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Integrating Neuro-Linguistic Programming (NLP) and Hypnotherapy for Children and Teenagers in the School Environment

By Sophie A.M Kappner

A DISSERTATION

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Declaration

I confirm that I am the sole author of this thesis and that the contents are based on the reading and research that I have done.

Sophie Kappner

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Dedication

A mes chers parents,
dont l'amour, le soutien et la confiance en moi ont été les piliers de mon parcours.
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Abstract

The present research paper is devoted to the examination of two innovative approaches, Neuro-Linguistic Programming and Hypnotherapy, applied to meet various learning and psychological needs of children and teens in the school environment. Based on the fundamentals of NLP, which emphasizes the connection between language, behavior, and subjective experience, and hypnotherapy, harnessing the mechanisms of suggestion and altered consciousness, the study intends to explore the potential benefits but also the challenges of incorporating such methods for educational purposes.

First, the present paper delves into the theoretical origins of NLP and hypnotherapy, understanding their core tenets, historical evolution, and practical relevance. Then, an extensive review of related literature is carried out to consider the research on applying NLP and hypnotherapy in the education domain and ascertain how such techniques can improve learning outcomes, social and emotional wellbeing and address learning and emotional-behavioral issues. Building on the theoretical framework and empirical evidence, the present study identifies the developmental background and implementation approaches for integrating NLP and hypnotherapy practices in the classroom and counseling settings.

Methodologically, the research is using a mixed methods approach, which combines the use of quantitative and qualitative research tools to assess the integration and measure its learning outcomes. Through careful reflection and analysis, the present paper seeks to provide vital insights to professionals, practice agencies, scholars,

and policymakers striving to create a more inclusive, transformative, and educative experience for all students.

CHAPTER 1

1.Introduction

The educational environment we are living in is constantly and rapidly changing, and there is an urgent need to develop and apply innovative ways to ensure that children and adolescents can learn but also maintain a well being state to develop. When we speak about children we refer to individuals from early childhood, usually at 5-6 years old, to pre-adolescents, which end at around 12-13. As for the students, teens, we refer to individuals going through adolescence, which starts at 13-14 and continues to 18-19, including middle school and high school learners.

We would like to note that traditional educational formats are no longer adapted to the new generation and can exemplify childhood and adolescent mental health, such as anxiety and their manifestations are becoming more and more common. Because children and adolescents with mental health issues or not, think, feel, and behave in ways that learning in school becomes very challenging. In early childhood mental development is crucial, the brain is in constant stimulation, and if not cared for, can create situations and memories that will affect an individual for their lifetime. Neuro-Linguistic Programming and Hypnotherapy psychotherapeutic could be the tools needed to rescue the new generations and help them to become well balanced individuals who in case of stressor more severely anxiety could be equipped with tools that they could use on their own. Those tools could also be used to 'erase' negative experiences, and help change how someone thinks and feels. The use of

NLP and hypnotherapy can reprogram the subconscious not by erasing memories but helping the students to soften the emotions linked to those memories, including severe traumas. (Neil Shah, 2011).

For both NLP (Neuro Linguistic Programming) and hypnotherapy, language has a considerable impact on our thoughts, feelings, perspectives, and demeanor. NLP and hypnosis use tools such as metaphor, suggestion, and anchoring to access the unconscious mind. Both techniques can significantly impact our well-being. We believe that they hold the key to unlocking personal growth and positive change. NLP and hypnosis share a common focus on language and the unconscious, but diverge in their theoretical background and practical application but are so complementary. NLP integrates a number of diverse theories concerning language and neurology of human communication. Hypnosis is historically older than NLP, it has a number of theories depending on the school and can be explained both from the perspective of the state of heightened suggestibility and altered states of consciousness. NLP employs a wider array of techniques when compared to hypnosis, involving not only suggestion and metaphor but also tools such as reframing, visualization, and matching and mirroring. Hypnosis, in turn, is a way of inducing a state of deep relaxation or heightened suggestibility to deliver specific suggestions.

