported through exits and entrances into and out of classrooms / school? In the playground or common recreational areas?
- How are pupils encouraged and supported to become active participants in their learning both at home and at school?
- How quickly are the children and young people given feedback on their learning activities? This should always aim to be as immediate as possible. It is always more successful when positive behaviours are rewarded, with bonus points on a reward card for example. (see stepping stone 2). How could this be improved both at school and at home? For example with using the reward charts and incentive plans.
- How are young people's strengths and interests identified and built upon both at home and at school? For example HET Learning Tree Model.
- How is success rewarded and celebrated at home and at school?

Relationships with any child will be improved if the following approaches are taken in to consideration:

- Listen actively to what they say
- Use assertiveness in your response as opposed to aggressiveness
- Eliminate Sarcasm and any other forms of put downs
- Strive for friendly and informed interactions
- If it's not working then adapt your approach
- Have you left time for feedback, clearing up, homework etc...
- Is the child ready to be released on the rest of the family / school / day?
- Is the child edgy, upset, angry...read their mood?
- Is your instruction to the child explained to them well in advance of what you expect them to do?
- Identify a safe haven / quiet area at home or in school that the child can freely access whenever necessary
- Are resources that are not needed by the child put out of the way?
- Are resources needed by other students and / or other members of the family kept out of the way?

- Does the child sit near a teacher / other student or family member that can support them with good study practice and / or attention skills
- Does the child have access to a work station area at home or at school?
- Does the layout of the school / living area support the needs of the child?

Remember that the impact of any communication you have with a child is based on :

- 7% words
- 38% Tonality, Volume and Tempo
- 55% non verbal signals

We listen to those:

- We like and respect
- We like and respect those with whom we can identify or identify with us
- We pay attention to those whom we believe mean what they say

*Sean Misteil 1997*

In your day to day discussions with the child, it is helpful to build conversation and your requests of that child, around the following approaches listed below:

- Maintain Eye contact whilst talking to your child
- Height/level positioning: it is helpful to position yourself so that you are not looking down on the child. Being on the same physical level or even looking up to the child is more likely to gain their co-operation

- Maintain eye to eye contact with your child and give clear step-by-step instructions of what you expect to occur. If a child asks why, it is an opportunity to give an explanation which promotes a sense of personal accountability and responsibility
- Keep Relaxed in the conversation, even when it is not necessarily going the way you would like it to. Recognize the need to be flexible regarding the timing of your requests. If a child is tired or hungry, he or she is less likely to be receptive. Wait until after the child has napped, ate, or has had his or her needs taken care of. A good way to explain this at the time is. I hear you are upset / tired / angry. We'll discuss this later when you are feeling.....”
- The tone of your voice says more than the words you use. It is helpful to have a range of different “voices.” For example you will use a different tone to show you are serious about what you are saying, you're ready to go off and have some fun together, or you're just explaining how proud you are of something about them. It's important to use variation and the right approach to each situation. Be flexible!
- Nodding when your child is saying something is showing that you are listening and that you are taking on board their point of view
- Personal space is important for both the adult and the child and should be respected by all parties concerned. This creates a balance within the communication process.
- Facial expressions are important as they often say more than words. They will need to be consistent with your words.
- Focused, active listening is showing the child that you are listening to them. This shows that you are listening and understanding their point of view. It is more likely to show them the skills they need to be able to listen to your point of view. Active listening means that you will:
  - Give your complete focus to what the other person is saying
  - Let the other person finish before you start talking
  - Maintain eye contact
  - Keep your emotions in check
  - Don't interrupt or jump to conclusions
  - Look for feelings or intent behind the words

- Touch (if you are comfortable using it), this should be positive and reassuring and can reaffirm the point that you are making in a supportive context.
- Always simplify complex directions and avoid giving multiple commands all given at the same time.
- Make sure the child understands what is expected before beginning the task.
- Use Visual aids like pictures and photographs around the environment to illustrate important points and remind them of instructions, rules and desirable behaviours. This is more effective than having written instruction or reminders on walls.
- We are all far more cooperative with someone who shows interest in us and the things we are interested in. Take time out to sit on the floor with your child and engage in their world. Ask their opinions and advice about things they know about and you don't. Join in with the child's life in an interested way not an interfering way. A good way to do this is to ask them how to do something on the computer ( even if you already know!)

In speaking assertively to children and young people, it is helpful to start your sentences with the following approach:

- Let's.....
- I need you to.....
- In five minutes you will have.....
- When I return I will see.....
- Today we are going to.....
- You will be.....
- I expect you to.....
- I know that you will.....
- Thank you for.....

You can always end these sentences with a gentle reminder about the incentives you have in place e.g. then I can give you 5 bonus points or we can go out and get that game or whatever you have in place.

How you phrase things to the child is all important in deciding the behavioural outcome that you will get. For example one young man I work with is very oppositional defiant. When dealing with this, the last thing I want to do is to give him something to be oppositional about. For example:

HIM: I am not going HET PET dog walking today

ME: Ok. I am hearing that you would rather stay in. That's fine. In that case you have a choice. *This is where I give the alternative of what I know they don't want to do.* You can stay here at school and work through your handwriting sheets with Christine. *Then I phrase what I want them to do in the last option I give them, and make it emotionally appealing to them.* Or... you can come dog walking with the rest of us and have a lovely time playing with the kittens to help them get adopted, with the lovely new toy you made for them last week? *They normally focus on the last thing that you say to them.* Usually before I turn round....

HIM: Ok then I'll come along!

Bingo... there is nothing there for them to be oppositional about!

Here are some other approaches when you are speaking to the child or young person:

- Probably better not to ask "Why?" ask "What?" e.g. Instead of "Why are you doing that?" Try....."What should you be doing now?"
- Use a 3 word instruction that includes name, task, please.... e.g. David, sit down, please
- Use, "Stop", "Wait" instead of "No".
- Say "I need you to" instead of "can you" or "will you"
- Use either/or and when/then e.g..... "Danny, either put the phone away in your bag or on my table....." Or , "When you have put the chair back under the table then you can go"

Even when there is only one fixed outcome from your point of view, you can still phrase things to get the desired outcome without major meltdowns. For example:  
"We need to get this piece of work finished before you can go out for football. You

are showing me that you don't want to write out your answers. I can write them for you, if you tell me what you want to put, or you can use the computer. Then we can get ready for football practice. This approach is empowering the child in positive decision making skills when they are resistant to a particular outcome.

Think of responses to the child when you are in situations that are challenging you. These are the times when a child is most likely to pick up on the opportunity to 'act out' and get what they want.

- *Instead of saying:*

Be quiet! Can't you see I'm talking?

*Maybe try saying:*

Please don't interrupt or " Thank you for waiting for me to finish what I am saying here.."

- *Instead of saying:*

How many times do I have to tell you?

*Maybe try saying:*

Please listen carefully

- *Instead of saying:*

You're always getting into trouble

*Maybe try saying:*

Do you need me to help you with this?

- *Instead of saying:*

David, get back in your seat

*Maybe try saying:*

David you should be sitting down – *maybe remind them of their reward at this stage...* in order to get all your points for this lesson

- *Instead of saying:*

I'm warning you...!

*Maybe try saying:*

Please listen to me. *Again remind them of their reward* "I am trying to help you get more points here..."

- *Instead of saying:*

(Angrily) Stop it

*Maybe try saying:*

I need you to get back on task/line/learning or.....

When the child or young person is speaking to you, one way to stop the situation from escalating is to respond in a way that shows you are listening and understand the situation but the expectation is that they will behave in an appropriate way:

- *They might say:*

"It wasn't me"

*You might reply with:*

"I hear what you are saying...."



- *They might say:*

“But they were doing the same thing”

*You might reply with:*

“I understand.....”

- *They might say:*

“I’m going to report and sue you.”

*You might reply with:*

“Be that as it may....”

- *They might say:*

“I was only.....”

*You might reply with:*

“Maybe you were and yet.....”

- *They might say:*

“You are not being fair”

*You might reply with:*

“Sometimes it may appear that way...”

- *They might say:*

“It’s boring”

*You might reply with:*

“Yes you may think it is boring but. . .

- *They might say:*

“You are a ..... (Name calling)”

*You might reply with:*

“I am certainly not perfect however...”

Always find an opportunity to give praise. When you give criticism it is counterproductive and will never improve the situation.

Praise can improve self-esteem, self-reliance, autonomy, achievement and motivation

Praise will have different effects according to the gender, home background, abilities and personality of pupils. Sometimes young people have such low self esteem that they will destroy things that they make or write when they are given praise for it. When this is a possibility, always consider the type of praise that you are giving and then attempt to make it very selective for the right things at the right time. Praise should be seen as encouragement and as part of a continuing process.

Here are some examples:

*Wallpaper praise*.....“Fantastic” , “excellent”

*Personnel Praise*.....“You are very clever to have thought of that”

*Directed praise*.....“Well done for tidying up so well”

*Reflective praise*..... “You should feel good about this lovely drawing”

*Contextual praise*..... “This project is so good that I would like to post it on HETwebsite for you to get extra reward points.....

Many issues arise around the topic of homework from both a school and a home point of view:

- Homework diaries are a really good idea and when home and school use them properly it can ensure homework can be addressed efficiently and without confrontation
- Reduce homework to only that which is essential, it should be fun, relevant and incentivised
- Homework should be made up of shortened tasks and choices (bonus points can be given for doing more)
- Find ways to reduce writing requirements i.e. dictate into tape recorder /allow computer use
- Use pictures and charts instead of giving written reports. Mind mapping can be a helpful way of action planning and presenting ideas with a young person
- Give choices and opportunities to let students design their own homework
- Earn free homework passes for doing more than what was expected of them
- Have student access some free time at school and allow them to finish their homework then
- Allow 'partnering' with other students or family members .Build in a social component
- Let students use a 'parent secretary' or family member to help with home / school based projects

Here are some specific behavioural management approaches to help with some specific behavioural conditions as they have been diagnosed against certain traits and characteristics:

When a child is displaying poor attention skills:

- Try and work out what are the main things that distract them are and when this happens. For example does this tend to be worse after the child has eaten or exercised? What are the main distracters? E.g. sensitivity to noise, visual distractions, the need to move about, social interaction? Etc.

- Reduce expectations that the child should always be seated to work and use alternative ways of task completion. For example small time tasks every 5 minutes then a reward / incentive e.g. a break for personal choice, then 5 more minutes back on task etc. You then build this up to 10 minute negotiated task activity
- When you have projects written down only use one or two activities per page, leaving most of it blank. Everything is more manageable in smaller chunks.
- Include relevant pictures and visual stimuli that relate to any text, so that you can talk about them and relate them back to the task at hand
- Ensure there is plenty of white space on each page
- Provide alternative environments for some tasks and activities - e.g. a quiet area, a garden space outdoors, a work den, sometimes you could visit a library or someone else's house etc. Then you can use the distraction to its fullest advantage. After 5 minutes on this we can go and do that...etc



When the child is showing an excess of motor activity / constantly on the move:

- Allow student to fiddle with an agreed object e.g. concentrators, bar magnets etc. Exercise balls can be a great help (see picture) or even give them something like a squeeze stress ball for example.
- Give short breaks between tasks that involve movement or exercise. For example throwing and catching bean bags etc.
- Plan ahead for transition times. Use countdown to change, or even an egg timer or clock in close visual proximity. I have personally found that automatic switch off devices for computers have been invaluable in the count down process.

- Use alternative technology e.g. computer, music again using Mozart effect has been very helpful in relaxing or stimulating creativity.
- Set a variety of different tasks and activities. This not only gives choice, but for the butterfly minds it always provides somewhere else they can land. Where possible always include 'hands on' and interactive activity.
- Give stretching exercises half way through a task.

For some children with behavioural issues, certain types of tasks will tend to bring out reactive behaviours. These tasks may need to be kept to the minimum, supported or creatively packaged with other types of activities For example:

- Tasks where there are no right/wrong answers
- Tasks where the child or young person has experienced difficulty in the past
- Tasks where the child is expected to express their own opinion
- Situations where they need lots of social understanding i.e. group work
- Situations where there is lots of writing involved, recording or computers are a much better alternative
- Situations where there is lots of listening and processing of verbal instruction rather than visual presentation and practical involvement.

Ways to overcome these blocks and triggers could include:

- Set short term mini-targets. Then remind them of the reward or incentive that they will earn or achieve viz. "Before you go out to play/ go on the Playstation etc. you will need to get down to here in your book." Or "In the next ten minutes you need to complete numbers 1-3. I'll be back to check in ten minutes, to see if you are ready to..... (*Access incentive here*) e.g. have earned 5 points etc"
- Make the session active: involve movement; you can include fun starter games, video clips, educational games, energisers, show them magic tricks and brain teasers from time to time. Working on a computer in an interactive way using different sites and related games, that they can dip into after 5 minutes on task etc. is always a winner.

If the child or young person has specific learning difficulties like dyslexia (difficulties with words), dyscalculia (difficulties with numbers) or dyspraxia (difficulties with co-ordination) then the following approaches could be helpful:

- Make use of adaptive materials for reading and writing including use of coloured overlays, highlighters, pencil grips etc
- Teach keyboard skills as a game and encourage use of adaptive equipment for reading writing and spelling. For example there is some freely downloadable voice recognition software available that can be helpful.
- Extra work on Fine or Gross Motor Skills can be creatively encouraged with tracing paper, making games and using graphic tablets.
- Text is best read when it is a minimum 12 or 14 point font size
- Do not underline
- Use Bold to emphasise words
- Use lower case rather than capitals
- Use Sans Serif texts such as Ariel, Calibri, Verdana, Comic Sans , Trebuchet, Tahoma
- Use Matt paper rather than other shiny options
- For ADHD symptoms regularly changing font and colour can maintain interest. This can however be difficult for young people on the autistic spectrum. Sometimes when you are working from text on a screen, it is helpful to allow them to format the text with different fonts and colours as they go through it. Also if following a paper based activity, using highlighter pens is really helpful. This enables them to change how the instruction looks and they can then make better associations with it.

