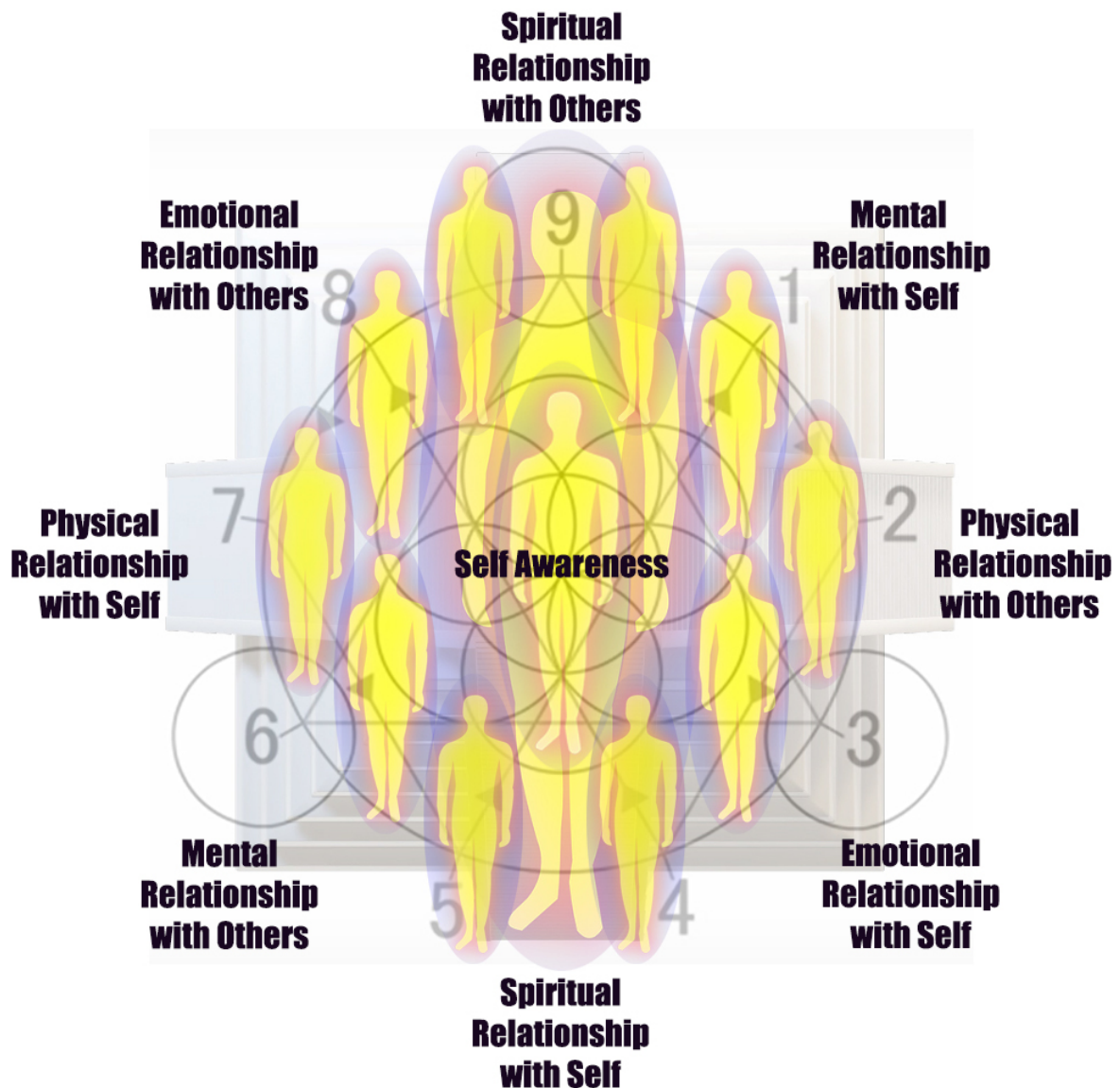


Be Super - Therapeutic educational facilitation for children and young people:

When someone has difficulty with learning and with social interaction, it is often caused by a difficulty with self-regulation. Or perceived another way – difficulties occur when we experience less self-awareness.

