

HET A TOOL KIT FOR LIFE

WHAT IS HET?

Holistic Educational Therapy – HET, is a very powerful programme! It which 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 the individual but it does contain a particular sequence in the way we introduce the approaches. The steps that are followed in this programme are designed to address the way in which the damage of traumas, incidents and misperceptions from childhood block us by creating unhelpful patterns throughout life. These 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 85% of cases it does! What have you got to lose?



Linda Porter B.A.,
Cert.Ed.,
MIPTI,MFSHG,BFRP,
MACTA,Dip.phy.,
Assoc reg. FMHET

INTRODUCING HET:

Firstly, I would like to say thank you for committing to the 'Holistic Educational Therapy – HET' programme. I would like to introduce myself to you and to 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 BEHAVIOR! The list is endless.

My name is Linda Porter and my story is that I initially trained as a scientist, and then changed direction and became a teacher. I worked for many years in the education system, with children classed as "special needs" and with "behavioural problems". I then went on to work as a local education advisor, during this time I studied post graduate research into evaluation methods and worked on a government national educational project. I was always concerned and aware of how the 'system' was unable to really support the most vulnerable and challenging children who were unable to fit in, and later on, not fit into society as a result of this.



The most fragrant roses grow through the deepest compost.

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 in 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 had been the free independent thinkers they went on to become and 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 is virtually the same with one difference. The child labelled 'Gifted and Talented' is the one who completes the task!

My time as an educational advisor led me even further down the road of healer and therapist and a stressful job led to my training as complementary therapist in many different therapies. I trained first as a clinical aromatherapist, then nutritionalist, then herbalist and the list went on. Over 15 years down this road and I started to find answers to the pain of my own childhood which was overshadowed by a loving but dominating and controlling mother with obsessive tendencies and a violent alcoholic father, both of whom became the best teachers I could have asked for in my life long quest to understand how we become who we are.

During the 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.holisticeducationaltherapy.co.uk/CV.htm>

THE BACKGROUND TO HET

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

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

A year later and the results were stunning! Information about this project is available on <http://www.holisticeducationtherapy.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 she was spoken to there was no response or interaction. Within a few weeks of being on the programme she came with a group of the other

children to a riding stable facility that was offered to us in support of the project. (This was the beginning of a very special programme in working with traumatised children and abused animals!)



A 'Damaged Child' smiles!

Well within moments of the visit 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. But as it was, it was just the tip of the ice berg – what a breakthrough this programme was to become!

Whilst involved in this programme I had the good fortune to work alongside the City's Chief Educational Psychologist at the time. His support and help was invaluable in designing consultation questionnaires to work with parents and children to help us profile where they need 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 hundreds of children presenting behaviour problems but family members who had also experienced a ‘damaged childhood’.

DAMAGED CHILDREN ARE THE PRODUCT OF AN UNHEALED DAMAGED CHILDHOOD!

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. Similar types of experiences trigger off all kinds of associations releasing all kinds of defence mechanisms that are in place to hang on to whatever it is that happened, that we need to understand and ‘real-ease’.

For example

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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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Even if we don't realize it, we all carry emotional scars from our childhood. No family is perfect. How family members, such as Mom and Dad, and other authority figures behaved towards us, whilst growing up affects our perception, this has had an effect on all of our relationships now and in the future. Getting to the bottom of these important influences can help you outgrow habits and strategies that no longer work ... and your ability to manifest happiness and success can 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 the tool kit for life – that does just that!

THE STORY GROWS.....

The results of the programme at the special school were impressive. Word spread and soon parents, teachers and more importantly, children wanted to be part of the programme. So the project expanded into a pupil referral unit. This is a school where children are referred when their behaviours are not able to 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 practitioners and trainers. An exciting part of this was putting together ways of measuring how successful the therapies were in working with children and families that would 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.

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Building on the findings and good practices 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 are saying about the success we were having with HET by clicking on this link:

www.holisticeducationtherapy.co.uk/video.htm

It was during this time that the demand for the service grew to the extent that I was unable to personally deliver the service to the number of children and families who were asking for HET at that time. Drawing on my background of writing quality assurance materials for educational organisations, training programmes and structuring research and evaluation programmes, I was able to raise the credibility and profile of HET.