For those who are on the autistic spectrum:

- A consistent area will need to be available at home or at school where the child can have their own space
- You will need to ensure that there is always an element of structure and continuity and prepare the child in advance for changes

- Always make a Visual task list / map / diagram available when possible. Use personalised pictures or diagrams, to work best. I have used role model pictures from Daisy with younger children but any positive role model picture will do.
- Explain jokes, idioms and figures of speech. Playing games around puns and word games jokes is always helpful. In running an autistic unit, the most important part of the day was first thing in the morning. Staff and students would sit down together. Have fruit and nutritional supplements; read the papers and choose what was interesting and cut it out; talk about it / read it out and put it on the news board. Bonus points would be given for interesting facts or jokes shared at this time. It is invaluable to read the mood and dynamics of the group for the day.
- Give specific roles in social groups' e.g.
  - Group leader : facilitates progress
  - Note taker : records ideas
  - Time keeper: monitors task completion
  - Summariser : checks agreement
  - Spokesperson : provides feedback
  - Resource finder : whatever group needs –they grab it

A positive expectation of behaviour in groups is one of the most powerful learning tools for young people with behavioural issues. Groups are socialisation models. Boys in particular, respond well to socialised and active learning. They have a much lower boredom level than girls, (*S. Bidduf 1996*). I can remember visiting some students on work experience in a lock manufacturer, early on in my teaching career. Girls were given the more mundane and repetitive tasks to do because the boys got too easily bored with it. The girls however were content to sit and chat whilst they worked on repetitive lock assemblies. This was a company policy!

It's worth remembering that we learn:-

- 10% of what you read
- 20% of what you hear
- 30% of what you see

- 50% of what you both see and hear
- 70% of what you hear, see and do
- 90% of what your peers tell you!

In order to help the child or young person to remember things, you may find this helpful:

We remember things that are:

- Outstanding
- Funny
- Personal
- Emotional
- Linked to our senses
- Connected to something personal
- The first and last thing of any learning session

If you can help a young person to become more organised in their life, it will pay dividends:

- Clearly identify certain places in the room / home or classroom, such as trays, shelves, boxes where the child knows where to find and put things like pens, paper, projects etc
- Agree together a daily schedule. This can be recorded visually ( if appropriate) in a booklet or on a sheet
- Colour Coded books and folders and materials like pens/ inks or papers for different subjects
- Use Clipboards for important things or ongoing projects and keep them either with the child or in the work area
- Use a notice board and different coloured / shaped post it notes for recording information, ideas and thoughts



- Get the child into the habit of how to use a timer/watch with alarms and set it to vibrate or beep at certain intervals during the day to act as reminders or to help them through transition times.

Using computers can have a good side and a down side and it is important to strike a balance here. I have worked with young people who would spend many long hours on the computer if they can get away with it. When this is the case I have given them a health and safety project to use at home or at school. This helps them to find out how long people spend on the computer and why they need a regular break. I have followed this though with a Health and safety coaching role at home for other family members. For children and young people it is recommended that they take a break every 30 minutes and shouldn't spend more than 2 hours a day online. I often suggest that they do a survey of all family members and suggest why computer time should be monitored.

Facebook is often thought of as a scourge of the internet in so far as it is difficult to drag them away from it. I have found it an invaluable tool when used creatively and under close supervision. One young man I worked with learned to spell after he became embarrassed at writing to a young lady on Facebook that he would like to 'melt' her rather than 'meet' her! I have also used Facebook as a great incentive for young people to produce their own YouTube videos celebrating their projects and successes at school. These have been part of projects that they have created with friends or family as part of their HET learning journey. Not only have they received a certificate from this, which they have celebrated but they can link it to their Facebook page which gives them a great boost in confidence and self esteem.

Any child or young person will try your patience at times. At these times it is most important to remember that what they are really wanting is attention, connection, and interaction with you. Negative attention and 'acting out' is still interaction. Sometimes it feels easier to give in or turn a blind eye when a situation that requires discipline arises. Each time you do that, the child is learning just the right strategy they need to get what they want, when they want it. A short term answer is not the long term solution. When a child hears enough appreciation and praise in the context of showing appropriate and desirable behaviours, it counteracts criticism from inappropriate and undesirable behaviours. Positive messages will reinforce those positive behaviours.

I hope this film reinforces the point:

<http://youtu.be/gGmnqofciXE>

These strategies offer an insight into the approaches which are incorporated in the HET learning journey programme. I hope they offer some light at the end of the tunnel with a child in your life!

This is the basis of the HET stepping stone programme. All of the therapeutic approaches are COMPLEMENTARY. That means they can be used alongside conventional medication treatment plans with no drug interactions or side effects.

The 'therapeutic approach' gets to the roots of the underlying causes of behavioural issues. Without the therapy, any other approach would be papering over the cracks as it were. Alongside HET therapy, the therapeutic approach is maintained in the way we deal with challenging behaviour on a day to day basis and also in the way we structure how a young person learns and succeeds in a unique way to them. The integration of these three strands is what constitutes HOLISTIC EDUCATIONAL THERAPY. (Therapy, Psychology and Education)

There is a children's book called 'HETties' that will take them on their HET journey. This journey has helpful resources, remedies and strategies to take them through a self help programme for making better choices. There is also a HET Helpers guide to working with these young people, supporting them on their journey and monitoring their progress.

The next few chapters look at materials that are designed to help the young person you are working with and to introduce you both to the HET programme.

These introductory materials will take you to the start of your HET journey as HET helper and learning guide or learning companion to your young student or HETTY.

At the back of this book you will find the corresponding Child / young person's chapter from the HETties' book has been included – so you can get started right away.

HETties the book is a complete interactive book with a companion website through which your child earns rewards, incentives and certified outcomes on completion. It is aimed at 9-13 year olds.

Throughout the HET Stepping Stones is a corresponding learning journey. As a parent / carer you may be in the role of the 'learning Guide' and through working together within negotiated projects you too earn a certificate upon completion as does your child. If you are a professional supporting a child / young person or family you can be working as a 'Learning companion' and accompanying the child or child and parent on the learning journey and through this level of support you may be working towards your own professional development certificates / qualifications. More information is available about certificated outcomes by contacting Lin by email below:

[lin@HETwebsite.com](mailto:lin@HETwebsite.com)

At this point, you may start to work with a HETTY in your life, it a good idea to familiarise yourself with some of the materials that will lead you into the stepping stone programme. To take full advantage of the materials, you will need to register as a member for [www.HETwebsite.com](http://www.HETwebsite.com). You can do this for FREE and then you can also set up a page for your 'HETTY' to post their successes and achievements and register for their award tokens. Here is the link to explain how to do this:

<http://www.hetwebsite.com/how-to-use-this-site/>

In talking about Making better choices when undesirable behaviour gets in the way, with children – you may like to use the films that Daisy (the pig with ADHD and attitude) has made. Her webpage is [www.HETwebsite.com/Daisy](http://www.HETwebsite.com/Daisy)

And here are a few of the films that can get you started:

<http://www.youtube.com/watch?v=rBTjwNL5auo> What are behavioural symptoms?

<http://www.youtube.com/watch?v=wKjD4xTVETE&feature=related> How can you relax?

<http://www.youtube.com/watch?v=UXB1ps8OOZU> Acting out?

<http://www.youtube.com/watch?v=nhalh0UUGyM> Looking after YOU!

## **CHAPTER 7 – WORKING WITH PAT’S GARDEN WITHIN**

**This chapter introduces you to working with a very powerful HET tool. I hope you enjoy it and find it as helpful as I have over the years.**

*Here is a simple and fun game that can offer you so much insight and understanding in to how people perceive their life experiences:*

### **WELCOME TO PAT’S GARDEN WITHIN**

An opportunity to see your garden in a whole new light!



**Your Garden represents your life...**

**Change the way you see your garden and**

**Change the way you see your life..**

**Create a new garden...**

**You create a new life!**

Have you ever wondered?

- Why gardening is so popular?
- Why it relieves stress?

- Why we get such a sense of personal achievement from maintaining our own special space?
- Why we derive so much pleasure from something as simple as a visit to a stately home garden or in planting out a window box?

**Well, it's all about what is within us!**

My introduction to training HET therapists in this process is through taking them along a powerful self development journey, often healing their past issues from childhood which gives them insight and expertise in accompanying others on their own journey. As we draw on previous chapters, we begin to understand that we all have issues from childhood, sometimes based around the innocent misperceptions of childhood, that are locked in from our failure to understand outside of the developmental stage we were at when it happened.

What I am going to share with you now is a simple and fun way to see your life in an amazingly accurate and fun way. When you have followed this simple exercise for yourself, you can take this incredible psychotherapeutic principle and astound your family and friends with the insight it gives you about them.

By understanding our own internal landscape in our lives ... OUR GARDEN WITHIN...we can start to make incredible changes in the way we see things. We can start making changes in our life, by translating this new insight into designing our own real life outdoor gardens. We can grow, arrange and create a whole new life!

Start off by taking a few moments to do this simple exercise. I have used this for many years now in working with adults and children and its accuracy and powerful transformative process has always amazed those who are shown how to interpret their garden and help others to do the same.

Inspired by My Mother - Pat, when I was just a little girl ... Here's what she said to me...

**"Life Is a Garden without Any Doubt, if you put good things in you Get Good Things Out."**

My Mother finally made her journey home to tend her own garden in May 2009. I have dedicated this technique to 'Pat' in appreciation of the gifts she gave to me.

Here's the story behind it:

<http://youtu.be/HG3YIQ5n56E>

This is how you do it - it's **SO** simple:

Take a piece of blank drawing paper and draw a garden... this can be any garden you like, an imaginary garden or:

- One you've been to,
- One you'd like,
- One you've seen...
- Whatever you like.

When you have finished drawing it (and you don't have to be the world's greatest artist here: -)

- Fold it into three.

This should divide your page into three segments.

- Then turn the page round and divide it again into 2 folds.

Like a book fold..... So this is folded in half....

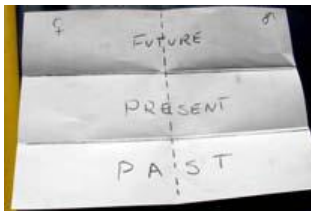
- Open up your picture of the garden and it will be divided onto six segments



This can be landscape



....Or Portrait ( it really doesn't matter which way up)



Then turn the page and divide it into 2 folds. Like a book fold. So this is folded in half....



Your page should now have 6 fold segments in it.

**Now examine what you have drawn on your page.**

What you have drawn and where you have placed it, is symbolic - it is a metaphor for what is happening in your life, when and why.

- The bottom third of the page represents your past.
- The middle third of the page represents your present.



- The top third represents your future.
- The left hand side (as you look at the page), represents your mother's influence or the feminine influence in your life. The Yin dynamic
- The right hand side represents your father's influence or masculine influence in your life. The Yang dynamic.

**NOW:**

Look at what you have drawn and see what it signifies. For example:-



Did you have a pool or pond in your garden?



Did you have constructions, features or objects in your Garden?



Did you have flowers in your garden?

You can now refer to the explanations given below.

### **Understanding the symbolism.**

**Everything that you have drawn is a metaphor in your life. In just the same way that your dreams are a psychological expression of what you hold onto at a subconscious level, so too are your drawings.**

**These symbols are quite simple to understand, for example:**

- Pools or ponds would suggest emotions / emotional issues.
- Waterfalls – releasing emotional issues.
- Streams – emotions flowing
- Bird baths / bird tables / bird houses - invitations
- Fences – barriers, boundaries or privacy.
- Sheds – places where things are locked away or hidden.
- Trees – personal growth – Bare trees represent where we have not seen the fruits of something, blossoming trees – where things are just starting to open up for us, leafy trees – seeing the outcomes and growth of things, fruit on trees – harvesting the benefits of things in our life / seeing things through to fruition.
- Flowers – represent gifts or opportunities
- Pathways – directions taken
- Walls – blocks
- Birds – opportunities for freedom / escape
- Fish – movement / change
- Vegetable patches or green houses – nourishment / investment / planning for future.
- Gateways – new directions / opportunities

You may wish to consider what the season of year denotes in your drawing:

Time of year...

- Spring: new growth;
- Summer: optimism:

- Autumn, harvesting;
- Winter – dormancy, rest

So before you, you have the story of your life as you perceive it - a metaphor ... your garden within!

Your interpretation matches what you have drawn as a metaphor in each section of your life. Let's say for example you may have flowers in the bottom right hand corner of your garden. Perhaps your childhood was a difficult one. Maybe your father was cruel or you felt he didn't love you? Then how could those flowers represent gifts from the basis of such unhappy memories?

Well sometimes experiences from the past give you the strength and resources to go on to develop great things. Let's say that father figure was a dominant and bullying influence in your childhood. It may have given you the power to go on in later life and challenge things in the workplace that you know were not right and make huge changes in the way things were done. You might never have had the courage to stand your ground without those early influences.

Below are some examples of some gardens that I have interpreted over the years. I have included the interpretations. Have a read through them before you attempt to interpret other people's gardens or show them how to do it for themselves.