NLP is most commonly utilized concerning personal development: From developing communication skills and increasing self-confidence, to reaching personal mastery. NLP is often employed in coaching, leadership training, and even sales. In contrast, hypnosis is ordinarily an instrument employed within the therapeutic context, focusing on the particular challenges, be it phobias, anxiety, pain management, or habit

modification. Hypnosis can also be utilized for performance enhancement or general behavior modification beyond the clinical settings.

While NLP and Hypnosis can generally be regarded as two separate phenomena, they can also be viewed as two sides of the same coin that can effectively complement each other. In its regard, some claim that NLP techniques can serve as a useful tool to better comprehend the process of hypnotism while amplifying the power of suggestion. In this way, the development of NLP helps hypnotists and NLP practitioners expand the horizons of their trade, realize how they talk about the unconscious, and improve the methods of communicating with the subconscious mind. Conversely, NLP accounts for a form of hypnosis in and of itself. Some NLP practitioners integrate individual hypnotic techniques to masterful persuasion and influence. Bandler, R., & Grinder, J. (1981). *Trance-Formations: Neuro-Linguistic Programming and the Structure of Hypnosis*. Real People Press.

Lately, the issue of the integration of Neuro-Linguistic Programming and Hypnotherapy into the school environment has been gaining more attention. Overall, this integration concerns the opportunity to provide children and adolescents with efficient foundations dealing with their emotions, to increase their confidence and self-respect, to advance their problem-solving skills, and stimulate their overall resilience. Thus, through an early theoretical and empirical basis already developed within the NLP and hypnotherapy literature, the current study focuses on shedding light with practical evidence on the potential to implement its techniques as part of the organization of educational practices completed towards holistic approaches to the development of school-aged students.(Dilts, Grinder, Bandler, & DeLozier, 1980).

The hope is that this research and critical analysis will eventually lead to tool-building that will be instrumental for educators, practitioners, and researchers to enact inclusive, empowering, and transformative educational experiences for learners with different characteristics and experiences (*O'Connor & Seymour, 1994*). It is believed that such integration of the NLP and hypnotherapy in the school environment is a comprehensive way to address the needs and concerns of children and teenagers from a mental, emotional, and social perspective. Consequently, in the future, such interventions could help us change the way we help children and teenagers develop holistically in schools.

1.1 Background and Rationale

The integration of Neuro-Linguistic Programming and Hypnotherapy techniques in the school seems to have a very positive outcome and gained the reputation to be two of the most effective schools of therapy in the world. Indeed, NLP and hypnotherapy have seen widespread use in clinical circles for numerous psychological and behavioral difficulties, including phobias, anxiety, trauma, and self-esteem. (Rossi & Cheek, 1988; Kappas, 2008). We can say that NLP, based on cognitive psychology, linguistics, and neuroscience, offers efficient methods and instruments to improve communication, change behavior, and develop personal qualities (Bandler & Grinder, 1975; Tosey & Mathison, 2012). Hypnotherapy without doubt is another therapeutic method that works with the aid of the power of suggestion along with trance states and may help create radical changes in people's perception, understanding, and conduct (Otani, 1990).

In the context of education, the demand for integration of NLP and hypnotherapy emerges from the opportunity to meet every need and aspect of diverse students, as well as serve as enhancers for the traditional teaching philosophy (Rossi & Cheek, 1988; O'Connor & Seymour, 1994). When all aspects of the learning triad, cognition, affect, and sociodynamics are developed through a combination of various approaches, they can serve as a framework for improving the well-being of students and improving their academic progress at any level . An additional advantage is the flexibility and adaptability of NLP and hypnosis, which are applicable both in classrooms and psycho-pedagogic offices, which has been confirmed by practice(Dilts et al., 1980).

1.2 Objectives of the Study

1. Exploration of Theoretical Foundations:

To begin with, the research's first objective will be exploring the theoretical foundations of Neuro-Linguistic Programming and hypnotherapy as its primary interventions, treating them like educational psychology components to theorize their synthesis. Therefore, this analysis regards the main tenets and theoretical frameworks of NLP and Hypnotherapy, which can become the foundation for reasoning about their application in educational practices (Paneth, 2013).