Training programmes for HET practitioners (therapists) were accredited and validated. Train the trainers programmes put in place for accreditation. A professional Association was established to monitor standards, research developments and 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:

- o The BBC and WILLOW
www.bbc.co.uk/print/blackcountry/content/articles/2006/11/22/bully_wton_nov06_feature.shtml
- o The BBC and the HET PET programme
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
- Express and Star - www.expressandstar.com/2007/09/04/boys-magic-trip-to-see-uri/#comment-54534
- Belfast newsletter - www.holisticeducationaltherapy.co.uk/Bnewsletter.htm
- Interview with BBC Northern Ireland - www.holisticeducationaltherapy.co.uk/bbc_interview.htm.

The need for HET was growing by the day:

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.*



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

- 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, 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.

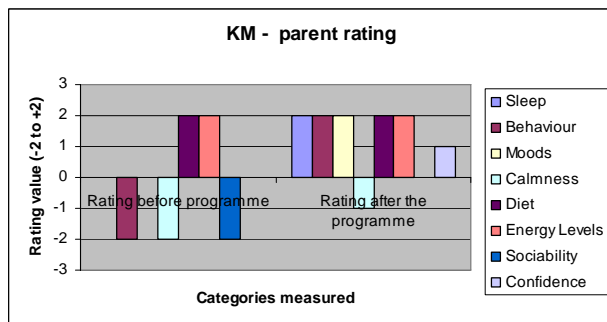
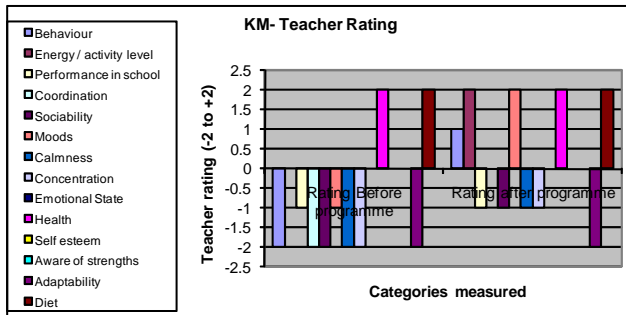


In response to headlines shown above, we were getting headlines as shown below:



We used our consultation questionnaires and took information to show a measured improvement in different categories of well being for the children on the programme. We do this from both parent's point of view as well as a teachers because very often children behave differently at home to how they behave in school:

We were making a difference and we could prove it!



Parent feedback:

"This project has done us all the world of good, for me and J....., it has given us our life back. We both started taking it when we were really low and it has kept us going – without it we'd have given up, we'd have been in the mire. When R takes the drops, she is calmer her moods are better and she sleeps better, when she doesn't her behaviour dips."

Teacher feedback:

"Significant improvements over the last few weeks – Prior to this she was not coping in the afternoons – she can now keep it together."

"Now pulling back control, even when she loses it."

We got feedback from parents and teachers:

Dear Sir or Madam:

I feel I must write to you about Linda Porter, my wife and I have custody of three grand children, R. is ten and has A.D.H.D. and attends Kingston House 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 J. who is twelve and attends Special School, J. is disabled and is slow learning and also has a very bad behavioral problem.

The third one is C. 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 J. 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 Kingston 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 R. was on flower drops which appeared to calm her down, she then refused to take them for a week and her behaviour reverted back to normal (for her) since starting the drops again she is now easier to manage.

Mrs Porter then introduced J. 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

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 small hand held organizers called PDAs which were able to provide support to the child / family and teacher. By developing recording sheets and playing the " 12-0... I can score goals" game, children were able to record and evidence positive behaviours. These increase in degrees of personal accountability and responsibility being owned by the child and can be emailed to the Children's website as well as form part of the reward system, which is individually profiled for each child on the HET. programme.

We also agree targets or personal goals with the child and parent and teacher. These are called 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 .



Using the PDA keeps the child / parent / school in contact with their HET therapist. Software and recording formats have been developed and results can be emailed to the Children's website.

In 10 years of HET, we carry out the objective setting exercise with every child on the programme. We have never averaged less than 84% of the targets since the programme started.

I have now put in place ways to measure every different aspect of HET. This is known as 'Bench marking' and from 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 on the programme and 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 tool box for life approach!