Here are a couple of example interpretations. Have a go at interpreting the garden and then see if you are close to the interpretation:

Example 1

Having divided the pages into the relevant sections, the first thing that is most noticeable is YOU!



Lying on a summer's day, smiling happy and kicking your feet up – how lovely right there in the centre of the picture, though slightly over to the left – the feminine side = your YIN or influence from your Mom – this statement about you shows you are in a happy space at this time – chilling out – enjoying life – you are very present for you right now – AMAZING...Great space!!!

You are looking to the left and smiling and there is a huge pool to the left – the pool is emotions – the emotions span the past present and future and again can represent the emotional side of things from Mom – or your intuitive /emotional state – it is blue – communicating ...and you certainly have a very emotional side to you which you are seeing, and feeling good about at the moment. Not sure whether the green edge to the pool might be a barrier to them - perhaps if it is, there is a tendency to distance yourself from your emotions – if it is plants around the pool edge; it is the gifts of love or heart that your emotions give you.

Surrounding you are flowers – flowers are gifts – and you have so many gifts surrounding you at the moment – this is really quite extraordinary! – flower colours are green and red – gifts to do with basic physical day to day living / surviving etc and also heart based gifts – love!!!

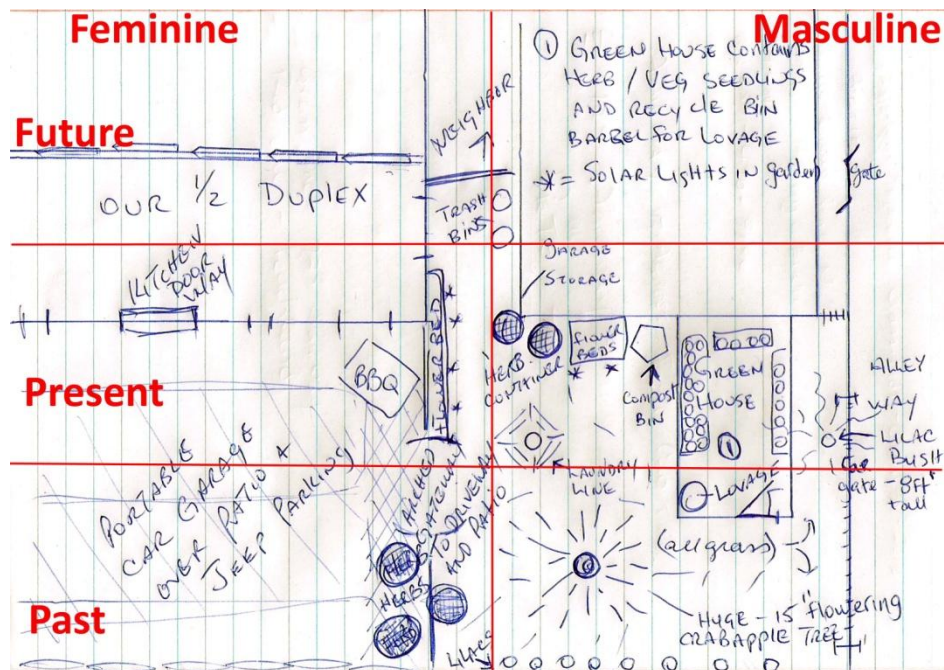
Your past is coloured green – the grass – this is even on both the masculine / feminine or Mom's / Dad's side of things and represents a good growth in the past - from both parents – giving you a good basis for the flowering of gifts in your life right now..

In the future, on the right hand side you have trees – there are three of them which are significant – two are on Dad's side or masculine or your yang / dynamic – projecting aspect

of self and one is on the feminine or yin receptive / intuitive aspect of self. Trees represent personal growth and it is at its best, the height of the season – summer and these are opportunities for personal growth – all three – start in the present or near future and stretch way out into your future – great opportunities for personal growth – go for it!

Now on the right hand side present/near future you have a fence – a fence represents a barrier and this is to do with the masculine side and you like to separate this – keep yourself to yourself – very private about this aspect of yourself – perhaps not wanting male influences to see the true real you.

## Example 2



OK the past – very different from feminine influence to masculine influence! From feminine influence (perhaps mother influence) there is a strong foundation denoted by structures along the bottom of the drawing and patio – that is solid foundation used as car storage protection – car corresponds to your physical body – protection of self – it is a jeep – representing freedom – towards the centre in the past you have lots of herbs which denote healing – going towards relationship from feminine to masculine in the past ( perhaps parental relationship here) – we then see the boundaries of lilac – which symbolises balance and powerful healing – spiritual awakenings started in the past which is a gift from the relationship between parents – stimulates clarity – strong links with nature came from this relationship – perhaps musical leanings. – Message is that it is time to balance your spiritual and intellectual leanings.

This is also predominant in your drawing which is part drawn and part annotated – this indicates that you do not trust your intuitive side and tend towards ignoring these messages in favour of the logical and rational and this has been a trend throughout your life. –now is the time to open and trust and go back to that gift from the past from your parent’s relationship.

Huge crab apple tree on the right – masculine influence in the past and this all relates to self esteem, self image or perhaps even obsession type behaviours - this represents your personal development in this area from the past. There are loads of gifts (opportunities / experiences) facing you right now and the BBQ is the opportunity facing you right now to take time out have fun and to nourish yourself be sociable etc – enjoy life a bit.

But you do tend to box yourself in with those boundaries. This is to do with aspects of the feminine in your life – a closed book with those tight boundaries to a large extent – however you give yourself a gate so there is a way forward that you see for yourself in the future

Now you have an arched gateway on the feminine leading from the recent past into the recent present this would be an opening that is just coming to you from a feminine point or influence from the past and it is in front of you now

Now there are a lot of boundaries in your life - you are a private person and you have to have these boundaries that separate different aspects of yourself – a place for everything in your life! People and things can't cross these boundaries. However there is that opening – way forward in the present and it leads to self sufficiency and self nourishment, independence – but you perceive yourself as being blocked by other people on the feminine side of things – really you can't see a way round this at the moment.

This neighbour has a big influence on things ahead as you see them.

Anyway yes – you have trash bins there and this is about letting go of all the past 'S\*\*\*'! that has been going around and you have been encountering – it has to be seen to be put in the right place and let go of.

Let's have a look now at the masculine influences in your life at present:

Ok – right now you have the washing line and so it is about drawing the line over washing your dirty linen in public so to speak – things need 'airing' right now in respect to a masculine relationship but you have a lot of healing happening in that respect now as denoted by the herbs - not only that but you have a green house there and this is about protecting and nourishing aspects of a masculine relationship in your life. This aspect has come from the past, the open door, so it is a development from past masculine influence in

your life and there is the herb, lovage (about love and tenderness) - precious nourishing needs protecting right now!

Again there are boundaries all around but you do give yourself outlets – openings to move through situations despite the boundaries you have in place and these are there, all the way though life in respect of masculine influences. Right now you have a compost heap there – and this is where you turn the negative experiences from the past into the growth for your future in respect of those masculine influences and this is about your growth right now – turning that hurt into new ways of looking at things and growing throughout this process. However in the near future, there is a lot of light being shed on all this stuff – it is about building on the new outcome of what was and nurturing that new healing and love and tenderness – the shoots are there and they will be evident in the near future for you!

*Having given this interpretation, I discovered the lady concerned had fallen out with her mother, who is her neighbour. Also she had only recently lost her father and there were a lot of family issues coming to light.*



## Now what?

By understanding our own internal landscape in our lives ... OUR PAT's GARDEN WITHIN....we can start to make incredible changes in the way we see things and by shifting our perception we can make big changes in our life. This is how:

We can start to create our own gardens from this special insight, these can be a real outdoor garden or we can create an indoor one. I have always loved fairy gardens and I have given an example here of an indoor garden that I created in a small tray.



To analyse my garden – click here:

[www.hetwebsite.com/file/cache/linsthings/Lin2.pdf](http://www.hetwebsite.com/file/cache/linsthings/Lin2.pdf)

By following this exercise through, we can grow, arrange and create a whole new life! By taking these ideas and metaphors and actually creating them in our own outside (of ourselves) garden space; we can start to take control of our life and create what we want to happen for ourselves.....

To help you – here are some suggestions of some portable or permanent features or objects you may want to use in your outside GARDEN space. In order to help you manifest these changes in your life, I recommend that you actually create these features outside in your OWN garden and focus on the changes you would like to make in your life or times and situations in your life that you need to make in order to change your perception and experience of them and move on.

### **Ground the life you want to make happen right now!**

In the example given earlier, about an unhappy father influence in your childhood, you may decide to plant some flowers or put patio pots in that bottom right section of your garden to help you change the way you have always perceived that experience. Whereas previously you might have looked at these memories with anger and resentment, the chances are that you held onto and re-enacted situations of anger and resentment in many of the male relationships you held in your life. Now, you can now start to see all the advantages that being able to stand up to authority has given you in your fight for fairness.

When we work at perceiving our life experiences with that level of conscious intention, we are able to focus that creative intent for change.

This represents your view of your life right now! There may be things you want to change from the past, or the present or the future?

Make those changes by placing those symbols / metaphors / objects / features in your own special outdoor (or indoor) garden space.

When we ground these situations and scenarios where we want them and how we want them to be – one section at our time – in our GARDEN! That is when we start to make big changes.

Firstly, deal with the past:

Look at what we have perceived from the past, the troubles we had were gifts – although they may not have always been perceived as such! These are depicted by flowers in this exercise – where are you going to plant the flowers in your garden right now? We can change the past as simply as changing the way we perceive it... I have a very powerful saying (*I once got bleeped off the BBC for saying this before the 9 pm watershed time whilst doing an interview on a show about stress management!!!*):

**“The most fragrant roses grow through the deepest compost and the only difference twixt Sh\*\* and compost is perspective.”**

- Planting flowers in the bottom end of your garden is transmuting the trouble of the past to personal growth experience for the present.
- Planting flowers in the middle or present section of your garden is the personal growth experience for the future.
- Planting flowers in the top or future section of your garden is where you see gifts before you on life’s path!

Here are some more examples of how you can do this .....



*Garden statues and ornaments are about statements that we make about ourselves and our life.*

*By placing such a powerful statue in the centre of the garden we are empowering ourselves in the present to control of all aspects of our life.*



***Garden lighting, garden games and garden decoration and the 'Life Gardening Concept'***

*Pat's Garden within, through the 'Life Gardening' Concept affords an opportunity to highlight certain aspects of our life. For example there will be times in our life, perhaps in the past when we didn't take the time out, as we should have done to play. Perhaps we need time out right now or we need to plan for more play time in our future?*

*Do we need to highlight certain times of difficulty or even pleasure - putting lights around features or segments in the garden can heal the difficulties, shedding light on these things or draw our attention in order that we can focus on the more positive aspects. Decorations in our garden can represent bringing in the metaphor literally in our life. For example a fairy icon can bring some of the magic of childhood to a particular time zone in our life.*

***POOLS OR PONDS***



*You will need to consider which segment of the page your POOL or Pond appears in.*

*Is it an aspect or your feminine side or from your mother's influence (left hand side of your picture? )*

*Or is it to do with the Your masculine side or your father's influence (right hand side of your picture?)*

*Does it signify issues from the past (bottom segment of your picture?)*

*Does it represent current issues (the middle segment of your picture?)*

*Does it represent your future as it is perceived now? (The top segment of your picture?)*

### **HOW TO INTERPRET THIS**

- *Pools or ponds would suggest emotions / emotional issues.*
- *Our emotions are all water based. When we cry or when we laugh is when we are moved by emotional extremes.*

*Looking at the type of water feature you have drawn gives an idea of our emotional state*

**Waterfalls and fountains** – *releasing emotional issues - an outpouring.*

**Bridges** - *these represent bridging our feelings or make emotional links or connections to other areas or issues of our life.*

**Stepping stones** *represent the planning stages of moving forward in life. The actions we take to change direction or leave things behind.*

*Walled pools or with rocks around the pool represents how we keep our emotions to ourselves and don't let others know or access them.*

- *Fish swimming would denote an emotional stirring.*
- *Lilies or flowers - Gifts or opportunities arising from our emotional state.*
- *An optional item to enhance your bridge is to add a light to it. Placing a light anywhere in your garden places special attention or focus to what it is that you are trying to achieve. Sometimes the shape is significant e.g. beautiful lamp has the added advantage of being 'butterfly'. Anything to do with butterflies signifies change - they are creatures of metamorphosis. This would be ideal if you are bridging areas or aspects of your life that you*

want to change e.g. emotional responses: the present or now (water) leading into gifts (flowers) in the future... this would depend on your garden and how you want to change it!

