13 WAYS TO CREATE POSITIVE CHANGE IN CHILDREN

(For anyone who wants to make a difference.)
Do **YOU** Want to Create Positive Results in Children?

My name is Gemma Bailey and I am the co-founder of NLP4Kids, an organisation specialising in teaching NLP techniques to children. NLP (Neuro Linguistic Programming) is used for therapeutic purposes, in the field of sports, business and education. There is no one thing that describes what NLP is because it is made up of many techniques and activities.

The general idea of these activities is that they help you move from a unresourceful emotional state, into a resourceful one or from a problem frame of mind, into a solution frame of mind.

Language (linguistics) forms a large proportion of NLP. Those trained in NLP are aware of the impact particular words or phrases (when used in specific contexts) can have on the emotional state and how a person thinks. When you become aware of the impact of your language (both verbal “out loud” language and the language or “talking to yourself” you do in your head) it is much easier to motivate yourself and others in a way that benefits you both.

NLP is also about thinking and attitude. Don’t get me wrong, this isn’t just about fluffy positive thinking or unrealistically hoping for the best. But having a positive attitude will generally mean that you approach tasks in life with an energetic open mind and this can positively impact the results you achieve.

At NLP4Kids, we have adapted the tools and techniques from NLP to make them child friendly. The skills are incredibly useful for children as there are so many scenarios where they can make use of them. From dealing with exam stress, to improving their memory skills, from building self esteem to managing bereavement.

The transition from complicated NLP to child-friendly-simple-NLP has been carefully crafted. Kay Gill (also a co-founder of NLP4Kids) and I are both trainers of NLP. We have also used our skills and experiences with children to shape the NLP4Kids techniques. Kay runs a very busy home with 5 children between her and her husband, and I have been a qualified Nursery Nurse for over 13 years - gaining experience in working with children in families, schools, nurseries and for the NHS as a Community Nursery Nurse.

So NLP4Kids is the result of my NLP skills colliding with my childcare and development expertise.

I’ve been using NLP with children in my therapy practise and to provide workshops in the local community and in schools. I’ve even been as far as Kuwait to teach the NLP4Kids workshops there!
Recently though, it all got a bit too much. I'd been seeing up to 15 clients a week for therapy as well as jetting off to Kuwait, running the workshops in the UK for children and doing all of the other elements of my business. So I decided to take on some help.

I trained a group of people in the techniques of NLP4Kids so that they too could provide the specialist one to one therapy to children and provide the workshops in their local area and in schools.

These people have been through an application process, CRB checks and had an interview with me. They were then hand picked by me to join the team and become a licensee of NLP4Kids team.

Each month we then get together in an online webinar (like a teleconference) to discuss marketing strategies, any challenges we are having with their young clients (or their parents!) and give each other ideas and support about how we can become better therapists. The team element of NLP4Kids is really important to us as it can be a lonely job being a therapist otherwise.

There is ongoing support between the webinars via the online forum where extra resources and business ideas about working in schools, running workshops or one to one therapy can shared and downloaded.

Our licensees are worldwide and are licensed to teach the techniques in whatever part of the globe they get the opportunity to do so in. We get everyone set up with business cards, polo shirts, playbooks for the children and brochures for schools so that once the training is complete you are ready to start your business.

Some of the licensees have additional qualifications such as Hypnotherapy4Kids, NLP4Teachers and NLP4Parents and are licensed to use these skills too. This can be useful for bumping up the income as it gives an opportunity to work with a larger customer base.

In order to join the team, licensees need to have a minimum of an NLP Practitioner qualification, though if this opportunity appeals to you but you haven’t yet achieved that qualification, our sister company People Building Ltd provide the full NLP Practitioner Certification to the required standard.

If you enjoy using and learning the tips in this book then you’ll love learning the skills of NLP4Kids. It is free to apply to become a licensee and our licensees earn around £80 per session upwards for a 1 hour session of one to one therapy. (I charge £200+ per session so the fees you charge are only limited by your confidence to charge it!)
To find out more about the licensee opportunity with NLP4Kids, come along to one of our free introductory events. You can find out the details of the upcoming events at www.NLP4Kids.org/join-the-team

I look forward to meeting you soon!