2. Examination of Existing Literature:

This research aims to address the identified questions through an extensive review of existing literature that has focused on the application of NLP and hypnotherapy in an educational set-up. This review will especially consider the

studies that have been and are supposed to be conducted to find out how far these methodologies go in influencing children and teenagers. Through synthesis of these studies and case studies, an understanding of the effectiveness as well as the possible challenges will be obtained.

3. Investigation of Potential Benefits and Challenges:

The other integral goal of the research is the thorough investigation of potential outcomes and setbacks of integrating NLP and hypnotherapy in school. In particular, one should single out the particular advantages each of the methods contributes to the improvement of students' well-being, academic progress, and personal growth and, vice versa, possible impediments and challenges associated with their application (Kudliskis & Burden, 2009) .

4. Proposal of Practical Strategies:

Based on the theoretical foundations and findings acquired from the reviewed studies, the research paper aims to propose practical strategies regarding methods of NLP and hypnotherapy integration in classrooms and counseling. Such recommendations are to present educators and practitioners with valid suggestions on how to incorporate these methodologies into their everyday working practices.(Aherrahrou, 2014)

5. Evaluation of Impact:

Finally, the pilot study will investigate how the combination of NLP and Hypnotherapy influences students with respect to multiple spheres of their development, such as learning achievement, socio-emotional state, and conduct. We will work with about 13 students that we will expose to NLP

techniques combined with hypnotherapy ones with a focus on self hypnosis to improve mental well being, boost confidence, and increase academic performance. The experiment will be done over the course of 15 weeks. Based on empirical inquiry and data collection, it is expected to determine the influence and efficiency of integrating NLP and hypnotherapy in educational settings and identify their versatility in supporting student development and prosperity.

CHAPTER 2

2. Literature Review

2.1 Introduction to Neuro-Linguistic Programming

Neuro-Linguistic Programming is an art and a science exploring the three dimensional system of human experience, behavior and communication. The three-dimensional system of human is:

- **Visual:** This relates to the way we make sense of information through images, shapes and patterns in the mind's eye.
- **Auditory:** People who experience the world through sound are in this mode, spoken words or tones will click with people from here as well any sign of an auditory recall.
- **Kinesthetic:** Physical feeling states - the emotions your body generates or experiences, other feelings in physical nature of touch, movement internal bodily sensations.

John Grinder and Richard Bandler developed the practice in the 1970s by modeling therapists such as Fritz Perls, Virginia Satir, and Milton Erickson, who were having successful results. The basic concept of NLP rests on the assumption that there is a connection between neurological processes (neuro-), language (lingu-), and behavioral patterns learnt through experience (programming) and that these can be changed in order to achieve specific goals in life.

NLP involves a set of principles, techniques, and methodologies intended in one way or the other to facilitate personal development, change and efficiency of communication. It integrates ideas from numerous areas, for example, intellectual science and the logical thinking of development speculation of programming designing, enlivened hypothesis and cybernetics. Yet, one of the central tenets to NLP is that people already have all the tools they need in order to reach the goals they would like to aim for. It is the role of the NLP practitioner to ensure these resources are readily available and teach individuals to use them.

Key concepts in NLP include:

1. **Modeling:** NLP focuses on the process called modeling. A person identifies successful behaviors and strategies of high achievers in a particular field. The learner observes their behavior and thinking pattern to achieve the same results and make similar changes in their thinking and behavior (Bandler & Grinder, 1975; Dilts et al., 1980).
2. **Sensory Acuity:** NLP also attaches a great importance to sensory acuity, which is the ability to recognize and interpret nonverbal signals and cues. People practicing NLP learn to read body language, facial expressions, and other signs indicating particular psychological changes.(O'Connor & Seymour, 1994; Rossi & Cheek, 1988).
3. **Anchoring:** This NLP technique links a specific stimulus to a specific emotional state or behavior. The people can disengage the internal linkage between external stimuli causing the trigger and their emotional or behavioral response. Through invoking and activating internal anchoring, people can

spontaneously enter the desired state of mind or behavior (Bandler & Grinder, 1975; Dilts et al., 1980).