### **FLOWERS and PLANTS**

**You will need to consider which segment of the page your FLOWERS or PLANTS appear in.**

- *Is it an aspect of your feminine side or from your mother's influence (left hand side of your picture?)*
- *Or is it to do with the Your masculine side or your father's influence (right hand side of your picture?)*
- *Does it signify issues from the past (bottom segment of your picture?)*
- *Does it represent current issues (the middle segment of your picture?)*
- *Does it represent future issues (the top segment of your picture?)*



*Flowers represent gifts and opportunities. They may not always been seen as this and sometimes they can be the times when we have troubles or difficulties in our lives and when we look back at such times with 'value added hindsight' we see that they have always been the most valuable growing times - sometimes we need to stand in a bucket of compost long enough to grow big enough and strong enough to look around and see how far we've grown personally.*

*The colour is also significant*

- *RED - can be to do with survival, anger, or sexual issues*
- *ORANGE - can be to do with creative issues or reproduction*
- *YELLOW - can be to do with our beliefs, thinking patterns or our relationship to ourselves*
- *GREEN - to do with healing in our lives, forgiveness, love*
- *BLUE - to do with communication issues*
- *INDIGO - to do with our vision, our perspective or how we see things*

- *VIOLET - to do with our personal growth and understanding - our spirituality*
- *WHITE - To do with what we are attracting and reflecting around us*
- *BLACK - to do with what we are hiding or absorbing from others*
- *PINK to do with un-conditionality, especially love.*

*There is a Victorian Language of flowers. It was an early form of sending text messages, only it was done in a special code. Flowers would be given that had a specific meaning. You can always check out the meaning of special flowers by searching the internet for their specific meaning.*



***Sheds*** are where we hide things, keep things private or safe.

*Sheds* are about things that we want to hide away in our life –

*sometimes there are things that need to be put away and kept private and safe. Sometimes we need to bring things into the open and air them. Whatever section of our garden within – whether past present or future this handy easily portable feature in our garden will be functional and practical. We can even symbolise what we are putting in there with what we need to sort out in our life.*



***Bird baths and houses*** - Birds represent opportunities that come into our lives for freedom and / or to rise above situations and move on to new horizons. By using objects in our garden to invite birds in we are inviting opportunities in our lives to achieve these ends.



## **VEGETABLES**

*These are all to do with the nurturing aspects of our life. If you have drawn specific vegetables this can relate to diet and health issues. A vegetable patch can indicate times of self nurturing, convalescence or healing.*

*A simple yet elegant statement in your 'garden within' life gardening process is to place a window box as a symbol with conscious intent by any fences walls or barriers in your life. No matter which segment of your garden within we are looking at, we are able to place the holder with plants, (flowers or vegetables) on that barrier. The purpose of this would be to transmute the problems creating the barrier to gifts - opportunities to see things in a*



*different way... e.g. we ask for wisdom - we get that by sorting problems. If you place this next to any barriers in our life process, you can help to remove the barrier by seeing it in a different way. We can change life patterns by doing this very process.*

By using the metaphors in our drawing and planting them consciously in our garden as real objects we can start to change our perception and create and manifest in our life that which we want to happen on our life's journey. There are many ways we can use our 'Pat's Garden Within' to reflect our life process, the seasons, to reflect back our state of being, the light, to reflect our mood.

Over the years more flowers (gifts) have grown from Pat's Garden

Here is an online relaxation meditation you can take chill out time with:

<http://youtu.be/liQK4TOPCpE>

If you enjoyed doing this activity you might like to take part in a personal development programme. This is a journal process called gifts from Pat's garden. Each page is an inspiration for you to write its meaning specific to you, as the result of a day's focused intent around the message.

There is an example of a gift from Pat's garden journal below: to be part of the programme email me:

[lin@holisticeducationaltherapy.co.uk](mailto:lin@holisticeducationaltherapy.co.uk)

And I will send you regular gifts from Pat's garden to enjoy.

|

*What are the most powerful words you can write for those who look up to you, on your life scape page today?*



It goes without saying that going through this process with a child is a very powerful way of helping them get back on track and empowering them to creatively, to take responsibility and personal accountability in decision making.

**It is good to repeat this exercise every six months or so - you can move the objects around your garden to ground the effects you want to happen in your life**

In the appendix, you will find the corresponding chapter 2 from the HETties children's book for you to work through this exercise with your HETty:



**By now you will have understood some of the HET philosophy, so now:**



## **CHAPTER 8 – WORKING WITH THE WILLOW MATERIALS**

Our aim is to get you started with using HET Materials as soon as possible.

The HETties version of Willow and his Helpers is included in the appendix and follows the introduction to HETties chapter 1). It is helpful to read this now. This is the original 'Willow and his helpers', relaxation exercise. A friend of mine who is a children's writer wrote a follow up story, called 'Tommy's Story' which is included in the appendix from the HETties book. Tommy's Story, is a true story based on the pioneering work into HET in the early days. Tommy's Story was later adapted into a play which went on tour to assist teachers and pupils in Anti Bullying Week. This was called 'Willow' and has a set of anti bullying interactive materials based on the play. This children's chapter also contains a series of follow up activities which can be completed and posted to HETwebsite and can contribute towards one of the HET Learning journey projects for certificated outcome learning and can lead towards a qualification.

Here is a short presentation to the background of Willow:

<http://youtu.be/mZSfHDA-Y0o>

Chapter 3 of the Children's book, HETties is included in the [appendix](#).

It would be helpful to read through these materials now, before continuing with this chapter.

Having now read Tommy's Story, there are some materials to use alongside this with your HETty.

To find out more about the role Willow plays in HET, please click on the following links for the Willow conference presentation:

If you have an interactive screen then just 'control click' on the link to the conference. If you do not have an interactive screen then you will need to copy the links below into your browser bar and continue:

Willow Play 1 –

<http://www.holisticeducationaltherapy.co.uk/willowvid11/willowvid11.html>

Willow Play 2 –

<http://www.holisticeducationaltherapy.co.uk/willowvid12/willowvid12.html>

Willow Play 3 –

<http://www.holisticeducationaltherapy.co.uk/willowvid13/willowvid13.html>

After Tommy's Story was published, Wolverhampton Children's Services commissioned a play based on this story to tour the City during Anti bullying week. It was aimed at pupils in year 6 & 7 and spanned the transition in to secondary school. This was sponsored by HET, Healthy Schools Award and The Children's Fund. A full set of interactive tools and materials accompanied the programme. To view the filmed versions of the play please click the link below or copy and paste into your browser:

<http://youtu.be/6l9UoVAs03s>

The storyline looks at the whole HET process and is based around 'Tommy's Story' a true story of how HET can help the whole family out.

This next section includes the interactive materials that went alongside the 'Willow' film to support families and HET practitioners in helping young people with some specific behavioural problems in a very holistic way.





## **WORKING WITH 'WILLOW' – THE MOVIE**

### **INTERACTIVE LEARNING MATERIALS**

*"We all have barbed wire in our hearts - it is that which shape us into the strong  
Beautiful people we become..."*

### **BACKGROUND TO THE 'WILLOW' PROGRAMME**

The 'WILLOW' materials were originally part of the HET programme. They consist of a set of relaxation and therapeutic support materials aimed at children in 9 – 13 year old age range. They include psychotherapeutic materials and photographs, known as 'WILLOW and his helpers', (see appendix) a set of counselling materials 'Or-Kids', (see stepping stone 7) which can be incorporated into a self help therapeutic strategy with children, a corresponding set of materials known as 'Universal Frequency Therapy' aimed to support families, and a full set of therapeutic essences known as the 'WILLOW' essences available in liquid form from Hetwebsite.com and also as sound frequencies downloadable in stepping stone 7 and willow (which are incorporated into the production)



In 2006, a short story (Tommy's Story) was written by Michael Smith and a theatrical production was written and produced around this by GAZEBO Theatre in Education Company. This innovative production inspired a new genre of holistic interactive theatre.



A musical score was written by Mikey Porter and Michelle Townsend, which uses sound / music therapy in a psychotherapeutic support programme which helps entrain brainwaves to resolve problems. This is also available as downloads in this section.

**A pioneering interactive drama in Wolverhampton schools in November 2006 brings fresh solutions to the problem of bullying.**

Visit the review at:

[www.bbc.co.uk/blackcountry/content/articles/2006/11/22/bully\\_wton\\_nov06\\_feature.shtml](http://www.bbc.co.uk/blackcountry/content/articles/2006/11/22/bully_wton_nov06_feature.shtml)

*(if you are copying this link to your browser please note that there are underscore between the spaces in the link)*

The following materials are a series of suggested approaches, activities and exercises designed to accompany the production of WILLOW and guide young people through some of the issues raised within the story and Philosophy of the WILLOW's healing system. They represent recommended approaches only and discretion of use and adaptation is left with the sensitivity of the adult working with these young people in how they are managed.

The sections outlined below correspond to the chapters in the willow production.



## **SECTION 1.**

This is the introduction to the production and excerpts from the musical CD are played. These tracks are freely available to you as downloads (links below). There are five tracks on the CD and suggestions are included on how these materials can be used. However, there are significant points in the play where the key Character Tommy has significant changes in his way of thinking, feeling and being, that are fundamental to any form of problem resolution and these five steps are key to our entire problem solving approaches in order to effect long term healing.

**Please click on these links from the Willow conference to find out more about the Willow music therapy:**

**Part 1:**

<http://www.holisticeducationaltherapy.co.uk/willowmusic11/willowmusic11.html>

**Part 2:**

<http://www.holisticeducationaltherapy.co.uk/willowmusic12/willowmusic12.html>

The five stages and corresponding tracks are:-

#### MUSIC FOR WILLOW

Written and produced by Mikey Porter and Michelle Townsend. Please note that these MP3 downloads require QuickTime or similar to work. These plugins are freely available from the internet.

#### TOMMY'S RUNNING

Please click here for download: Be patient it takes a while to load.

<http://www.holisticeducationtherapy.co.uk/Tommy's%20Running...mp3>

Tommy has just arrived at the healing Centre and runs into the garden. He is angry, frustrated and kicking off, throwing things around the garden. He has a problem and won't own it; he doesn't know how to go about solving it. At this stage the left and right hand hemispheres of the brain are out of synchronisation and listening to this track helps to put things into a perspective, balance the situation and bring us to a point of owning and taking responsibility for the problem.

#### RELIEF

Please download this link for this track;

<http://www.holisticeducationtherapy.co.uk/relief.mp3>

Tommy is in the garden ...suddenly it all starts to make sense to him and he starts to get his head together. He calms down and ways are being defined to put support in place and improve the situation. Tommy becomes aware of the fact that things can be better and is prepared to do something about it, with the help of his HET therapist and the school and his Mom, who is also out of her depth.

## ESCAPE

<http://www.holisticeducationaltherapy.co.uk/Escape%201.mp3>

Tommy returns to his project in the garden and this becomes a safe place in his life to sort things out. Step by step (like taking 'baby steps') he works through the programme. He escapes from his perceived 'REALITY', which is really an illusion. He is encouraged to see that he has choices in his behaviour and by changing his perception, he can change the outcome.

## WILLOW

<http://www.holisticeducationaltherapy.co.uk/willow.mp3>

This is Willow's theme and embraces a central theme to WILLOW's gentle philosophy "That we all have barbed wire around our heart. It is that which shapes us to become the strong beautiful beings we become." We revisit scenes from Tommy's life that are so painful, he has no strategy to deal with them, they are the only patterns of behaviour he has been shown and learned. All the times in his life when he has been bullied and witnessed bullying are brought to bear in his relationships with his friends and those around him. He projects his pain onto them in the mistaken perception that it will make his pain less. Of course it only makes matters worse and by revisiting times in his life when he has experienced this pain he learns how to transmute and change it into a positive outcome.

There is a point in the garden when he meets his Mom at the well and they realise together that the experiences they have shared can be transmuted into positive outcomes and there is nothing so bad that it cannot be helped.

## FREEDOM

<http://www.holisticeducationaltherapy.co.uk/freedom.mp3>

This is when Tommy's life has moved forward 10 years and he is working on the narrow boat taking children to the animal sanctuary and sharing his spiritual lessons. It is the point where we realise that there is a happy ending that we can envisage in our life what it can be like living outside of the problematic situation. We can see what we want and go for it and make it happen in our life. That the pain on the way was just stepping stones in a journey to getting us to where we want to be.

These key developmental themes in the play are available through the CD tracks and relate to the short story and a technique for working through problems in five stages with people.

Here is the exercise from the CD:

This music has been specially 'WILLOW' inspired to help with Problem Solving. We know that the Mozart Effect works in a particular way to entrain brainwaves. Well, so does this music. Each track working with a particular frequency of brainwaves that have a different function in the way we go about things.

There are five stages to problem solving:

To recognise and own the problem; To want to do something about it; To put a strategy together to deal with it; To understand how it came about in the first place; To resolve it.

Each track on this album can be used in the same way. By focusing on each track of the music:

- 1) What's the problem? Define it
- 2) What are the different ways this could be solved?
- 3) Step by step, what can be done about it?
- 4) When did you last feel like this? Trace it back.
- 5) What will you be like when the problem is solved?

Sometimes just listening to the CD / playing it in the background is sufficient to effect change. You may prefer to use it as a more focused exercise and give the young person an opportunity to write down their thoughts and feelings on each stage at a time whilst listening to the corresponding track. Go back over this and use it as a basis for developing a personal self help strategy.

Suggested points are made throughout this guide to using WILLOW materials whereby this exercise might be undertaken. These correspond to the stages of Tommy's personal development.

## **SECTION 2**

This pans into the therapy room and the garden as the children prepare to watch the performance.







A visit to <http://www.hetwebsite.com/het/> will outline the various therapies and approaches deployed in HET as well as details of further training. This website is a comprehensive interactive site accompanying WILLOW's materials and celebrating what the children are achieving through participating in this programme.



### **SECTION 3 – Draw a garden**

Here we re introduced to our HET therapist in the production. He introduces the audience to the psychotherapeutic exercise called Pat's Garden that we worked through in Chapter 7. It is based on the concept that "Life is a garden without any doubt... put good things in and you get good things out"... the concept of the garden features predominantly through WILLOW's materials and the full exercise has already been included for you to work through.

## SECTION 4 – Meet the next client



In this scene we are introduced to Mary and Tom.

- How is Tom behaving?
- How does he feel?
- Why is he behaving in this way?
- How does his Mom feel about this?
- How could she have handled it differently?
- What difference would that have made to Tom?
- How does the HET therapist deal with this?
- What are some of the problems that the family have to deal with?
- What could have been done to help Mary and Tom – Here are some websites that you can visit.... have a look and find out what advice you would give them?