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 however we use these therapies whether in or out of a HET programme BUT what really has a HUGE impact is the sequence in which we introduce the steps of the programme, if you miss a step out, HET is not as effective as if 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 and how children learn... revisit the theories studied as part of my psychology degree and 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 thing became 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 to shape our life-scape!



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

It is about how the impact of 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.

In fact we use a special HET technique to see what our life scape is, this is called the 'Garden Within' exercise – to find out more about this

[Click Here](#)

When we have an idea about how the impact of 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 assists our general health but also the interactions between family members – something we refer to 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 what we come in with, our life's mission or purpose in life, our personal vision if you like. (*We can*

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always find out what our personal vision is by revisiting our childhood dreams about what we saw ourselves as becoming when we were children. By aligning what we do today as adults as closely as we can with what the '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.

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

We are all, each 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 turnings on life's journey and 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 philosophy of how we learn about life's experiences, traumas and misperceptions as children. How we hold onto such events in life may block our 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 which have shaped our life scripts and move on.

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

The sequence in which the programme of HET is introduced is vital to addressing the experiences which shape negative behaviours (behaviours) in the way we learn and survive. This philosophy encompasses the latest understanding in neuro science, core issues and sensory interpretation as well as taking into account the changes in our planetary resonance and how that affects 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 throw her hands around her head to cut 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 will only perceive everything in relation to herself!

That experience will be recorded. It will be stored in a 'little filing cabinet' somewhere in her mind / brain - filed under '**Survival**' so that if 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.

Now, not only is the act of violence logged but all the other associated sensory input at the time - so, is the fact of the meal, SMELL TASTE, TEXTURE, TEMPERATURE, etc, that the phone was left ringing unanswered at the time, the fact there was a budgie in a cage screeching, that it was July and a thunderstorm was building up that day.

All this information is logged.

It is mapped by pathways of synaptic responses between nerves in the brain.

If any sensory input is experienced which is similar to the original experience, then those survival maps are accessed and a programme is activated which can trigger cellular memories, which are stored in every cell of the body and

which are constantly replicating themselves. Each cell is capable of holding information greater than the biggest quantum computer we can imagine. We have little sensors on the outside of each cell



We create what we believe,

We believe what we perceive,

We perceive what we experience

And we experience what we create.

membrane that pick up signals from the patterns or signals we are running in response to the neuro nets and sensory input. These receptors transmit information to effectors within the cell itself and they shape amino neuropeptides, bio-chemical chains within the cell that inform the cell biology of how the body should work.

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 when we are photocopying. Imagine photocopying an original that has got handwritten notes all over it. If we photocopy that then all the incorrect information gets copied too. If we can 'tippex' that out before we photocopy it then only the original relevant information gets copied and worked with. This is what happens every time our cells replicate themselves. We carry forward irrelevant 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, the greater the impact through the sensory perception (hearing, seeing, touching, smelling, tasting etc) is going to be. It will re-run the original programme releasing 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 through HEARING, SMELL, TOUCH, TASTE, and VISUAL PERCEPTION.

Let's assume that little girl has grown up and is working in an office - she had developed an intolerance to meat (from eating shepherd's pie.... 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!

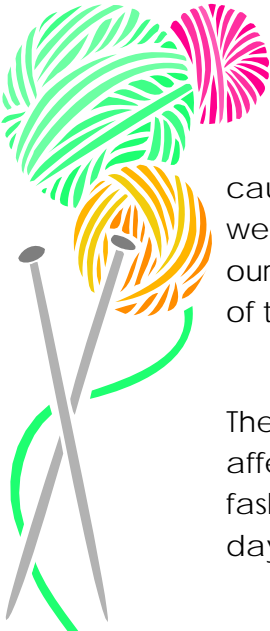
By using the original Dr Bach's flower essences which constitute a complete emotional management system, we are able to turn around negative emotional feelings into positive ones. This is the first stepping stone in the HET process and probably the one that shows the biggest improvement – our starting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

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

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

- HET gives us a choice and a toolbox for life 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 vision. This is the process that HET trainers and practitioners ground in their journey.

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. We also have learned responses from our family background and then we add 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 process'!



