

The Preparation:

- Step 1: Prior to the working session ask the child to write/ tell/indicate their reasons for wanting help (*see the 'What I want Help With' worksheet*)
- Step 2: Ensure you have developed Rapport with the young person and that they feel safe and happy working with you (*see step 5). When necessary to have a parent/ guardian in the room, explain that it is best if they are sat out of eyesight of the child, and essential that they do not interrupt the process (ideally provide headphones for either the child or the parent/guardian);
- Step 3: Introduce the idea of the brain/body connection (see appendix i and ii for an example, or use the style you are most comfortable with);
- Step 4: Provide an explanation of how the brain works and how it can sometimes get things wrong which can result in feelings of confusion/worry/anxiety etc (see appendix i and ii - one of these is aimed at the logical child and may be useful for children presenting with Aspergers);
- Step 5: (**nb. part of this step should be completed during the initial consultation*) Explore with the young person what they are interested in, in relation to movies/ music/books/tv personalities/super heroes. Ask what it is that they like about a particular character and would they like to be like the character or use the superpowers of the character. Explore how they would like to be/feel (this is the preferred response/feeling); what is it about that particular character that is special? For older children this could be a sports hero or even someone such as Stephen Hawkins - finding out who they like during the initial consultation is helpful not only for developing rapport but it will also provide you with time to find out about the person/character prior to the session. (Follow 2PF);
- Step 5: Explain to the child that you will be asking them to think about a real time/or the feeling related to why they have come to see you (use the sheet in step 1 to prompt) Ensure the child understands how important it is for them to be able to do this - resistance may become apparent at this point in which case some standard talk therapy may be required. Utilization/simplification of the language- metaphors,etc
- Step 6: Explain the idea of travelling into the future and seeing how happy they are e.g. I'm going to be asking you to imagine you are travelling on a magical train along a train track/shooting star/rainbow with a pot of gold at the end, that takes you far into the future to a place where you can be safe/feel amazing/happy). The image they go with needs to be colourful and provide the concept of speed (e.g. the train track can be created with Lego blocks connecting together at the speed of an express train; the shooting star has a brightly coloured tail like Christmas tree lights or sparkling glitter and travels at the speed of light. Utilise the child's hobbies/interests to help create the image where possible. Explain to the child that you will be asking them to imagine this image at some point so it is important that they are able to create a really clear image (gain confirmation that they understand this).

The Routine/protocol (therapy)

- Step 1: Elicit the memory you will be working with (in many cases it will be a kinaesthetic one, followed by visual and auditory) - ask the child to nod to indicate they have the memory/feeling - ab reaction may occur in some cases;
- Step 2: PAL 1: show how big small, comfortable or not by using hands or numbers; if possible ask where the feeling is in the body. (Sometimes it is apparent how uncomfortable the memory is in which case move to step 3); using a drawing of a thermometer/ happy to sad faces is sometimes helpful as this can be used later when checking the PAL, plus the child can draw on it as part of the process to show how they feel.
- Step 3: (THE FREEZE) Invite/ direct the child to turn the unwanted feeling/memory/ uncomfortable thing into a snowflake/icicle, get to hide in igloo/fridge, become an ice lolly. If help is needed they can bring their favourite character/person to help with the magic/superhero powers discussed in step 5 of the prep. Carefully observe the child to ensure the Freeze moment occurs;
- Step 4: (THE REPLACEMENT RESPONSE) (again, this will have been established in step 5 of prep) - ask the child to think about how they would like to feel (elaborate details) and to imagine themselves becoming that image/merging with that image or hero or comfortable feeling, encouraging the spread of that wonderful new sensation all over the head and body, adding a colour, a movement or even a sound to make it very real. Ask for confirmation (yes/nodding);
- Step 5: THE FUTURE MEMORY: Ask the child to imagine they are travelling into the future (as prepared in step 6.) Ensure the image is vivid and is held for a couple of seconds.
- Step 6: THE LOOPS - (use the images created in the session) - these are an example:
- “Follow sparkling colourful rays from the pot of gold to the frozen place, then right into how you wish to feel/be, looking happy, joyful, powerful, seeing/feeling these amazing fast rays pulsating, vibrating, moving, bringing you these comfortable sensations to the moment of **NOW**, spreading all over your body, outside your body in safe, protective rays, creating ongoing field of feeling great waves, following them right into the Future where the pot of gold is, along the sparkling rainbow rays seeing, feeling yourself as you want to be, when everything you want will happen the way you want it to happen and then continue to follow this amazing loop of rainbow rays to the frozen place etc....”*
- Repeat 6 times and always end on the moment of **NOW**
- Step 7: CONSOLIDATION - Resting/closed eyes/change of activity - you can simply say something along the lines of 'my favourite food is jelly with sausages, what's yours - anything to distract them and that isn't linked to the issue.
- Step 8: PAL 2 - Ask the child how they feel now. Encourage them to talk about the 'fun game' you played together (how does it look/feel now in the place where there was a different image/feeling before? Use number or other forms of checking the PAL
- Step 9: PAL 1 check - Check the original memory/trigger - if the feeling is down to a 0 or 1 then there isn't necessarily a need to ignite the old uncomfortable memory but use your judgment.