### The Hideout

[www.thehideout.org.uk](http://www.thehideout.org.uk)

a site for children on what domestic violence is and how it can make children and young people feel

Here are some more websites that you can visit to find out information that could have helped Mary and Tom

**BBC Relationships - Domestic violence**

[www.bbc.co.uk/relationships/domestic\\_violence](http://www.bbc.co.uk/relationships/domestic_violence)

Information, help and support for anyone affected by domestic violence.

**National Domestic Violence Helpline - 0808 200 0247**

[www.womensaid.org.uk](http://www.womensaid.org.uk) and [www.refuge.org.uk](http://www.refuge.org.uk)

A freephone 24-hour helpline run in partnership between Women's Aid and Refuge - organisations which offer support and refuge for women and children affected by domestic violence.

**Victim Support - 0845 303 0900**

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Helps people cope with the effects of crime. There are separate advice sections for people living in the United Kingdom and the Republic of Ireland.

**Rights of Women - 020 7251 6577**

[www.rightsofwomen.org.uk](http://www.rightsofwomen.org.uk)

A charity providing free legal advice by telephone to women in England and Wales.



**Respect** - 0845 122 8609

[www.respect.uk.net](http://www.respect.uk.net)

Offers information on domestic violence perpetrator programmes and associated support services.

**Male** - 0845 064 6800

[www.mensadvice.org.uk](http://www.mensadvice.org.uk)

Provides support to male victims of domestic abuse.

**Home Office - Domestic Violence** [www.homeoffice.gov.uk/crime-victims/reducing-crime/domestic-violence/](http://www.homeoffice.gov.uk/crime-victims/reducing-crime/domestic-violence/)

Offers information on domestic violence, including helpline numbers.

**Shelterline** - 0808 800 4444

[www.shelter.org.uk](http://www.shelter.org.uk)

Offers housing advice both for the homeless and people having difficulties paying their rent or mortgage.

**The Samaritans** - 08457 909 090 (UK), 1850 609 090 (Republic of Ireland)

[www.samaritans.org.uk](http://www.samaritans.org.uk)

They provide a listening service, or you can email them.



## SECTION 5 – Bullying other children

In this scene we are introduced to Megan and some of her problems.

- How else could Megan have dealt with the way in which Tom treated her? At the time? Afterwards?
- Why do you think Tom is behaving in this way?
- Apart from physically bullying Megan, what else is Tom doing that is unacceptable?
- What are all the different ways of bullying that are unacceptable that you can think of? What would you do if these things happened to you? What would you do if you knew these things were happening to someone you know? What are the reasons why people would do these things to other people – what might be happening to them that we might not know about? What can be done to show bullies that their behaviours are unacceptable and to support them if they have problems that they can't deal with themselves?
- If you had witnessed this scene taking place – what would you have done? What could you say to Megan? What could you say to Tom?
- When Megan touches Tom. It triggers a more extreme reaction from him. He says “Where’s your Mom and Dad now?”...How is this similar to events in Tom’s life?
- The bullying scene is broken up when a teacher calls Tom away saying “He is in big trouble now...” What happens next? What could be done in school to put an end to this?

Here are some web links you could visit about bullying. How useful do you think each one would be for Megan? For Tom?

[www.bullying.org](http://www.bullying.org)

[www.childline.org.uk/extra/bullyingindex.asp](http://www.childline.org.uk/extra/bullyingindex.asp)

[www.textsomeone.com/](http://www.textsomeone.com/)

<http://www.bullying.co.uk/> (What do you think to the videos on this site?)



## SECTION 6 – Stupid Plant

Here we now see Tom Kicking off in the garden at the Centre – saying that everything is stupid. Why does he feel like this? What things are now ‘kicking off’ in his life? What do you think could happen to Tom if he doesn’t get help at this stage?

The music plays and Tom reaches a point whereby things start to change within himself and for himself. We hear Mary say that she gets angry, stressed and Tom didn’t deserve things that happened to him, that he is a good kid.

Suggested point to introduce the Willow Music exercise.

- In the scene, the HET therapist says “That there are lots of children like Tom in our schools and on our streets.” What is your opinion on this statement? Is it true? Why do you think that is? What could we do about it? What can YOU do about it?

## SECTION 7 – Just like his Dad



In this scene we are introduced to the relationship Tom has with his Mom. We see how Mary gets angry and how Tom gets angry and what that leads to. The HET therapist at the end of the scene says that it can be all about the way we look at things.

- What is Tom’s way of looking at things in this scene?
- What is Mary’s way of looking at things?

- What do they end up shouting about that you think really led up to their anger in this scene?
- At the end Mary tells Tom what time his tea will be ready. Was this the best way to end the situation? What could be done to avoid this situation in the future? How could Mary handle things better? How could Tom handle things better?
- Tom has mostly learnt about handling situations from his parents. We hear later on that Mary is repeating the way things were when she was a child; this is what the HET therapist called repeating patterns. What can Tom do to break the patterns? How can he help his parents to break patterns?



- There is always a better way to deal with anger. When we recognise this and start to work with our anger in a better way, it is called 'anger management'. Here is a website to visit. Have a look at it and see what both Tom and Mary could do when they start to feel angry.

[www.angriesout.com/](http://www.angriesout.com/)

- How do you know when you start to feel angry? What sort of things make you feel like this? What sort of things could you do to handle your anger in a safer way?



Suggested activity:

In the early days of HET we introduced an online link through small hand held computers known as PDAs. This was so successful it led to the fully interactive HET website. As part of the HET PDA programme, we have produced materials to help young people manage their behaviours in a more positive way.

Some of these activities are outlined below and include:

I can prove it – the 12-0 game

And also parent/child and reward sheets. These are available in Stepping Stone 2.

This approach which is covered in depth in Stepping Stone 2 with a full set of support materials to use is about reinforcing which behaviours are agreed as desirable and undesirable.

12-0: I can score goals and “I can prove it “is available to assist young people in taking more ownership in their own positive behaviours. It is designed to evidence a young person’s ability to become more accountable and responsible for their choices and their behaviours. It is graded in levels of becoming more accountable and evidences personal effectiveness when working through the certificated HET learning journey projects.

## I CAN PROVE IT!

- I can take photo pictures.
- I can write notes.
- I can record voices.
- I can make videos.
- I can email them to a website.
- [www.HETwebsite.com](http://www.HETwebsite.com)



I can ask people to help me prove it.

- My friends.
- My family.
- My teachers.
- My helpers.

I can score GOALS!!



**How to play 12-0:**

- Every time you score a goal,
- You achieve one of the things in this list.
- Ask someone from the list above to help you prove it and post it to HETwebsite

Let's celebrate TODAY!!



I can be helpful towards other people.



I can share with other people.



I can do things with other people and be proud of what we have done together.



I can be kind to other people who show me they might not be having a good time.



I can be polite to other people.



I can complete what is asked of me and be proud of what I have achieved.



I can ask for help in situations that I find difficult.



I can handle things differently and be proud that I have achieved something better because of it.



I can say to others that I am not having a good time and what I would like to happen to make things better.



I can take drops, remedies, or say and do things that will make something happen in a better way.



I can say I am sorry and how I would do things better because I know what I did hurt someone else in some way.



I can say there is a better way of doing something when it goes wrong.

Evidencing these goals is one of the ways you can work towards rewards, certificates and qualifications with your HETty.

## SECTION 8 – Did they get on?



In this scene, we see Tom with his Dad, Jeff.

- What is happening here with Jeff? With Tom?
- How could it have been different?
- The HET therapist says that Jeff had problems – What do you think those problems might have been? What do you think Jeff's childhood might have been like? What are the patterns that Jeff might be repeating with Tom?
- Mary tells the HET therapist that she was scared, that she should have stopped it... What could Mary have done in that situation?
- Jeff calls Tom a "Waste of Space", in what ways do you think that he was feeling a waste of space himself? He was projecting his feelings onto Tom through his behaviour. How does Tom project his feelings onto other people through his behaviour

## SECTION 9 – You mean nothing to me now



In this scene we see the family fight when Jeff, Tom's Dad left.

- How could each character have handled that situation differently, what could have been the outcome if they had have chosen to behave differently.



The HET therapist offers to make 'A Bach blend' for Tom and Mary on their next visit and that they keep diaries of times when they feel they might go over the 'edge'.

- Here are some examples of diaries that Mary and Tom might keep. ( This approach is covered in depth with support materials to use in Stepping Stone 2)

## **DIARY SHEETS**

**Please try to make a list of anything that you think might be a pattern in your Child's behaviour:**

- **A particular type of food or sweet?**
- **An incident?**
- **A bad night's sleep?**
- **A late night?**
- **A family upset?**
- **Anything you can think of?**



## SECTION 10 – Making a Bach blend

In this scene, the HET therapist makes a stress blend up called a Bach blend. A Harley Street doctor called Dr Edward Bach developed these in the 1930's.

You can find out more of these by visiting

[www.bachcentre.com](http://www.bachcentre.com)

How to make a Bach remedy to help the emotional behaviour in children and young people is covered in depth in Stepping Stone 3.



Stepping stone 3 helps you work out which remedies are suitable for Adults and children.

These are designed to support the whole family through emotionally challenging times. You are able to make a remedy by:

Completing the questionnaire - What type of person are you?



Then:

Completing the Emotional Health Questionnaire.

Read back over the What type of person are you questionnaire and check that at least one of the remedies appearing on that sheet is also represented in the emotional Health questionnaire, then you are able to make up your remedy bottle as directed .

There is also a questionnaire approach to use with children.

When using this questionnaire with young people they may well need help in going through it and language may need to be modified for suitability of the age range. To support you in this, you will find a set of emoticons and examples to help you explore feelings in young people and children who often have no other way to express their emotions other than through negative behaviours.

### **Dietary information.**



In this scene the HET therapist is very interested in what Tom eats. He talks about eating 5 portions of fruit / vegetable each day, of drinking at least 8 glasses of water and avoiding artificial additives and sweeteners in food. This is covered in depth in Stepping stone 4.

- Visit [www.hacsg.org.uk/](http://www.hacsg.org.uk/) and work out what sort of things Tommy should try avoiding.

- Make a visit to:

[www.kidshealth.org/kid/stay\\_healthy/food/pyramid.html](http://www.kidshealth.org/kid/stay_healthy/food/pyramid.html)

Then decide what you should be eating.

- Keep a food diary for a week and then work out for each day a “feel good factor” – where 0 out of 10 is feeling pretty low and awful and 10 out of 10 is feeling great and fantastic. Do this for each day.

- Then make changes from your research that you found out from visiting these sites. Make the changes for a week cutting out all the things that are bad for you and up the things that you found out are good for you (including your fruit and veg and water). Give yourself the feel good factor rating each day and see how it improves.

Stepping Stone 4 provides you with a full background to monitoring diet and nutrition which link to various interactive games and projects which can involve the child and their family and friends.

## **SECTION 11 – Doing better at school**



Three weeks later Mary tells us that Tom's behaviour has changed. He arrives at the Centre carrying a recycling box. He is starting to clear up 'HIS' Garden... he is clearing up the mess in his life.

There is more about ECO therapy is included in stepping stone 12.

There are a full set of monitoring and evaluation materials available for use throughout the HET journey. These have been designed to monitor a child/young person's improvement on the programme and are an essential part of HET training.

What else is changing in Tom's behaviour?

- This may be a suitable time to continue with or run the CD music activity.

The HET therapist goes into the garden with Tom and talks to him. The story is read from "WILLOW and his Helpers".

## SECTION 12 – Willow’s Garden Story



This is about Willow and his helpers and has been covered earlier in this book.

As the actors carry out a mime of the type of people who visit and are helped by WILLOW – tell the story of one of these people, or draw their picture, or write a poem about ‘Their’ story.

This is part of the ‘Willow and his helpers’ story from the play:

Once, in a big city, there was a special garden called the ‘Centre’ It was at the centre of where lots of people lived.

⊗ Some of these people were ANGRY – they would shout and swear and sometimes even hit other people.

⊗ Some were SAD – they felt like no-one really loved them or cared about them.

⊗ Some were WORRIED – they would keep on thinking about bad things happening and not know how to stop it.

⊗Some were FRIGHTENED – Bad things had happened to them at some time and they really did not want them to happen again.

⊗Some were LONELY – they couldn't tell other people what they wanted to or share with others.

⊗Some people just did not like themselves very much, because they thought that others did not like them – they think that they are too tall or too short or too fat or too thin – others had made them feel different at some time.

⊗Some were SHY or NERVOUS – or didn't have CONFIDENCE in themselves and it was difficult to make new friends or to talk or join in with fun things to do.

⊗Some didn't feel right on the inside and everything around them just did not seem right either

⊗Others always seemed to do the wrong thing and always ended up in trouble.

⊗Some just felt ILL.

Have you ever felt like any of these people we've just read about?

Which one sounds most like you?

This background is very helpful in working out a personalised Bach blend for your HETty as covered in Stepping Stone 3.

Throughout the play, we see the HET therapist switch on his CD and listen to something that sounds like he is in between radio stations. What he is doing is listening to the sound frequencies that are helpful to Tommy at that point of the story. These are downloadable in stepping stone 7.

In HET Stepping Stone 7 we revisit WILLOW and his Helper friends. By choosing the one that sounds most like 'you' from above you can click on the picture and hear what we call "The spoken essence"... these are special WILLOW drops that have been stored as sounds so you can take the remedy to help you feel better by just listening to what they have to say to you when you hear the sound.