Total self-awareness is to be able to perceive your physical, emotional, mental and spiritual energy in relation to yourself and in relation to others – as per the infographic below:



Self-regulation maybe viewed as the *'ability to adjust arousal in an appropriate manner in order to attain goals'*; or it may be viewed as the *'ability to direct how emotions are revealed behaviourally in socially adaptive ways'* (Bronson, 2000); however, whilst these both may be considered egotistic in a greater and lesser manner; a higher conscious being may consider it to be viewed as the *'ability to positively improve behavioural intelligence to facilitate a unified altruistic purpose'*.

These abilities evolve from a complex process involving development of emotional and behavioural intelligence; or what others refer to as a [dyadic regulatory system](#). (The influence of a key person to influence behaviour in someone else).

Our therapy is incorporated into the learning / educational environment and forms part of the individual's assessment (EHCP); and this makes it less intrusive than a '*stand-alone therapy session*'. It makes sense to incorporate therapeutic support '*with socialising, learning and assessment*' because the aim is to better integrate students into society as much as possible as self-sustaining positive, caring, creative and socially active human beings.

Polyvagal Influenced Therapy (Using VFP - SSP, HRV, PEMF and Physical/Creative Play):

What we provide is based on the practical applications of Polyvagal Theory (developed by Prof Stephen Porges). The Polyvagal Theory works on the premise that in addition to the reptilian fight/flight or freeze stress responses, mammals have a third physiological response.

Reptiles lay eggs that hatch, ready to face the world by themselves. Mammals nurture their young, feeding with their milk and teaching them social behaviour. **This physiological state of social behaviour, when not under threat, is known as "social engagement"**.

Our Polyvagal Influenced Therapy using VFP - SSP, HRV, PEMF and Physical/Creative Play; seeks to positively influence someone's behaviour and is designed to bring a person into their social engagement system.

When seeking to influence someone's intelligence, learning and level of self-awareness; we assess someone's ability to receive information and respond; and to express themselves through positive behaviour. **We assess their intelligence and learning in respect to improved behaviour!**

Key factors that influence behaviour can be monitored by observing what is known as their '*emerging state or emerging properties*' (the interaction of factors or items which as a whole; has qualities possessed by none of the individual factors) – for example:

1. the muscles of the human middle ear (through listening) and vocalization (hearing specific beneficial vibrational tones, pitch, volume and frequency)
2. activation of the larynx and pharynx (through talking & singing) and
3. physical activity / movement. (When you are mobilized you are at less risk than when you are still and immobilized).

All of these factors when combined can be used to assess behavioural intelligence; and individually serve as an opportunity to improve communication and physical interaction.

Assessment itself is a significant aspect to factor in as it needs to be objective rather than subjective to the person providing any feedback. We use HRV (Heart Rate Variability) as a true indicator of someone improving their ability to relax and balance their thoughts,

emotions and physical being – and we also use ‘The Vignette Technique’ to avoid any assessor subjectivity or bias.

We use the vignette technique to elicit perceptions, opinions, beliefs and attitudes from the students responses or comments to stories depicting scenarios and situations. [More on vignettes here.](#)

These 4 key factors maximise learning, assessment and improved behaviour. So, identification of those aspects that limit an 'optimal emerging state' (aspects that the individual finds difficult or restrict positive behaviour) provide a focus on what is needed for the individual – this is our 'starting point' for therapeutic action.