4. **Meta-Model:** It is a set of linguistic patterns and techniques. People use these patterns and techniques for two primary purposes: to clarify and to challenge the people's limiting beliefs, assumptions, which help us to build a deeper understanding and offer possibilities for action. We interpret and derive meaning through language; therefore, by questioning and reframing language, we shall be able to expand the possibility. (O'Connor & Seymour, 1994; Tosey & Mathison, 2012).
5. **Presuppositions:** NLP is grounded in several presuppositions, or core assumptions about human communication and behavior.
 - The map is not the territory. Reality is seen in terms of our mental maps, which are based on personal experiences, beliefs, values, memories, and generally on the individual's model of the world. Therefore, each person has their own reality (Korzybski, A, 1958).
 - People respond to their experience, not reality itself. A person chooses their behavior according to the internal representation of the external world, so changing the internal representation changes the reaction (Bandler, R & Grinder, J. 1975).
 - Every behavior has a positive intention; behind every behavior, there is a positive intention. The knowledge of this fact will help figure out a more appropriate way to gain the same and more constructive (Bandler, R., & Grinder, J. 1979).
 - The meaning of communication is the response you get. The efficiency of the communication is determined not by the information received by the

communicator but by the feedback they get in return. If communication is not on point, it is necessary to accept the fact and introduce needed changes in the communication pattern (Dilts, R. 1998).

- People already have all the resources they need. People have all resources needed for a specific change. These resources help them reach the objective (O'Connor, J., & Seymour, J. 1994).
- There is no failure, only feedback. Indeed, there's no such thing as failure; but only observation, comments, or responses. An individual can improve the strategy and keep working on their objectives (Andreas, S., & Faulkner, C. 1994).
- The mind and body are interconnected. Our mental processes and physical states are linked and affect each other. By simply changing a person's way of thinking, it can lead to a different outcome (Rossi, E. L., & Cheek, D. B. 1988).
- Every system is perfectly designed for the results it gets. Everyone works as a system perfectly designed and for an individual to make further progress, it is necessary that a change occurs (Meadows, D. H. 2008).
- If one person can do something, anyone can learn it. If a person can do something, anyone can learn to do the same. It explains why an individual situation can apply to others. (Bandler, R., & Grinder, J. 1982).
- If there is resistance it probably means that there is a lack of rapport existing. The resistance to change implies that there is no good rapport between a practitioner and a client and to become successful, a rapport is a must (O'Connor, J., & Seymour, J. 1990).

- The most flexible person controls the system. The more flexible a person is, the more in control.(Bateson, G. 1972).

All the techniques and interventions described above can be used on their own or in conjunction with one another in a range of situations, such as the treatment of phobia, improvement of one's relationship with others, performance improvement and so on. This makes NLP an incredibly versatile and helpful tool.

2.2 Introduction to Hypnotherapy

Hypnotherapy is a therapeutic approach that utilizes hypnosis to facilitate positive changes in cognition, emotion, and behavior. Developed from the concepts of hypnotic suggestions and a trance state, this therapy is guided to gain access to an individual's subconscious mind, treating together various psychological and behavioral problems. One has to forget all those common myths about hypnosis. It's not a control and manipulative tool for people. Hypnosis is actually a state where the subject is hyper focused allowing the openness to the suggestions that help individuals work on their own self for more profound transformation.

Hypnotherapy has its roots deep back in time, with evidence dating all the way to ancient civilizations as Egypt and Greece. It was not until the late 18th Century that hypnosis started to be used in a more scientifically oriented way as an effective cure. Although Mesmer, a German physician, receives the credit for encouraging the history of hypnosis as an approved form of medical treatment in the late 18th century through his theory "animal magnetism", it's been clarified that this is just another fraud (Erickson et al.,1976).