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 it figures 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's looking nothing like it was intended to by now!

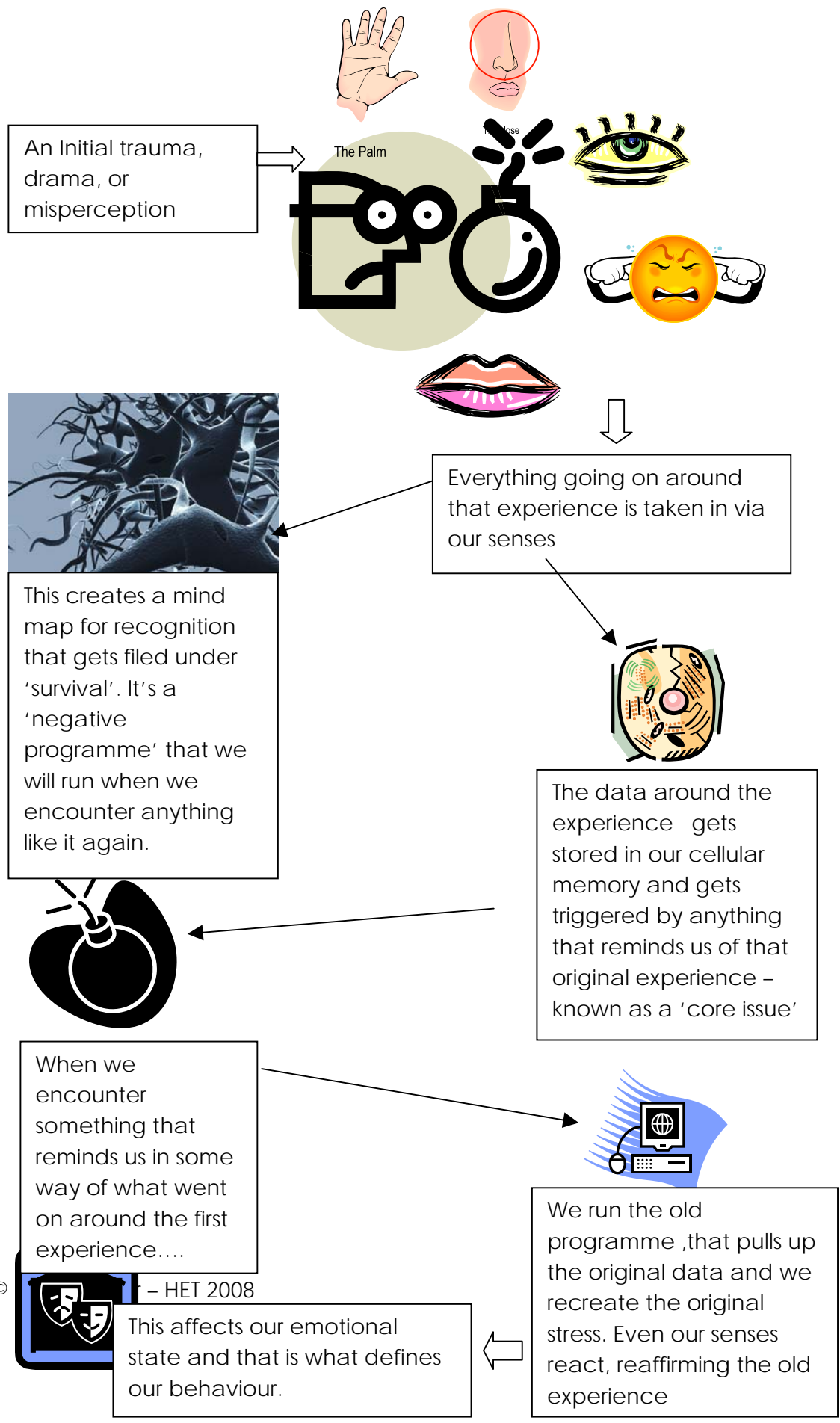
What if the wool wasn't good quality and it frayed? What about if we could replace it with top quality wool, so it felt better and lasted longer? HET provides dietary, nutritional and 'feel good' support.