Step 10: Ask them how else they can help and then finish off the session

Clean language, use of the imagination, patience, play environment and an absolute rapport are the fundamental steps to success using BWRT for children.

These are some guidelines for applying BWRT in work with children and young adolescents.

The Alternative Protocol (Preparation as for standard protocol)

In our experiences the new alternative protocol is showing to be very effective with the more logical children/teens. We use it very much as it is and have suggested a few changes/alterations::

- Step 1: Explain to the child that you will be asking them to think about a real time/or the feeling related to why they have come to see you. If they show signs of distress at this stage dissociate them, using the emergency stop if necessary.
- Step 2: (**nb. part of this step should be completed during the initial consultation*)
Explore with the young person what they are interested in in relation to movies/ music/books/tv personalities/super heroes. Ask what it is that they like about a particular character and would they like to be like the character or use the superpowers of the character. Explore how they would like to be/feel (this is the preferred response/feeling); what is it about that particular character that is special? For older children this could be a sports hero or even someone such as Stephen Hawkins - finding out who they like during the initial consultation is helpful not only for developing rapport but it will also provide you with time to find out about the person/character prior to the session. (Follow 2PF);
- Step 3: Ask the young person to imagine a time line (they have usually done these at school). They can draw one as part of the prep. On their timeline they need to show where they are now and go to at least one week in the future. Now ask them to imagine that they have jumped forward/float to that time in the future on that timeline and are relaxing somewhere when they remember something that happens tomorrow (use the drawing to show tomorrow in relation to today and next week on the timeline). Ensure they understand this.
- Step 4: Ask them to imagine they can jump/float/swim/run forward in their physical body, or do some sort of mind travelling to that time on that timeline (a week away) and then look back to tomorrow. Explain that as part of the work you will be asking them to jump/float/swim/run forward and look back and this will mean in their mind that they are jumping forward to next week and looking back to tomorrow.
- Step 5: Explain that when we start the work that you will be counting one to five. Each count is a different part of the brain (again you can use a drawing but just getting them to point to the areas as you count should be enough). Explain that: 1 = front; 2 = back; 3 = left; 4 = right; 5 = whole brain. Get confirmation by asking them to repeat. Explain that when you count you would like them to think about those different areas and imagine lots of electrical activity/sparkling lights flashing around at the speed of an express train etc (as per prep) Numbers are easily linked to colours/shapes- for those who struggle with remembering the parts of the brain (1=red in front, 3=green on the L side etc)?
- “You can imagine each count/colour makes millions of those nerve cells/neurons become active all over the exact part of the brain you are thinking about. Allow/take control of the thousands of sparking lights/dots of lights racing around to all the places they need to touch. You might be aware of that but you might not and that’s ok too. Whatever happens is exactly what should happen for you because that is how your brain works”

- Step 6: (If you've used the Temporary Emergency Stop, reactivate the anxiety as shown).
PAL 1: Elicit the memory you will be working with (in many cases it will be a kinaesthetic one, followed by visual and auditory) - ask the child to nod to indicate they have the memory/feeling) - abreaction may occur in some cases; show how big small, comfortable or not by using hands or numbers; Ask where the feeling is in the body - where do you experience this In your body)
- Step 7: Zoom in to the most uncomfortable/strongest part of the memory/feeling and freeze it solid (depending on the child you can use a character to help them attain the freeze, or simply go with the following: Frozen so solid it's like it's stuck in a glacier for all time. The memory is frozen but you're not. You can move but nothing else can/ you step in and out to test your memory/experience.....).
- Step 7: With urgency: "Now push/pull that replacement response (preferred way of feeling) in front of that frozen memory and imagine millions of extra pathways (use the description you have found with the young person to explain neuronal connections, e.g. Lego blocks connecting together, rainbow rays....) lighting up and carrying that replacement response to every part of your brain while I count: one, two, three, four, **five...**
- Step 8: and notice it now, that comfortable feeling, where you are in that chair, in your mind and body and maybe even all around you.... *Now* jump forward to next [week day] ... look back to tomorrow....and see your success... then
- Step 9: *[give a noticeable pause on each colon]*
Jump past that frozen memory into how you want to be:
Millions of neural pathways lighting up all over the brain making it even stronger
now:
one, two, three, four, five:
Feel it now:
Jump forward:
Look back:

(Repeat step 9 x 6 finishing on Feel it now.)

(Consolidation as usual; debriefing and check 2PF of replacement response; PAL check; investigate original trigger).

nb: IMPORTANT - please read all of the notes of the original alternative protocol to ensure your delivery is correct.