Gemma
Gemma Bailey
Co-founder of NLP4Kids.
**Chunk information to Make it Easier to Understand**

Chunking is (amongst other things) a way of measuring information. When information is global we have the overall view of everything there is to know, the bigger picture.

When information is specific, we have the details.

Some children find global information a bit too much to take in and become overwhelmed, then cease to take action.

To prevent this from happening, present information to children in smaller chunks or in very specific steps without overwhelming them with the overall big picture.

For example, ask child to tidy their bookshelf, then when that is done, put their clothes away rather than "Go and tidy your whole room."

Giving the information in small steps makes it much more achievable plus you have the added bonus of being able to give feedback on their progress as they go along which will be much more encouraging to them.

**Memory Skills Using Association**

A good technique to help children learn more and retain information is to use association. Turning your important content and information (such as stuff that needs to be remembered for tests) into crazy stories will help it stick in the child's mind more effectively. The more bizarre the story, the better it will stick.

For example, instead of remembering a list of candle, phone, alien, bed, stick, bottle, fruit machine, candy, box.

You can get them to visualise the following story. Remembering the exact wording of the story isn’t important.

There once was a little yellow candle that came to life (like the one in beauty and the beast). It picked up the telephone and on the other end was an alien who said it was in bed and couldn’t get up because he was feeling sick. He said he had drunk a whole bottle of red medicine and was now feeling sick and his skin had turned purple. He had got sick after spending all his money at the fruit machine, and had won lots of candy. He’d eaten the lot and was now being sick in a wooden toy box.

Remembering the visual images and the content of the strange story is much easier than just remembering a list of words.

**Dealing With Worries**

Something that can work well in helping children with the transitions they experience in life (such as changing school’s, moving house, or a family
bereavement) is to install a "worry box." Children write their concerns on a piece of paper and post them in the box. Just the process of doing this can help to take the weight off of their shoulders, but also offers you the opportunity to address in a more covert way, issues that you might not have otherwise been aware of.

**Giving Responsibility**

I once worked with a child who had some challenges with eating. When I met her she said that she never ate at school even though she is hungry. As soon as the gets to the canteen she loses her appetite. I asked if she knew what might cause this and she said she felt it was because the canteen wasn't always clean or comfortable.

It turns out she is quite a fussy eater at home too. I suggested that she become more involved in cooking her dinners (to help her feel a bit more in control of what she is eating) and about 15 minutes later she suddenly exclaimed "I could make my own lunch too! And maybe have pasta instead of sandwiches all the time. Or a bun, or a wrap. I could even have more vegetables and put them in my lunch!"

Consider where you can give children more responsibility in their life. If you can make it seem like an exciting treat to do something that is normally reserved for grown ups (rather than something you hate doing and want to offload on them) they’ll be really keen to do it.

Wherever you give them more responsibility, you give them more power and this is especially useful in areas where they are having challenges.

**Ignore Them!**

Ignoring unwanted behaviour isn't always appropriate when the behaviour is unsafe or unsavoury, however it can be a useful technique to use. It works well because children will often seek any kind of attention, whether it is positive or negative. So ignoring the behaviour you do not like for low level issues, whilst praising the desired behaviour when it is exhibited can be a very useful technique to help you shape and mould more of the behaviour you want to see and experience.

This technique is not an overnight fix, and many people give up too soon and claim it doesn’t work. However if you persevere and ensure you use the praise for good behaviour as well as the less responsive reaction to negative behaviour, you will find that unconsciously they soon start to understand the effects of their actions and respond appropriately.
When tests and exams loom nearer, consider what exercises and activities you can do with children and their friends (group activities) to help the tension levels reduce.

