

### **Why do you need to support your child's hypnotherapy?**

Children generally respond very well to hypnotherapy but it's not a magic wand. Your child will need to play an active role in changing their feelings or behaviour in order for the new ideas to become established.

Often the biggest challenges happen at home, so offering the right kind of support and encouragement can help them get the best from the process.

### **Keeping children safe**

Under GDPR, I need to verify the date of birth of any child under 13: please bring a passport or birth certificate to the first session.

All under 18s should be accompanied by a parent/guardian initially, to sign consent forms.

Younger children will need an appropriate adult to stay with them at all times. This can be a parent/guardian or another trusted person such as a step-parent, grandparent, aunt or uncle, or an adult sibling. The chaperone must be over 18 years old. If the person coming to therapy with the child is not their biological parent or legal guardian, I will need written permission for them to be there in your stead.

Older children (teenagers) may prefer not to have a chaperone. I use their preferences and yours, plus a 'Gillick competency' assessment to decide if this is appropriate.

Over 18's are legally adults, even if they still live in your home and whether or not they are financially independent. So, I will ask them to sign to give consent for therapy in their own right. There is no need for you to be present unless your child requests it or they are classed as 'vulnerable', due to a disability, for example.

### **During the session**

You are encouraged to join in with the hypnosis, at least on the first session, and it's a good idea if your child has worries about being hypnotised. Cartoons tend not to give it a positive vibe! Please ask for more information about how this works.

During the session my focus will be on your child. I will talk directly to them and really need to listen to their answers so I can hear the words they choose to use, and take account of the way they express themselves.

Your child may say things about their feelings or the situation they haven't said before, express opinions you disagree with, or demonstrate misunderstandings about things that have happened. Or they might be quiet, or unsure about answering questions at all.

As a Mum, I know the urge to answer for them (or even to ask them questions if they volunteer new information) can be very strong, but please resist! Leave your child to answer in their own way, and I will ask you to join in the conversation if I feel that's what is needed.

Your knowledge or insight can be important, but please talk to me about it outside the session, by phone or email. Remember that in the session your child is responding to what they *think* happened rather than what *did* happen.

You can contact me at any time if you have questions or worries about what's in this leaflet, or about your child's therapy.

### **What can I do at home?**

I might sometimes ask you to learn a technique at the same time as your child, so you can help them remember it at home and talk them through it. Where I can, I'll give you written notes for this.

Look out for effort and progress, always praise both. 'I can see you're working really hard at that' / 'look how well that's working'. Ask other carers and teachers to do the same if you can.

Never blame or punish your child for things that are beyond their control, or if they struggle to use a technique.

If your child starts a conversation about the therapy, then feel free to respond to their questions or comments. However, it's very important that you do not initiate this type of conversation so please avoid asking about things that went on in the session.

Young people need time to work through information from the session. Your thoughts, if not specifically requested by them, can slow this process down.

Some younger children respond well to star charts and/or rewards earned by meeting milestones along the way to their goals. If you would like to do this, let me know as we can work together.

Progress may be slow at first, don't assume this means therapy is failing. Give it time, and don't expect miracles overnight.

Encourage them to complete any support tasks from therapy, but try to avoid nagging!

### Talking about the situation

Think about your language:

- avoid suggesting negative feelings, e.g., by asking if they are frightened or worried: 'how are you feeling?' is better,
- focus on positives and solutions: as much as possible, talk about the behaviour or feelings that you want, not the ones you want to get rid of - 'now you are feeling braver' instead of 'now you are not feeling worried',
- put 'problem talk' into the past tense: say 'when you used to bite your nails' instead of 'when you bite your nails',
- assume in your language that things are changing, and any setbacks are temporary,
- avoid generalities like 'it isn't working' or 'back to square one': say 'you need a bit more practice' or 'you need a bit more time/practice to learn the new way'.

### About Me

My name is Debbie Waller.

I am an experienced, full-time therapist with a real interest in people and a strong drive to help them make their lives better.

I am registered with the GHR as an Advanced Hypnotherapy Practitioner, and the ACCPH as a Fellow. I run a multi- (and internationally) accredited hypnotherapy training school and have written books aimed at newly qualified therapists.

You'll find an up-to-date list of my professional qualifications on my website, and also a full list of my professional memberships.

Documentary evidence, certificates etc are available for you to view in the clinic waiting room.

#### Have you still got questions?

There are lots of ways to get them answered. Check out my website, email me, phone me, or ask them when we meet.

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# Supporting Your Child's Hypnotherapy



## Debbie Waller Hypnotherapy

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