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

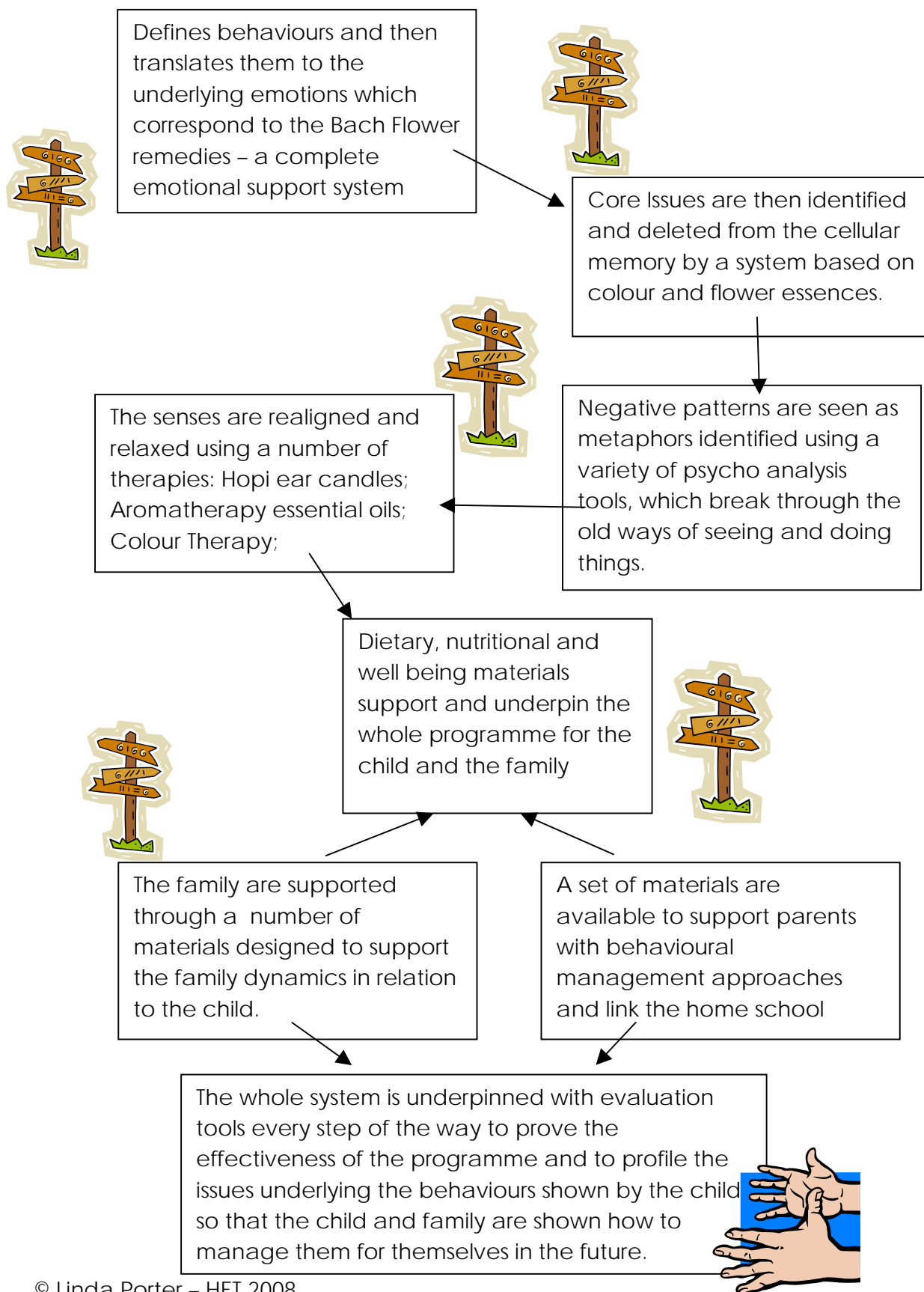
What if someone showed us how to do this as a child?



THIS IS WHAT HET DOES. HET A TOOL KIT OF NATURAL REMEDIES AND SELF HELP TECHNIQUES FOR LIFE!



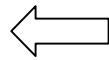
HOW HET HELPS.....