When people spend a great deal of time together, a united consciousness can form (which is a bit like when you try calling a close friend at the same time as them calling you!). This means the each student is easily influenced by the thoughts and feeling of their peers, so one person getting nervous or worried can begin to infect the entire group.

Ensuring that the children you interact with are getting some "fun" time amongst the stress which can help all students maintain a more balanced state through those challenging few months.

**Draw Away the Problems**
Do not underestimate the power of drawing in your therapy sessions. Drawing can be used to personify problems, by turning them into gremlins or monsters. Once you have a character on paper, you can begin to make adjustments to their power level. One little girl drew a monster for me that lived under her bed and made her want to go and sleep in her parents room each night. As soon as I saw the monster, I recognised him as one that in fact is a "guard monster," who sleeps there to watch over her and protect her through the night. Once I told he this, she was just fine.

**Look for What You Want**
Some People call it the law of attraction, some say it is caused by the reticular activating system (a part of your brain which works like a radar to pick up on whatever it is that you're looking for or focusing on).

Whatever it is, make sure you look for the results you want. If you put a child's dinner in front of them with an expectation of them not eating it, it's likely that your expectations will be met.

Think about how your response to this situation would be different if you had a more positive expectation- would your disappointment at your expectation not being met be a more powerful response than the way you would respond to a negative expectation coming true?

So think about what responses you expect from the children around you, and consider making your expectations more positive. Even if your expectations are not met, it's likely that your response will be a better quality feedback to your child than the "typical, that's exactly what I expected would happen!" approach.
Stop Shouting!
Ahhh, the power of quiet. In my past life of running day nurseries, there were many times when I forgot that if I have a room full of noisy children and I shout to get them to be quiet, all I'm really doing it adding to the noise level. Actually it can be much more powerful to lower your voice in a noisy room and say something captivating instead. It doesn't work instantly but within 10-20 seconds the room gets quieter and those who are still talking suddenly become aware that they're the only ones not listening.

Do Something Nice….
Something I used to do in my nannying days was to encourage the children to do "something nice" for someone else in their family.

We'd each write down on a piece of paper something we'd like someone else to do as a favour or treat with our name at the bottom and then put the papers in a hat. Then we'd draw out a name with their favour on and negotiate a day to do that thing with them.

In the classroom children could be encourage to ask for things such as "help tidy my desk" or "learn my French verbs with me."

Not only does it encourage giving and gratitude, it also can help new relationships to form where they previously did not.

We Wanna Be Together
When you're spending time with your children, really be with them.

I had a session with a little chap a few weeks ago and we did a technique called Perceptual Positions, which involved him becoming his dad and answering questions as his dad.

During one of his answers he put his hand up to signal me to pause, whilst he answered an imaginary mobile phone. I had to ask "Dad" to put the phone down and tell him that his phone should be switched off!

After the exercise I asked the boy what one thing he would change if he could and he said "I'd like dad to spend more time with me when we are together."

Being in the same room as your child clearly isn't the same as giving them your undivided time and energy.

Actions Speak Louder….
Do you know that old saying "actions speak louder than words?" Well it's true. If there is something you want you child to do, it's no good instructing them
from your armchair. You need to get up and show them/lead them into doing it.

**Use the Skills of Someone Who Can Do it.**
If a child is unsure about how to do something, ask them if they know someone else who can do it (In NLP we call this modelling). When they have thought of someone, get them to attempt the activity again whilst role playing as the person they know who is already able to do it. This will often lead to an increase in confidence and therefore lead to better results.

**Focus on What You Want**
Always focus on what you do want, instead of what you don’t. So if you want a grumpy teenager to tidy their room, don’t say, “Your room is a total mess, why can’t you be bothered to sort out that dump?” *Don’t say this* because firstly you are drawing the attention to the mess when what you really want them to do is to think about being tidy. Also, the question asked is only going to give you all the reasons why they cannot be bothered to tidy their room. **Use this instead** “Your room is not looking tidy and I want it cleaned up please. When will you be tidying it?” which gives them the opportunity to think of the room being tidy and also embeds the command of “you tidying it.”