The sound that the HET therapist is listening to in the play is something called a digital sound frequency. The one we hear is Willow's voice and is designed to help us go through difficult times. Specifically: This remedy supports integration of the mental, emotional and physical parts of your being. It assists you in accepting all experiences for their growth value, and, with detached observation, releasing what life patterns no longer benefit your wholeness.

This is all part of the interactive therapy in the play and addresses the major themes in the play of Tommy and his mother growing through difficult experiences in their life. This digital remedy has been included for you below:

They can be a bit loud so turn your speakers down softly. They sound a little bit like a stream of running water running past Willow.



To Hear WILLOW's Voice Please click here:

<http://www.hetwebsite.com/file/cache/linsthings/willowspirit.mp3>

## **SECTION 13 – Masked Bullies**



Bullies are always hiding behind a mask. Generally, their behaviour is because they are hurting so much inside that they feel the only way to make that better, or for it to go away, is to put it on to someone else. They feel so bad about themselves, otherwise they would not do it...it is the only way they mistakenly feel that they can feel better about themselves.

This is not acceptable and nobody has the right to make another person feel like that.

There are many different ways of bullying and some bullies do not even realise they are doing it. It is a learned behaviour and often it is a pattern of behavior that has been passed down through the family like in Tommy's case. Both Mary and Jeff had been bullied by their parents in different ways and treated Tommy in the same way.

The lyrics from the song that is played in the mime go...

" I'm wit cha, I ain't mad at cha  
Got nuttin but love for ya, do your thing boy"

The original short story "WILLOW" by Michael Smith, on which the play was based contains a chapter on Jeff's Voice:

JEFF'S VOICE...

Husband? Father?

You must be joking.... I never needed them?

How did I ever end up there?

I was free ...free to come and go... free to do as I please...OK I thought I was in love and we both wanted kids but it was always down to me.

I always had control and with that pressure..

To provide more but get less in return.

I got more and more down.

Yes...Tommy was a good kid but the anger I felt ended up in his direction.

I know the drinking didn't help...but I felt more and more lonely..

Mary once was everything I wanted.

She was my sweet darling.

I only wanted to be with her.

Wanted to keep her close so that no one could take her from me and for a long while that was safe.

But when Tommy was born, everything changed,

Of course at first I was the proud Dad ...but it wasn't enough

I wish it could have been. But it wasn't...

The son I had gained had given a bigger loss...

I'd lost control to a small child... his needs were more important than mine.



I hated that.

I was the one going out to work....

Jeff loved his son; he had just never learned how to show it. As the HET therapist said “He had many problems!”

Tom has a choice whether to make them his problems too.

- Discuss what you think may be different ways of bullying, what happens when this takes place, how can it be dealt with? Think about your visits to the websites.

As the actors go through the masked bully mimes, tell the story of what is playing out behind each one – this is removing the mask, if you like, bringing it into the open and looking at what is really going on.

So for each mime...



- What is happening?
- Who, what, where, when might be doing this?

- Look at the picture of the emoticons
- It is not just children but also adults who carry out these behaviours.
- Think of examples

When we are in situations where we take on board other peoples issues, it can really stress us out.

The following exercise can be done with a young person under **STRICT ADULT SUPERVISION**, but represents a very powerful 'letting go' exercise..

Lets' try to shift some of the negative thinking and patterns that contribute towards our stress levels by introducing a technique known as the 'Stress Pot'!

Here is a link to a film that was televised a few years ago when I ran the Centre for Natural Healing. It is about a young person who was badly bullied and how this particular technique along with the Bach Flower remedies helped her!

<http://youtu.be/X2PQQf9WgCo>

The 'Stress Pot' is a useful tool to have at hand and regularly work with. It was developed at the Centre, through our research programme into stress and how it was dealt with by other cultures in other times. This particular technique was introduced to us by a Native American Teacher and has been adapted and found to be a very helpful process.

**Photos taken from  
our article printed in  
'The Daily Record' -  
2000**



The Native American has a strong tradition of seeing some of the most difficult times of our lives as building opportunities for the future. The purpose of the 'Stress Pot' is as follows: -

- *Write down your problems, worries and stresses. By identifying these concerns you 'ground' them, in other words they become manageable, visible and able to be coped with. Your stress pad gives you some ideas of what might need to be written down to get you started. An example of a stress pad is included at the bottom of this section. They only need to be notes or a few words. If the 'prompters' don't apply, then just write down what you feel anyway.*

By writing our challenges down, we ground them, and when they are grounded, they become visible and can be dealt with. By 'throwing' away our cares, we are letting go of the hurts and stresses that we have held on to in the past and which tend to shape our present and our future.



- *Throw the piece of paper with your problems on into a small fireproof bucket or pot. Let go of what has been bothering or upsetting you, so you don't need to carry around your bad or sad feelings all day. You can do this as many times as you feel the need throughout the day!*
- *At the end of the day (or before you go home!), the pieces of paper are burned, thus transmuting and removing all the bad feelings that you have been releasing throughout the day.*



By going another stage further and taking these grounded issues outside in a safe place to set fire to, we are actually transmuting or changing the way we are feeling about these situations in our life.

**Take your 'STRESS POT' outside.**

**WARNING – DO NOT ATTEMPT TO BURN YOUR PAPER INDOORS! (Otherwise this can create a lot more stress than it eliminates!).**

- *Find a safe area away from any fire hazards; place the pot on the ground and set fire to the papers in your pot. As you watch them burn, be aware of how your feelings inside you are changing. Wait until the handle of the pot has cooled down before attempting to pick it up.*

By tipping the ashes out in to the earth, they actually become the compost for future growth.

- *Find some soil or ground and tip the remaining ashes out of the pot. This is the process of recycling your negative stress into compost, the growing ground for the opportunities of tomorrow to blossom.*
- *You are then able to leave the stresses of the day behind you – Go home and not give a 'CARE'!*

This is a very powerful technique for changing negative aspects in your life. Try it out for yourself and see how you feel as you actually go through the different stages of the process.

# 5E R W H S W H E R E

**WHO?**



**WHAT?**

**WHERE?**

**WHEN?**

**HOW?**

**I FEEL.....**

**I THINK.....**



#### **SECTION 14 – Megan, the girl at school**

In this scene, our HET therapist is talking to Tom about what is happening at school with Megan, the girl he is bullying. Tom is sorry about what is happening and doesn't know how to go about saying so.

We see Megan writing her diary, on a PDA, a personal digital assistant. This is a small hand held computer that some of the children and their families on the HET programme were able to use to help them make better choices and keep in touch with their HET therapist and this approach successfully led to establishing the interactive HETwebsite.

As Megan is writing in her diary, she is thinking about different ways around dealing with her problem with Tom at school.

- What is she feeling?
- What is her teacher's response?
- What is her friend's response?
- What do you think about Megan's way of dealing with the problem?

- What do Tom's 'friends' really think about him?
- How do you think Tom can say sorry?
- Why do you think he hasn't been able to say it?

The HET therapist talks about a MEDIATOR – someone who can step in and act as a halfway point in any situation.

For more information, you could visit these websites.

[www.mediationuk.org.uk](http://www.mediationuk.org.uk)

[www.relaxkids.com](http://www.relaxkids.com)

Tom was able to see that Mr Terry could act as a mediator to help him in this situation. Who do you know who could act as a mediator for you?

What Megan is doing in this scene is identifying people who can help her with the problem she has got, because she is not getting very far in dealing with it herself. This is called a 'personal network' – a list of people who you can trust to be there for you and who will help you with your problem.

- Write out a personal network of at least 5 people who could do this for you.

Sometimes writing a diary out in this way is a very helpful way of keeping in touch with our feelings and sounding out our problems with ourselves first. There are some diary sheets that have been used in the HET programme available in stepping stone 2.



The emoticons given below are an example of the ones used to help identify the most appropriate Bach flower remedies to match with the corresponding emotions. This is covered in depth in Stepping stone 3.



## **SECTION 15 – How to relax**

In this scene we see how well Tom is doing now. How does he come into the Centre now?  
How has he changed?

We hear that sometimes he has problems relaxing and this affects the way he sleeps  
sometimes.

The HET therapist explains that sometimes on the HET programme we use pure essential  
oils to help us calm down. These are 2 oils lavender and Chamomile which are both very

safe to use with children or even babies. We do however have to be very careful about where we buy them from as the quality of the ones we can get from shops in town might not be very good if they are chemically made and not taken straight from the plants.

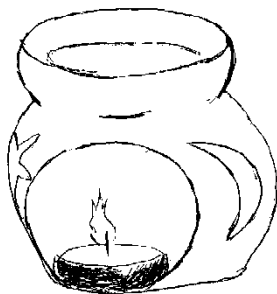
This is covered in depth in Stepping Stone 9: which is all about aromatherapy and massage. Here is a brief explanation:

### WHAT IS AROMATHERAPY?

This is a way of improving your health, vitality and well-being through using nature's purest essential oils. Essential oils are the purest and most concentrated part of the plant. They are vital for the plant's survival and protection. Being highly scented they help with the plants reproductive process and immune system. Stored in concentrated form in specialised cells, essential oils can come from flowers, leaves, roots, bark, fruits and seeds. Every essential oil has its own amazing smell and aroma, which can affect your moods, your health, and your sense of well being.

Whether you are tired, stressed, unhappy, unmotivated or nervous there are oils that can help.

Many products claim to have essential oil in them, but aromatherapy works best when you use pure oils in an oil burner, bath, and massage. The oils vary greatly in their quality and some of the cheaper oils have chemical additives. Usually the grade or purity of the oil is reflected in the price that you pay.



Oil burners

This is probably the easiest way to use the oils. You can get oil burners at most health food stores. They have a space for a small candle underneath a vapouriser dish, which you fill with water, and put a couple of drops of essential oil into it, you would then light the candle. The heat from the candle warms the water and lets off a very light steam, which fills the rooms and surrounds you, so that you can obtain the desired effect through inhalation and smell.

#### Massage

Aromatherapy massage, facial, and body masks give you an all over feeling of relaxation; the essential oil is absorbed through the skin and usually leaves you walking on air. Qualified therapist should always do this, as use of incorrect oils can be quite hazardous. It is important that any essential oils used in massage be diluted with carrier oil, usually cold pressed sweet almond oil.

#### Bath

For an aromatherapy treat, you could put 10 drops of your favourite oil into a bath and relax for at least 10 minutes. This enables the body to absorb the oils.

#### **WARNING**

1. Only use 100% pure essential oil. Some fragrant oils smell nice but do not have the effects of pure oil.
2. If you blend essential oil, make sure that the carrier oil is cold pressed.
3. Use only a few drops of essential oil at a time as they are very concentrated, you will not get double the effect by doubling the quantity.

## **AROMATHERAPY FACT SHEET**

### **GENERAL USE OF OILS**

#### **Massage**

Oils are generally mixed by 1-drop essential oil to 1 ml carrier oil (e.g. Sweet Almond Oil). After massage, oils should be left on for a minimum of twelve hours. If in any doubt regarding your sensitivity to a particular oil then apply 1 drop neat, to the inside of your wrist. Any reaction and you should avoid use of that particular oil.

#### **Baths**

Whilst oils can be added neat to bath water, they are more effective if they are used or blended with carrier oil such as sweet almond oil (5-10 drops of essential oil to 1 tablespoon of carrier oil). This should be added after the bath water has been run and not mixed with any other bath preparations.

NOTE: Do not use almond oil if nut allergies are suspected.

#### **Compress**

Prepare 2 pints of hot water (off the boil) in a china bowl; float 4-5 drops of essential oil on the top. Soak a suitable muslin type cloth on the top and then apply to area.

#### **Inhalation**

Steam is inhaled by preparing 2 pints of hot water, adding 10 drops of essential oil, placing a towel over the head, closing eyes and inhaling for about 10 minutes.

#### **Vapourisers**

Between 3-5 drops or see instructions.

Oils should be stored in brown, glass bottles away from direct sunlight. Blended oils can be stored for up to 3 months in a fridge. Oils should be stored out of the reach of children

Using oils with babies & children

## Massage

0-12 Months Lavender or Chamomile. 1 drop to 15 mls of Sweet Almond Oil

1-6 Years Lavender, Chamomile,. 3 drops to 15 mls of Sweet Almond Oil

6-12 Use half the adult dosage, e.g., 15 drops of essential oil to 30 mls of Sweet Almond Oil

As an inhaler/vapouriser, use 1 drop of the above oils for each year of age up to a maximum of three.

In HET we only use Lavender and Chamomile oils because they are so safe. There are many oils but some of them shouldn't be used under certain circumstances.

For specific queries please contact a qualified Aroma Therapist.

### **Obviously care must be taken when using candles or hot water near children.**

Also in this scene, we see Mary, Tom, and the children in the audience, carrying out a back massage without using oils. This massage is based on a very special story. It has been used to bring together children and young people in Belfast, from two different religions whose families and communities have been in conflict and argument for a very long time.



A special massage story is given in Stepping Stone 9 for you here to practice for yourselves.



## SECTION 16 – Sorry Mom



In this, the final scene we see a big change in the relationship between Mary and Tom. They meet by the well in the garden. Wells have always been very important to communities, long before we had pipes bringing water to our houses, families had to rely on going to a local well to get their water to drink and wash. We have words in our language today about feeling “Well” - a source of clean water was essential for communities to stay ‘well’ and we use words like ‘well – being’.

Willow trees also rely on being near water and they have many healing properties – in fact some of the most popular medicines today are copied from the natural things found in willow trees – but unlike medicines, which we can only take under doctors supervision – the HET remedies and WILLOW remedies are perfectly safe and have no side effects at all.