HET - THE PROGRAMME

A 9 step approach

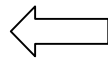
1 The initial consultation:
©



Defines the problem
Measures how bad it is
Sets goals for improvement ©
Puts in place some immediate self help tools ©
Involves the family / school / child / (materials ©)



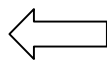
2 Emotional Support:



Translates behaviours into emotions defined through Bach Flower remedy blend
Monitors changes in behaviour



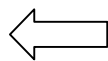
3 Diet, nutrition well
©



Life -style analysis measures healthy profile
Monitors impact of additives, supports healthy diet and lifestyle, diaries etc
Introduces sound nutrition to support behavioural problems



4 Core Issues



Finds the triggers and associations that we hold onto that affect behaviour ©



5 Negative Patterns
©



Breaking the cycle of why we always behave in a certain way ©



6 Relaxation through the senses:



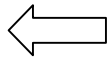
7 Family dynamics



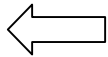
8 Behavioural **Strategies**



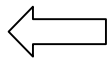
9 Exit Consultation



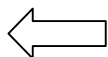
Hearing – auricular (Hopi) candles – many behaviour problems are the result of glue ear problems
Touch – Massage relaxation
Taste – see diet
Smell – essential oils – to calm and relax
Sight – Rainbow Journey – an adapted colour therapy with remedies ©



How children absorb parental patterns in their behaviour – supporting the family ©
Inner child therapy (Or-Kids ©)
Changing past influences (Palazzo Di Mula) ©
Rebuilding the past (amino codes) ©



Ways to work with behaviour problems including children’s website and software ©



Measuring how far we’ve come.
Defining a self help programme

OKHave you got the picture so far????

Right well now we might fall into the danger of too 'techie' or too 'new-agey'

And either of those labels are about as helpful as ADHD!

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's happening to the planet then?

The planet vibrates at a specific speed or rate or frequency. This results in something 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 many years. Since the early 1980s something very interesting has happened. The rate of vibration has shifted to being now around 13 hertz.. This increase in these numbers, is very significant for those who are interested in sacred geometry, something known as 'Fibonacci sequence'. What it does mean is that our planet has shifted at a 'quantum level'. Quantum physicists out there take heart – we're getting a grip on this stuff here!

Every being on the planet is 'entrained' (posh worried for 'wobbles') at the same rate as the planet through their heart.

Children who have been born during this time, 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 this means that their brains are wired up slightly differently. The rest of us are also changing as a result of this stuff by the way!!

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 that which was learned through the old systems. We are all going through CHANGE – HET also has a set of natural essences available to support this as well as a detailed explanation of what we are all going through and experiencing.

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

There is a school of thought that states that the children's behaviours are perfectly normal considering the situations that they are going through. The fact that children born since the 1980's have their brains wired up in a slightly different way. In the case of what is 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!

So we know..... THE PLANET IS CHANGING!

The vibration 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 by responding appropriately to the



*"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 carries
with yesterday.
You are the bows from which your
children
as living arrows are sent forth".*
-Kahlil Gibran



stimulus or signal input that we are constantly bombarded with... millions of bits or bytes of data of information per millisecond. This information and the context in which it is received defines 'experience'.

The points of reference on our map of life's journey.

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 between radio stations when we can't get 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. That 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 within that band of incoming information properly, in a way to meet their full potential to learn, develop and grow.

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 climate.

[HOW ALL THIS CAN HELP YOU RIGHT NOW...](#)

The HET programme offers a comprehensive and integrated approach to 'Emotionally 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
© Linda Porter – HET 2008

and emotions, and there is so much more to our lives than just a series of unrelated situations, which are either experienced 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. By working through and experiencing them for yourself, you should be able to define **A PERSONAL SELF HELP STRATEGY** for your child and yourself, which should help you combat the effects of negative behaviours in your life!

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

To subscribe for these modules on a monthly basis – please [Click Here](#)

BREAKDOWN of MODULES

- 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 Working with Core issues – Core issue remedies
- 6 Negative Patterns: the garden, Willow's helpers and Universal frequency
- 7 Relaxation: Hopi and Aromatherapy
- 8 Rainbow Journey: Visual perception and colour therapy and colour diets
- 9 Family Patterns: Or- Kids, Amino Acid Codes and past influences.
- 10 Evaluating our success and the tool box for life.

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.