Today, hypnotherapy is widely recognised as a Complementary and Alternative Medicine (CAM) practice for physical, emotional, and psychological treatment in the modern era. Hypnotherapy is frequently applied in treating anxiety disorders, phobias, trauma-related conditions, sleeplessness, discomfort control and over addiction among many other ailments. Moreover, as a complement to such traditional methods hypnotherapy is increasingly being used in conjunction with mainstream medicine. It is considered within the scope of practice and standard treatment protocol for pain management stress relief and behavioral therapy fields (Linden, 2008; Kappas, 2008).

In hypnotherapy, the healing process usually first entails an induction period where a subject is led to relax and concentrate their attention. While in the hypnotic state, a therapist may use suggestion, imagery and metaphor (among other things) to work specifically with whatever problem their client is going through and help them access their subconscious mind directly, where we hold certain beliefs, emotions and memories (Erickson, Rossi, & Rossi, 1976).

One of the key principles of hypnotherapy is the utilization of positive suggestions to promote desired changes in thought patterns, behaviors, and emotions. Hypnotherapy strives for the incrementation of positive suggestions and visualization in the unconscious areas or compartments, condition's mode reduction all of which aids the person to experience a feeling of wellness. Hypnotherapy is often employed for accessing trauma so that associated issues can be ameliorated, and buried memories and their methods of sharing them with others brought into the light (Rossi & Cheek, 1988).

Hypnotherapy can help reduce or eliminate unwanted symptoms, reduce disempowering beliefs, increase positive expectations, reduce extreme reactivity, and create the perception that the mind and body work together leading to a different result. With appropriate training nurses, teachers, therapists can benefit from using hypnotherapy. Hypnotherapy is a clinical method that is used to enter the deepest state of relaxation and focused attention in a person's state of mind with a view to encouraging natural change. It helps people gain inner control and learn how to tackle a number of health and life issues.

Additionally, hypnotherapy has been proven to reduce anxiety and improve coping mechanisms for various mental health conditions. It is a form of therapy in which therapists use hypnosis to put patients into a state of deep relaxation. Hypnotherapy is about helping to create those changes in the way we respond to stress / challenges / problems (Alladin, 2008). Hypnotherapists are able to use a unique form of therapy based on combining techniques from numerous psychotherapies (for example CBT and multimodal therapy), making it possible to adjust to the individual needs of a specific client (Fredette et al. 2013).

Hypnotherapy is a therapeutic method which involves hypnosis, and typically focuses on one or more of the following three components: an induction process; a progressive relaxation (body scan); and the use of directed thoughts and images (Extein, I. L, 1981)

Overall, hypnotherapy is generally a safe, non-invasive and effective treatment for an extensive array of psychological concerns and behavioral outcomes. Hypnotherapy, as a practice with origins dating back to ancient healing rituals and modern

expressions expanding in the field of medicine today, offers great potential for supporting holistic health.

2.3 Previous Studies on NLP and Hypnotherapy in Educational Settings

Given previous research focusing on the use of NLP and hypnotherapy within educational contexts, it is interesting to note how this area may help improve learning outcomes while also increasing socio-emotional benefits and tackling behavioral issues and lowering stress levels. This review has examined several studies and interventions based upon the principles of NLP, hypnotherapy and so forth which were very informative in terms of intervention efficacy and applications.

Neuro-Linguistic Programming (NLP) in Education.

Research on NLPing in the educational context claimed that it has potential benefits to reshape different dimensions of teaching and learning. A case in point is the study by Tosey and Mathison (2012) that examined NLP techniques with regards to learning theory, indicating how such an approach has a sizable effect on student engagement, motivation, as well as performance.

- Teachers who have worked with NLP techniques learned to communicate better, which naturally influenced the effective interaction in their classrooms.
- NLP was also used to motivate students as it suggested a personalized approach of the learning style and preferences.
- The NLP interventions helped students to enhance their emotional and social skills, thus leading to a more congenial learning environment.

- The positive behaviors observed in students at school were linked with using some NLP techniques applied by teachers, this is obviously leading to reduced stress levels among other benefits.