At this point Tom reaches depths in his emotions and for the first time is able to say “sorry” and explain why he is sorry. He has understood the things that he did were wrong and they hurt other people. He understands through talking to his Mom, that the things that happened to them were also wrong – but we can all choose to change things.

They realise together that they have both been victims of bullying and yet in different ways.

They have learnt that some of the pain they experienced was a little bit like the barbed wire that went through WILLOW’s trunk to his heart.

That it has shaped them to be better people.

Finally, we move forward 10 years, Tom has now grown up and owns and works on a narrow boat taking children from the inner city to the animal sanctuary.

Tommy says that he hopes his story will help you think about your life.

- How have things that happened to you in the past shaped you to be a better person today?
- What baby steps could you take to make things better in your life – right NOW?



- Where would you like to be in 10 years time? What will your life be like then?

This is a suitable point to go through the CD exercise and / or complete it, if you have been doing it in stages.

Shortly after the tour went round the City, a strange development happened in my life that brought the whole Willow story to 'real' life for me. This is the background to stepping stone 12.

To find out what happened and how it took HET to a completely new level of helping young people and their families you will need to follow this link:

<http://www.hetwebsite.com/ecoprojects/>

This is when Daisy came on board as a HET helper in her own right. More of that story here:

<http://hetwebsite.com/Daisy>

And so the HET Journey continues – Not only for me personally but for countless children, young people and their families and professionals who help them, around the world.

Now we are able to help everyone involved to celebrate and gain success in their HET journey through certificates, which gain them qualifications.



To find out more about the HET Journey: the Stepping Stone interactive books, HETties the interactive Children's book with games and projects; HET training; Qualifications in HET learning journey for young people, their parents and professionals, Please email me and I will personally get back to you:

[Lin@HETwebsite.com](mailto:Lin@HETwebsite.com)

See you all there!

Lin & Daisy

## **APPENDIX**

**Here are the introductory chapters to 'HETties' the interactive, online children's book. These correspond to the interactive materials that you have been introduced to so far.**

**HETties is an eBook for children: included are multi media activities containing Films, Audios, interactive projects, eBooks, Digital Remedies, games and web page interaction + structured rewards programme to encourage better choices! This complete pack is designed to help where there may be short attention span or difficulty concentrating.**

**Other chapters from HETties are included in further corresponding HET Stepping Stone books.**

To get you started:

## **Introduction**

Once upon a time... (Well... all stories always have to start with that!)

There were a group of people called 'HETties'. They were called that because of a saying that we use.... "Being HET up!"

When we are 'HET up', it means that we don't know how to do things properly and in a way that will change what needs to be changed in order to take us out of situations that we don't like. It also stands for Holistic Educational Therapy, which is a programme that stops us getting 'het' up!!

HETties are very brave, strong and courageous and they want to be something special. They want to make everything right so they can feel better. They want to be the difference that makes a difference to the world.

HETties live in a time and a place where things are changing very fast. The problem is that many of the people around them needed to change too.

This wasn't happening!

People around the HETties just seem to keep on doing the wrong things in the old wrong ways. They held onto those old ways. They weren't listening to what the land was saying. They weren't listening to what their children were saying. They weren't seeing what the land was showing them and things were not going how they should be.

It always seemed to these people that it was the children who were doing it all wrong and sometimes it would land them in a lot of trouble!

Here was a real cool way for the HETties to 'be the difference that makes a difference' because they would help to show the people around them how to do things very differently indeed.

The HETties could be the ones to teach the teachers and to guide the parents as to how to do things differently.

This special mission was a tough call – because it was so difficult being a child, to teach the people how to do things differently. The problem was that the parents and teachers sometimes tried to teach the children the wrong ways, so this meant that the child had a very hard task indeed! For example: Some teachers thought children could learn about ecology and the land just by reading books and writing about it. The teachers just didn't understand the children needed to be outside growing things in different ways, places and weathers to learn ecology.

Often children could not cope with all the bad things in the environment. Having to sit still and do boring things that they couldn't see the point in doing for long hours at a time, stuck in boring, noisy classrooms when they wanted to be outside. Being shouted at for doing almost everything; for not listening, running off, fidgeting, not thinking, writing, reading, not finishing things and even not paying attention. Sometimes there would be anger and bad words and children even sometimes doing bad things to try and make people around them understand how difficult it all is. Sometimes this ended up with phone calls home to parents, doctors trips, tests and questions and medicines that made them feel...well strange.....

However, as always, there are ways to go about any very, very, difficult job. There are some people who already started to find out there were different ways to do things, and they would use these new ways, which could help the HETties. There were also gifts from the land, that were hidden in nature and animals knew about them. Sometimes people around the children would use gifts from nature in quite the wrong ways. The HETties would show them how to use the gifts to change with the land.

And so the children became HETties and they became the difference that made the difference by showing everyone around them how they could change too!

So ... How did they manage to do this?

Well that story isn't yet written because the HETties needed a key to do this challenge.

The key is in this book.

It will open the door to the HET journey.

And on that journey.....

You are the HETTY....

And so.....

This is your story!



If you take the key...

And Open the door...

And start on the journey.....

## Welcome HETTY!

The journey awaits...

It is very helpful if you can get someone to help you on this journey, perhaps a parent or relative? Or a HET? Or a helper? Or a teacher? Who you chose is the person we refer to in this book as your 'HET Helper'!

The HET journey is going to sometimes take you out of this book onto the internet, onto your own web page on [www.HETwebsite.com](http://www.HETwebsite.com), doing projects in your home, garden, school and community, teaching your family, friends, teachers and helpers how to do things differently. So you may need your HET helper to help you access the website at certain places in the book. Also your HET helper can help you make up some really safe and helpful drops from special little sugar balls which carry special 'energy' information for HETties.

And....best of all you can use the secret scrolls throughout this book to find hidden treasure in everything you do!

There are special missions set for you along the way and these will be indicated in each chapter. When you have completed these and posted them on your website page, you will earn points to help you claim your treasure. Whoever you have chosen to be your HET helper, will help you achieve this.

So, here are some things that you need to do to prepare for the journey.

Find a HET helper to help you along the way, who is it going to be?

Ask them to help you first of all by signing up to the website, [www.HETwebsite.com](http://www.HETwebsite.com) going to the group called HETties and giving you a secret code name for your own page on there. You might like to design an avatar instead of a picture to post to represent you on your page.

Here is some information to help your HET helper to do this

<http://www.hetwebsite.com/how-to-use-this-site/>

Your HET helper will also need to sign up on the site. This way they can regularly get loads of things to help you on your HET journey. There are also special books available to help HET helpers... called HET the Stepping Stones.

There will be a lot of adventures and challenges along the way. Every time you complete one of these and post it to HETwebsite, you will get rewards and some projects that you complete with your HET helper, will also give you special certificates that can become qualifications to help you later on.

We all need people to help us along the way!

You can always email us if you have any problems doing this: [lin@HETwebsite.com](mailto:lin@HETwebsite.com)

BUT..... the most important thing of all is that you have FUN and ENJOY your HET journey



So..... See you along the way.

Lin

Now...the HET journey all begins with:-



**A Willow Tree.....**



**A garden.....**





**and some Stepping Stones.....**



**Not forgetting a Pig called Daisy!**

## Chapter 1 – Willow and his Helpers

Gardens are very special places. Lots of people have one and those who don't have parks or balconies or window boxes instead.

Which do you have?



Gardens are alive and they are constantly changing just like us. They change at different times of the day and at different seasons of the year. This is one of the reasons why people like them so much.

If you go inside buildings, you can see where the people who live there or who work there have tried to bring a garden inside. Just look out for plants, vases of flowers, pictures of trees or nature.

Everyone enjoys their garden in a different way. Some people like their gardens to be very neat and tidy and ordered, where others prefer them to be wild and natural and to attract lots of visitors, like birds and butterflies and bees.

Tell your HET helper about your garden?

Which sort of garden do you prefer?

Have you got any pictures of plants or flowers in your home, where a garden has come inside?

Very often, we give people presents of flowers or plants or pictures of nature to make them feel better.

We're now going on a little journey together using 'mind pictures', to a very special garden that really existed. To get there takes a special journey called a 'mind' journey. We get there using our mind.

Gardens help people and people feel better when they go into them. So our mind journey to our special garden can also help us to feel better:

Once, in a big city, there was a special garden called 'The Centre' it was at the centre of where lots of people lived.

⊗ Some of these people were ANGRY – they would shout and swear and sometimes even hit other people.

⊗ Some were SAD – they felt like no-one really loved them or cared about them.

⊗ Some were WORRIED – they would keep on thinking about bad things happening and not know how to stop it.

⊗ Some were FRIGHTENED – Bad things had happened to them at some time and they really did not want them to happen again.

⊗ Some were LONELY – they couldn't tell other people what they wanted to or share with others.

⊗ Some people just did not LIKE THEMSELVES very much, because they thought that others did not like them – they think that they are too tall or too short or too fat or too thin – others had made them feel different at some time.

⊗ Some were SHY or NERVOUS – or didn't have CONFIDENCE in themselves and it was difficult to make new friends or to talk or join in with fun things to do.

⊗Some didn't FEEL RIGHT on the inside and everything around them just did not seem right either

⊗Others always seemed to DO THE WRONG THING and always ended up in trouble.

⊗Some just felt ILL.

Have you ever felt like any of these people we've just read about?

Which one sounds most like you?

None of these people are very happy being like this and would really rather those things were very different for them.



Gardens have gifts for people. We've read about some of them; trees, plants, flowers, and natural visitors. Some of the people who lived in the city were able to visit the centre garden to help them feel better.

When we are with trees and flowers and their visitors in nature, if we look at them in a special way, they can talk to us about the gifts that they have for us. Can you see a little face in this flower?

There are all the things you use every day that plants give us – Can you think of some?

Here are a few - wood, paper, medicines, food,

These are just a few of the gifts that we take for granted – there are many other gifts that we are really only just starting to find out about.

For the people who visited the centre garden, they needed a little bit more to help them feel better and this is where Willow and his helpers come in:

Are you ready for your mind journey now?

Well first we need to get ready for takeoff – Just like any journey!

Firstly, with a mind journey we need to put on the big heavy boots, with heavy magnetic soles that keep you very down to earth!

Now we step inside the magic glass elevator to take us where we need to go. – From underneath our feet a big white tube comes up all around us.... And goes up and up and up – up to our knees, up to our waist, then our shoulders, then to the top of our head and up, way up into the sky above until it can't go up any further,

We never take the magic white column down but every time we go on a mind journey, we need to build it up again first.

Now nearly ready, we just need our magic suit of golden armour to keep us safe and secure.

This is a special suit, it is shaped like an egg shell, made of shiny gold, all around us and it doesn't let anyone else's anger or hurt effect us at all – it just bounces right off it.

But what it does do is let all the kindness and all the gentleness and love all around us, reach us so that we can grow as beautiful as the trees and the flowers in the garden.

**NOW** - we're ready!

Some people prefer to keep their eyes open and look at the pictures and others prefer to keep their eyes closed, so they can really see their mind journey clearly and look at the pictures at the end. Some people like to have their eyes open for a while and then close them to see the garden within and then open them again. Whichever way you like to do this is fine.



In our mind picture we are walking along together, we're very happy and it is a lovely day and we see a beautiful tree. He is so big and magnificent, he is called a 'Willow' tree and he has long flowing branches hanging down all around him. As we stop to admire him he smiles at us – yes, we can see that he has a face, with eyes a nose and a mouth.

He calls us over and as we get nearer, we can see that all around him are little 'helpers' – they have faces and they are smiling at us too!

Willow speaks to us, he invites us to come and give him a hug and as we do so, he wraps his lovely long flowing branches around us and gently hugs us back.

He tells us that his job is very special, he is the guardian of the centre garden – A place called 'The garden within' and if we want to give him another hug, he will take any worries or fears from us and look after them – would you like to give him another hug?

As Willow takes away the worries and the fears, his helper friends around him sort them all out for us.



Willow is very wise; he has lived for a very long time and has learned a lot of things from all the birds and insects that visited him over the years.

If we would like to enter the garden within, his helpers will show us a way to feel better about ourselves.

Shall we go?

Peeking out from the bottom of Willow's roots is a very friendly little face – he helps to guide willow's visitors to the garden within. He calls us over and as we walk through the gateway we suddenly find ourselves in the most beautiful garden ever.



The trees and plants and flowers are the most beautiful colours we have ever seen Not really like natural colours we are used to because each colour has a lovely sparkly iridescent shininess about it.

Hmmm – wouldn't it be lovely if we could get felt tip pens that look like this?

The flowers have the most beautiful perfume to them and when we breathe it in – it seems as though it lifts us up and makes us happy and bathes us from the inside out (not like a regular bath!)



We listen to all the garden sounds, the birds that visit are singing – it sounds much more real than real, just like we have never really heard a bird sing up until now.

A hum as the insects fly past to visit the flowers – I wondered until now how they choose which one to visit with so many to choose from – but look.....

There are Willow's helpers calling each bee and butterfly over to certain flowers in turn to help them in their work.



As we wander around the garden together taking in the beautiful sights and sounds, we touch some of the plants growing to see what they feel like.

Some feel warm and soft like velvet.

Others are cool and shiny, like glass and as we gently touch each leaf and petal it gives off some more of the beautiful perfume.





As we walk around the garden within, watching Willow’s helpers dancing and calling the insects to the flowers, we hear some water flowing. – Over there –right in the middle of the garden is a beautiful flowing fountain.