When someone is in the *'fight and flight / Sympathetic Nervous System'* (SNS); or the freeze state of the PNS System, they are often stuck within a more defensive cycle; where they cannot listen or co-operate effectively to their own energy fields (physical, emotional and mental self-awareness); or to the energy fields of others. Prolonged time within this state leads to negative physiological changes and often leads to:

<ul style="list-style-type: none">• ODD – OPPOSITIONAL DEFIANT DISORDER• ADD/ADHD• AUTISM SPECTRUM DISORDER• ANXIETY, STRESS or DEPRESSION• SEIZURES	<ul style="list-style-type: none">• BRAIN FOG / LACK OF FOCUS• OCD or ADDICTIVE BEHAVIOUR• HYPER or HYPO SENSITIVITY• HEARING or BALANCE SENSITIVITY• EATING DISORDERS
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It may also lead to other challenges – such as:

- Social, emotional and attachment disorders
- Auditory hypersensitivity
- Body disorganization
- Nervous system dysregulation – panic attacks
- Learning, cognition and attention difficulty
- Sensory processing differences
- Stress-related physical conditions / addictions / selective mutism

Surprisingly, our approach is also very positive for those who can self-regulate and project a better than average emotional and behavioural level of intelligence. We seek to maximise their creative potential and to further improve their self-awareness whilst using them to help others.

Our therapeutic educational facilitation is linked to our Wellbeing Packages.

Our Wellbeing Packages and each of their 9 cyclical experiences are *'in essence'* the positive aspects of activation of the PNS; and the resulting benefits this brings; with regard to developing greater self-awareness.

Every situation is unique; especially when facilitation of calmness, creativity, positive learning and social interaction is the aim; and this is 'significantly impacted' by those responsible for the environment; and those responsible for the support provided to those experiencing lack of self-regulation.

The crux as far as we are concerned; is to facilitate positive change through mutual endeavour and altruistic collaboration/co-operation. Problems with this only arise; when and if staff, with the responsibility and power to influence positive change, are not at a stage in their life to engage or support this experience. Changes to '*systems, strategies and approaches*' can always be made when willingness, trust and the truth prevail.

ABA (Applied Behaviour Analysis) Therapy:

When we are facilitating positive change with **therapeutic education**; we recognise that the sub-conscious is in control 99% of the time. Whilst the sub-conscious is not part of the environment; the environment; with regard to facilitating '*listening, vocalisation and talking*' (learning, social interaction and the development of self-awareness and self-regulation) - is very important. The basic **principles of ABA** consist of environmental variables that impact on behaviour.

Our facilitation solutions often involve a change in the environment. This may involve the student moving '*away from home education*' or out of the '*normal school setting.*' Any alternative environment should facilitate activation of the PNS (via improved '*listening, vocalisation and talking*'); and the new setting should support specific Polyvagal Influenced Therapy / PNS or VFP Therapy (more details below); and an '*alternative curriculum*' that better supports a wider development of intelligence.

Our therapy is combined with an Intelligent Curriculum & Qualifications with a Life Skill Focus:

Howard Gardner, professor of education at Harvard University, suggests that schools primarily educate only two of the eight intelligences described in his book *Frames of Mind*:

1. logical-mathematical intelligence (reasoning, calculating, and experimenting) and
2. linguistic intelligence (reading, writing, and speaking).

We cover these with the core subjects of Maths and English; however, we promote such learning through a more practical project syllabus and scheme of work. Our alternative therapeutic education (VFP) also nurtures the six other intelligences; and combines them with formal and semi-formal qualifications – Our main three include:

3. bodily-kinesthetic (crafting, acting, displaying physical abilities) and
4. spatial (imagining, drawing, designing)
5. musical (listening, composing, performing on instruments).

VFP Therapy incorporates physical activity, SSP/HRV/PEMF – Tools and Therapeutic Protocols:

We use physical activity in a way that is therapeutic for improving learning and social interaction and for assessment. We have also developed the use of tools and devices that further enhance such opportunities; and these may be used as a better alternative to physical activity.