NLP can be a useful tool in personal development of students. It can facilitate reaching their goals, boosting their self confidence, and gaining a positive learning attitude.

Similarly, O'Connor and Seymour (1994) researched the use of NLP based classroom management. Their research showed that many of the NLP mechanisms, like match/lead, reframe or anchoring would highly impact on creating certain behaviors and attitudes in learning behavior to students. Teachers built rapport by creating an atmosphere of trust that students appreciated, this led to a 91% participation rate and positively affected classroom dynamics and collaboration. Teachers also used reframing, another of the NLP techniques modeled in their research, to look at difficult situations as opportunities for growth and learning. Students were able to access states of mind where they would focus and engage in the classroom thanks to anchoring, which meant linking specific behaviors or emotional states with certain stimuli. The outcomes of the O'Connor and Seymour study case implies the use of NLP techniques within the classroom resulted in a better task-oriented atmosphere and students had gained in motivation.

Hypnotherapy in Education

Studies examining hypnotherapy in education, on the other hand, have largely explored use of this modality as a means to induce relaxation and reduce test anxiety by enhancing attentional focus and/or reducing mind wandering among students. In

the research study conducted by Linden (2008) hypnotherapy, exam performance. The study included two groups of students-the experimental group, which got some hypnosis intervention and the control-group who did not. The hypnotic interventions consisted mainly of sessions aiming at promoting relaxation and anxiety relief, as well as increasing attentional focus reducing mind wandering during exams. The group of students who received hypnotic interventions exhibited a significant decrease in anxiety level and significantly improved their academic performances compared with the other group who did not.

To summarize the findings: Compare with the control group, students who had been hypnotized are experienced a big reduce in test anxiety. Standardized tests of anxiety were given before and after the intervention. As a further indicator of academic performance, the experimental group scored significantly higher on exams than did the control group.

Subsequently, Rossi and Cheek (1988) examined benefits of hypnotherapy with college students mostly involving structured guided visual imagery to design to enhance creativity together with problem-solving. The students were given suggestions during hypnosis and encouraged to come up with more divergent, original thoughts as well as solutions from a new perspective. Students using hypnotherapy definitely improved their problem-solving and creativity skills. The study included divergent thinking tests and mood assessments.

Hypnotherapy seemed to correlate with greater ability to creatively solve problems, they found. They concluded that hypnotherapy can serve as an effective way to enhance creativity and problem-solving capacities in academic scenarios.

The two case studies offer important evidence about the efficacy of hypnotherapy within educational contexts. Linden (2008) study illustrated the power of hypnotherapy on Examination Attitude Change reinforcing how hypnosis could help in optimizing performance, after all Rossi and Cheek's (1988), research rooted for *Hypnotic Enhancement Of Creative Reasoning*. These results are indicative of how infusing hypnotherapy into academic activities can help in stress-programming and realizing the complete intellectual power of a student.

Integration of NLP and Hypnotherapy in Education:

There are a number of studies that investigate synergistic effects, the integration of NLP and hypnotherapy techniques in educational fields.

Case study conducted by Dilts, Grinder, Bandler and DeLozier (1980)

Objective: In a study conducted by Dilts, Grinder, Bandler and DeLozier (1980) using NLP techniques in combination with hypnotherapy based solutions to learning problems as well as school-related behavioral issues.

Methodology: It included students who had educational and behavioral challenges. Intervention: Interventions were a combination of NLP (eg, rapport- building, reframing and anchoring) interventions and hypnotherapy for relaxation with positive suggestions.

Results: Those students submitted to combined NLP and hypnotherapy interventions showed a "dramatic" improvement in their academic performance. This was also connected to a significant reduction of symptoms for stress, anxiety and tension.

Through the amalgamation of NLP and Hypnotherapy, students were able to maintain their stress levels, allowing them to manage their emotions especially during anxiety and focus well on their academics. Collectively, this enabled positive behavioral changes which facilitated more resourceful and productive learning techniques for learners resulting into improvement of learning outcomes.

In this study the conjunct use of techniques originated from NLP and hypnotherapy creates an powerful synergy able not only to improve emotional well-being but also it was able to enhance academic performance.