We can see the water glistening, sparkling brilliantly in the golden sunlight – as if the sun was shining right out of the middle of it.

Willow gently calls us and says “It’s the Fountain of Health – Go ahead and drink from it or bathe in it if you like – it will help you to feel much better.”

Would you like to do that?

We’re always told that we need to drink more water and this is especially pure and tastes very sweet and cool and refreshing.

The water helps us feel good on the inside when we drink it – and good on the outside when we pour it over our skin,

When we finish at the Fountain of Health, we walk back towards our dear friend Willow and hear him gently call to us once more.

“If you would like to choose and spend some time with one of my helpers, before you leave them, they would be very happy to help you feel happier!”



Would you like to do that?

Which one would you like to play with?

Choose a helper, what do they look like?

What do they say to you?

What do they show you in the garden?



When you are ready to say goodbye to Willow's helper, we turn to leave the garden within.  
We follow Willow's guide to the roots of Willow and thank him and hug him again.

Willow says that if we want to we can leave our worries and fears behind with him and his  
helpers will look after them and sort them out for us.

Do you think that's a good idea?

We say goodbye and walk back along our road together – But this time we feel very refreshed and relaxed and happy.

Just like being washed from the inside out.

And, just checking to see our big heavy magnetised boots are still there, we're pulled right back in to this room and space and book.

Well..... What do you feel about that now?

Which part did you enjoy the most?

Did the helper you played with have a special message for you? Any time you want to, you can go back and visit Willow and his helpers in the garden within, because now you know where it is and how to get there.

Would you like to draw the garden within?

The gardens and their helpers are all around us and help us to feel better all the time – one of these ways is with natural remedies, they are safe and pure and special – they help us in special ways - You might be taking some too! We will find out more about this in Stepping Stone 3.

We will meet Willow's Helpers again later on Stepping Stone 7

## Chapter 2 – Pat’s Garden Within



Now let’s get back to the garden – you might have drawn a picture of your garden earlier. If not, then have a go now. You will need some paper and pencil and some crayons or felt tips.

Draw a garden, any garden. It can be a real one or a made up one, a fantasy garden if you like. It can be one that you have visited or one that you would like to have yourself one day. There is no right or wrong way to draw you garden. It is completely down to you. Just enjoy it.

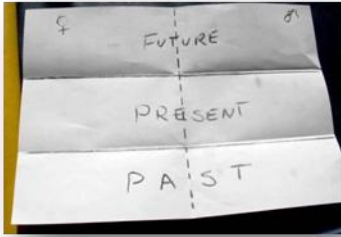
When you have finished it, please show it to your HET helper and talk about it. They will help you understand how your garden can talk to you in a very special way about things going on in your life and explain how doing certain things in your own garden in a particular way can change things for you.

You might be wondering why it is called ‘Pat’s Garden Within’?

Well, when I was a little girl I loved autograph books and had loads of them. My Mom would always write a special little verse – that said:

“Life is a garden without any doubt, if you put good things in, you will get good things out.”

I didn’t really understand what it meant until I started helping boys and girls sort their problems (like Willow’s helper), and this little garden game was a great way to start looking at things differently. So, I hope you enjoy it.



Your finished picture tells a story about how you see things in the past and in the present and how you see things could work out for you in the future. It also shows how your Mom and your Dad have given you opportunities to help you do well. By folding your picture in a special way, it can tell you some very interesting things that can help you out.

When you have understood your 'Pat's Garden Within', you can start to plan a garden of your own. This can be an indoor one or perhaps you can get to have a piece of the garden at home to create your own garden within.

Talk to your HET helper about what you would like to change about the past and the present and what you would like to see in your future. They can then help you design and build your own garden by putting certain things in certain places in your garden. This helps you look at things in your life in a different way.



You can also make your very own willow helpers and use them in your garden design.

Here is a special book here to help you with some ideas for your design

[www.hetwebsite.com/file/cache/linsthings/Howtomakeawillowhelper.pdf](http://www.hetwebsite.com/file/cache/linsthings/Howtomakeawillowhelper.pdf)

*If you visit this link, it will show you how to do a special HET project when you have completed it, your HET helper will post it onto the website which will earn you points towards collecting your treasure.*

**SPECIAL MISSION:**

Earn HET points.... By posting some pictures of your garden, or the Willow Helpers that you made, or some film on your web page. We will email you and your HET helper your PAT'S GARDEN WITHIN points to put towards your treasure. We will explain how all this works for you in STEPPING STONE2!

### **Chapter 3 – Tommy's Story**

When we visited Willow in the garden, he asked if you had any worries you would like to leave behind so his helpers could sort them out for you.

This is the story of Tommy. He was 14 and had a lot of problems. His Mom and Dad had lots of problems too and Tommy couldn't deal with that. So he got into a lot of trouble at school. He was hurting so much inside and he dealt with that by hurting others until he got some HET help.

Here is his story.

#### **Tommy**

Tommy loves water.

His earliest happy memory is splashing about in a big yellow plastic bath. His mum would sing to him and play silly games.

The warmth, the love, the laughter. So happy.

But that was then.

Looking at Tommy now, well, 'Happy' is not a word you would use.

Tommy is 14 years of age and lives with his Mum. His Dad moved out some months past.

At first he was pleased. He could go swimming again and not have to explain where the bruises came from. He had tried to be good for his dad but so often it went wrong. His dad got angry so quickly and it was hard to remember exactly what had set him off.



The funny thing is that he missed his dad. He wanted him to come back and for everything to be O.K.

If only, like that one perfect afternoon when he went fishing with his dad, it could always be like that.



As for his mum, he only felt anger.



Angry she had not protected him

Angry she didn't love him enough

Angry she had driven dad away.

He would tell her too. Shout and scream at her. Throw things at her. Wish she were dead.

His mum would cry a lot, which made him angrier.

How could she be so weak?

### **The Healing Centre**



He didn't want to go but his social worker thought it a good idea. As did Mr Terry at school.

He trusted Mr Terry.

It wasn't that long ago that Mr. Terry had put an end to his being bullied. And that had been going on for a long time.

But best of all Mr. Terry had given him the project of making a nature pond at the school animal sanctuary.

Of course his mum had been going to The Healing Centre for a while. She found it a safe place to be.

Long hair, long skirts and beads seemed to be the dress code. The windows were heavily curtained to subdue the light and perhaps the sound from outside. Daylight excluded was replaced by scented candle light within. This was definitely a calm, safe place to spend time.

Tommy, however, wasn't so sure. No sooner had he entered with his mum through the front door than he was out the back door alone, into the garden.

## **WILLOW**



It's not known how long WILLOW had lived in this forgotten garden. How long since his seed had ended an uncertain journey to this place. Perhaps the Well which lay close by had influenced his choice. Certainly he was very impressive. Big strong trunk with those long, long leafy branches reaching back to earth as if to protect his body within.

Was it to protect or was it to keep a secret? If you part the branches and step within his world then it soon becomes clear of his past conflict.

A time when Humans had sought to enforce their will on him with Barbed Wire. Yes, the conflict is there to be seen. Strands of barbed wire disappear into his trunk and reappear a bit further on. This is a conflict that was neither won nor lost.

WILLOW had simply absorbed the hostility.

## Tommy meets WILLOW



This was a much better place for Tommy to be. His Mum was happy to be with her friends inside the house and Tommy had found his own Sanctuary. The Garden was very overgrown but as far as he was concerned this just added to its attraction. The large tree at the end immediately took his attention, but he was unable to get close to it. He found some rusty garden tools and set about his new project.

He was amazed how much he had cleared when his Mum came calling for him some hour and a half later.

“Look, Mum! Come and see this! “

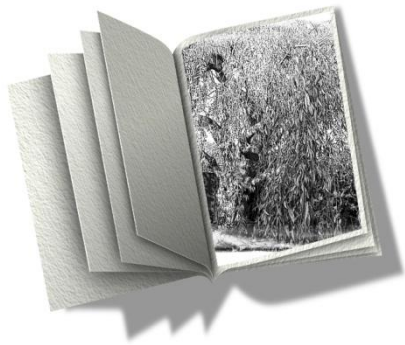
Tommy had cleared a path to a Well, which was about halfway down the garden. She stood next to him as he selected a stone from the ground and held it above the Well. They both silently counted as it fell. Two seconds, yes two whole seconds before that comforting splash.

“That’s deep” his Mum said, “you be careful.”

“Oh Mum,” he said. “I’d never fit down there, it’s too narrow.” They both laughed.

Two days later it was Tommy that was dragging his Mum to the Healing Centre. He couldn’t wait to get there. He’d told Mr. Terry about the Garden and even his social worker. Tommy

gave his Mum a big smile as he left her with her friends and went straight through to the Garden. How good it felt to be back. He went right over to the Well and repeated the two second measure of its depth. Yes, everything fine there, so now his attention returned to the large tree at the end of the Garden. He'd described it to Mr. Terry, who thought it might be a willow tree, but he'd given Tommy a book to help him identify it. Tommy opened the book to willow trees and looked from the picture to the tree. Yes, Mr. Terry was right.



Tommy had a Willow tree in what he now considered to be His Garden.

### **WILLOW talks to Tommy**

It was on the third visit to the garden that Tommy finally reached WILLOW.

Immediately his attention was drawn to the Barbed Wire. He touched the strong rough trunk and felt the connection between himself and his new friend.

WILLOW spoke to Tommy!

Of course, not in the way that you and I might speak, but WILLOW spoke in Tommy's thoughts and

Tommy knew it to be true.



Each Barb on the Wire represented a painful experience. Some would be of small consequence and remain outside the trunk of WILLOW. Others could be seen on the surface of his trunk trying to Bully their way in. And finally the unseen ones, Buried within his trunk.

Tommy knew only too well the story being told here.

He thought back to the time when he was bullied. How sometimes the bullying seemed, like the clearly seen Barbs, to have no impact on him. Just an everyday occurrence that would soon pass. Other times those Barbs would imbed themselves onto his skin and he felt the physical pain.

But worst were the unseen Barbs buried in his thoughts and feelings. They would tear at his confidence whenever he tried to fight back.

This was a story that WILLOW told well.



See how tall, strong and magnificent WILLOW was. Those unseen Barbs had no effect on his growth. The pain others had tried to inflict had been recognised as the pain they, themselves, were feeling.

He took their pain without judgement and gave it healing.

For the first time Tommy understood how things had been in the past and how, with the healing help of WILLOW, things might be in the future. But in this expanding point of here and now Tommy felt so happy, so peacefully energised and so alive.

### **JEFF'S VOICE...**

Husband? Father?

You must be joking.... I never needed them?

How did I ever end up there?

I was free ...free to come and go... free to do as I please...OK I thought I was in love and we both wanted kids but it was always down to me.

I always had control and with that pressure...

To provide more but get less in return.

I got more and more down.

Yes...Tommy was a good kid but the anger I felt ended up in his direction.

I know the drinking didn't help...but I felt more and more lonely...

Mary once was everything I wanted.

She was my sweet darling.

I only wanted to be with her.

I wanted to keep her close so that no one could take her from me and for a long while that was safe.

But when Tommy was born, everything changed,



Of course, at first I was the proud Dad ...but it wasn't enough

I wish it could have been. But it wasn't...

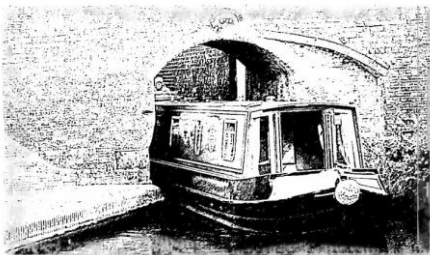
The son I had gained had given a bigger loss...

I'd lost control to a small child... his needs were more important than mine.

I hated that.

I was the one going out to work.....

### **Tommy**



Ten years past now and Tommy still remembers WILLOW.

The narrow boat on which Tommy lives and works is of course called 'WILLOW'.

Tommy is happy to share his boat with the children from the inner city, taking them deep into the countryside to the Willow Animal Sanctuary. There would be many Willow trees on the journey and he would happily share stories with the children of that one special WILLOW that had so changed his life.



Tommy Loves Water.

- Here are 10 activities that you can do together with your family and put them on your page on [www.HETwebsite.com](http://www.HETwebsite.com)



Family Diary Fun....

1. Find out some pictures or photos of your happiest memories and paste them here...
2. What makes you and your family angry? Think of something you could do instead of losing your temper and write it down here...
3. Find out if there are any Healing Centres or therapy Centres in your City. Write down where they are and what do they do there? How can they be helpful to us?



4. Plant a tree or grow a plant. Take a photo or draw a picture of it and write about what happens...
5. Go with a member of your family and find a wishing well. Make a wish and draw and write about it here...
6. Go for a walk with your family and find out what all the trees are that you pass on the way. Write a list / draw / photograph / or paste a picture of them here.....
7. Write a poem / story / picture / poster about bullying here....
8. Ask members of your family to write or draw their “Voice” or have their “say” on this page...
9. Visit the local canal with your family and write down all the names of narrow boats that you see.... If there are no canals nearby, find the nearest stretch of water and find out about the boats there.
10. Find a local animal sanctuary and find out about an animal that was bullied before it was homed there, Draw their picture or write a poem and post it on your web page. Pay them a visit – Don’t forget to phone first though...

There is a special film about WILLOW and Tommy’s Story and some activities that you can watch and go through with your HET Helper.

**SPECIAL MISSION:**

**Earn HET reward points. By posting some pictures of the family fun activities that you have taken or some film on your web page. This way you can earn points from Tommy’s Story token to put towards your treasure. We will explain how all this works for you in STEPPING STONE2!**