[Click here for more detailed information on VFP - SSP/HRV/PEMF – Tools and Therapeutic Protocols.](#)

N.B. VFP/SSP Therapy is non-invasive and totally safe for the client. However, because it focuses on providing sound vibrations to the middle ear (and because the muscles of the middle ear are '*fast twitch and tiny*' and often become very tired with the specific focus sounds) - this may lead to the client feeling tired afterwards or lead to a drop in energy. Therefore, good sleep, hydration and nutrition are important during the period of this retuning experience, and full co-operation and understanding of parents / carers and other supportive individuals is essential during the full SSP period - and for the following weeks (education on this is provided within our 'therapeutic educational facilitation').

We integrate all our modalities into the lessons/projects/activities/schemes of work – and this:

- Rewards students for short units of work.
- Provides the building blocks of a broad and balanced alternative curriculum.
- Supports, motivates and gives a positive experience of learning.
- Can be used as a stepping stone to other awards and or qualifications.
- Improves communication and social interaction and can help improve life chances.
- Provides clear short or long term accreditation pathways to meet individual student needs.

These may be incorporated into AQA Unit Award Scheme (UAS)

[\(https://www.aqa.org.uk/programmes/unit-award-scheme/organisations-that-use-uas/alternative-provision\)](https://www.aqa.org.uk/programmes/unit-award-scheme/organisations-that-use-uas/alternative-provision)

Or incorporated into alternatives such as:

BTEC Introductory Awards (Business and Technology Education Council) For ages 14-19

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. The new BTEC Introductory Suite focuses on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

- Music for Practical Performance
- Hair and Beauty

- Land-based Studies
- Sport
- Art and Design

Arts Award (Arts Council England) For ages 11-25

The Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible. Young people can learn about creative subjects such as art, music, photography, media production, drama and dance.

An Arts Award can be achieved at two levels. Bronze Award which is a Level 1 qualification at GCSE grades 3-1. They can then progress to a Silver Award which is a Level 2 qualification at GCSE grades 9-4.

ASDANs (Award Scheme Development Accreditation Network) For ages 13-19

ASDAN is a curriculum development and awarding organisation who provide flexible engaging programmes and qualifications which can be geared around tasks based on a young person's specific interests, abilities and aspirations. Short course programmes we deliver from Pre-Entry to Level 3 include Animal Care, Careers and experiencing work, PSHE and Citizenship.

We will discuss these qualifications and others with you – they will be determined by the needs of the pupil rather than being restricted by any 'core delivery' from the existing/previous school / educational provider.

We also seek to nurture other intelligences through these qualifications and courses, namely:

6. naturalist intelligences (discriminating, classifying, and nurturing living things)
7. interpersonal (empathizing, negotiating, co-operating) and
8. intrapersonal (self-understanding, reflecting, feeling).

With regard to the latter 2 – our facilitation includes the provision '*dyadic regulation training*' for support staff. This is done so '*socially positive individuals* can respond in ways that down-regulate the destructive reactions of insecurely attached individuals in threatening / new interdependent contexts. This regulation of insecurity can also enhance new learning environments to become '*more secure dyadic environments*' that counteract insecure individuals' negative expectations. These two dyadic regulation processes tend to produce more constructive responses during threatening interactions, enhance relationship well-being, and foster greater attachment security. *This is particularly relevant for students who behave as a selective mute in order to self-regulate.*

Flexibility of Delivery:

We may be able to provide solutions within your own environment.

We may be able to meet your needs at one of our own settings.

We provide short term options (12week interventions) – [click here for more details.](#)

We provide long term options (1 – 5 years) – contact us!

We provide an opportunity to Trial our Therapy – [click here for more details.](#)

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Contact Marcus for a free confidential chat.
We support individuals, families, households,
teams, school cohorts and work groups.



Be Super have developed 9 cyclical experiences that they have UNIFIED into one approach called –
VFP (Vibrational Frequency Programming):

For adults:

- A Corporate & Club Wellbeing Package
- A Household Wellbeing Package for individuals, partners and families.

For children and young people:

- Therapeutic educational support for children and young people aged 5 – 25
- VFP Therapy (SSP, HRV and PEMF)
- Intervention & Pastoral Solutions
- Specific VFP/SSP Therapy