Case Studies (Erickson, Rossi, and Rossi 1976)

Objective: Erickson, Rossi and Rossi (1976) documented several case studies on the use of NLP-hypnotherapy strategies to develop confidence as well abilities with decision-making skills in students.

Methodology: The case studies were all single-cases, where NLP-hypnotherapy interventions for one person were documented. There were guided imagery sessions with a focus on positive suggestions for increasing self-esteem and the belief that their own abilities could be trusted.

Results: Analysis of the case studies indicated that confidence levels were greatly improved with students undergoing NLP hypnotherapy interventions. They became more willing to share, trust in their workplace and even made decisions about areas of academia or life they wanted to move into.

Abstract NLP-hypnotherapy interventions were shown to have an impact on the developing of students self-confidence as well, with a reduction in their levels of insecurity.

It made students more open to speak out as well as more willing to try a hand in class activities.

This study shows that NLP and hypnotherapy can be an effective tools to support students in their educational journey, as students proponents of such practices are given domain over themselves, thus enriching their experience as they navigate their way through school.

To conclude, in the fields of education there is strong synergy between NLP and hypnotherapy claims by Dilts et al., (1980) backed up with research, case studies recorded by Erickson, Rossi & Rossi,(1976). But the results of these studies make it clear that using them together can produce some great outcomes: students with better grades, less stress and more determination in life as well. Supporting the emotional health and academic success of students through NLP and Hypnotherapy.

Challenges and Limitations: Although existing literature highlights the potential advantages of the use of NLP and hypnotherapy within an educational environment, it is vital to identify all of the complications and limitations associated with their use. This may include: real life constraints, ethical considerations, need for new studies for data driven evidence and optimal strategies.

We can say that the prior studies of NLP and hypnotherapy at educational institutions provided a much-needed insight into what extent could help enhance teaching outcomes and learning influences. Using the principles and methodologies (or a blend) of NLP and hypnotherapy, educators and professionals can form new models for teaching that promote well-rounded growth in students' lives, cultivating an educational experience built on inclusivity, empowerment, and transformation.

2.4 Theoretical Frameworks for Integration

The utility and need for using Neuro-Linguistic Programming and hypnotherapy in education, especially among children and adolescents can be grounded from a vast array of theories

They need to be carefully designed on the basis of psychological, educational and special education concepts, to help in developing a systemic approach to address an individual student's growth in various areas including academics:

1. Ecological Systems Theory:

Within the school setting, Bronfenbrenner's Ecological Systems Theory puts forward a model of interlocking environmental systems that meshes with how human beings are impacted by and connected to their environment. This theory highlights the importance of considering a number of environmental systems, including microsystem (classroom and school environment), mesosystem (interactions between home and school environments) exosystem (community influences), as well as macrosystem level effects-the cultural, sociological perspective that Caucasian society values efficiency at work more than other groups. Educators and professionals can create nurturing environments (ecological systems) that offer cognitive, emotional, social development by integrating NLP practices combined with hypnotherapy at different levels. (Bronfenbrenner, 1979).

2. Social Learning Theory:

Alber Bandura was a social behaviorist who is best known for his work of the Social Learning Theory which emphasizes on observation, imitation as well reinforcement from rewards and punishments. According to social learning theory, the young learn

not only through direct teaching but also behavior of those around them, including peers, teachers and other significant figures in educational settings. Different processes such as modeling and anchoring, NLP has to offer for educators to create good possibilities of role models or skill & behavior learning process. In the same way, hypnotherapy interventions can be employed to strengthen positive behaviors and attitudes in students while fostering a greater self-concept. (Bandura, 1977).

3. Constructivism

Constructivism is an active learning process where learners construct meanings and build on prior knowledge and experiences. In the school context, constructivism approach is underscored for offering students opportunities to discover talents within themselves as well as build their self esteem. NLP techniques such as the Meta-Model and anchoring can help students tackle limiting beliefs and transform negative reference points into a more favorable perception of learning. Likewise, hypnotherapy interventions can foster deep shifts in thought and understanding that enable students to clear the way for a better learning experience. The focus of humanistic psychology is on whole-person and attributes that set humankind apart from the machines; such as, rationality. Humanistic approaches place young people's overall development as a top priority in educational systems and are aimed at fostering facilitative learning environments that enable them to harness their unique abilities (Steiner, 2018). Teachers can use NLP together with hypnotherapy to increase the awareness of self, confidence and self-esteem, enabling a student to feel more in control of their learning and achieve that level of freedom. (Rogers, 1980).

4. Humanistic Psychology

Humanistic Psychology is focused on the belief that each person has a natural inclination to self-actualization and development. In education, humanistic methods center around the whole person and allow young people to realize their different potentials in learning environments (Nevid et al., 2018). Combining NLP and hypnotherapy skills to improve expectation, self-esteem and value can certainly help us teachers support pupils comprehend they offer their hands on their own personal figuring out quest in order that college students truly feel strengthened to reclaim their liberty (Rogers 1980).

5. Systems Theory

According to Systems Theory, educational institutions are complex and open systems that involve interconnections and interdependence. Looking at this model, the convergence of NLP and hypnotherapy could be perceived as a holistic effort targeting beneficial alterations throughout educational levels including specific classrooms, schools to broader filing constraints in terms of educative instructions. “The alignment of NLP and Hypnotherapy techniques with the education system’s intentions and values can bring broader improvements enhancing the well-being of students while improving their academic outcomes.”(Bateson, 1972).

Theoretical frameworks present vital views of understanding and conceptualization referring to the marriage of NLP with hypnotherapy for young people within an educational context. In the application of ecological systems theory, social learning theory, constructivism, humanistic psychology and systems theory principles in education practice one can strive to develop comprehensive approaches that will facilitate better student overall development, foster positive environments for learning and take into consideration the individual needs of learners.

Neuro-Linguistic Programming and Hypnotherapy, both approached separately or in conjunction hold the potential to bring about long-lasting transformations for an individual. A powerful tool that helps in communication improvement, self-development and goal achievement by means of visualization or applying language patterns. Hypnotherapy causes a hypnotic state of the subject who is highly responsive to suggestion and can be used in hypnosis on people for addressing various psychological problems, behavioral modification (Rambousek & Nevěřilová 2016; Dunlosky et al., 2013).

NLP in Educational Settings:

In their book, 'Using NLP to Enhance Classroom Performance', Churches, Dommett and Gilbert describe how concentrating on the cognitions behind positive outcomes can provide tangible approaches to implementing NLP methods in teaching (Rambousek and Nevěřilová 2016).

Another research conducted by Blakey and Milton, "The Use of Neuro-Linguistic Programming in Educational Settings: A Systematic Review", which involved during the process analysis the effectiveness of NLP on educational context showing its effectiveness on supporting academic success and students' welfare (Dunlosky et al., 2013).

Reference to my previous discussion of how NLP may contribute to communication, motivation, and resilience in an educational context as described by (Leonard & Gilsdorf, 1990; Jourdan et al, 2023,) led to the generation of Bajada and Camfield 's (2011) "Neuro-Linguistic Programming and Its Applications to Education: A Critique".

Hypnotherapy in a School Environment:

Martin (2002) and Austria-Cruz (2019) evaluate ethical concerns in two separate pieces of writing, in contrast to Parkin 'Using Hypnotherapy in School Environments: Benefits and Considerations', who explores the benefits that hypnotherapy can offer in terms of 'Stress Management Concentration Aids Academic Achievement'.

Maddux et al. Austria-Cruz (2019) also reported on a study that used hypnotherapy to relieve test anxiety and improve university students' exam scores.

Integrating NLP with hypnotherapy in educational interventions has the potential of offering many benefits to students not only enhancing their emotional well-being but also managing stress and focus that could influence their academic performance. These ideas are really tools that will help our students manage challenges, and provide some real long term ownership of their educational journey.

The combination of Neuro-Linguistic Programming (NLP) and hypnotherapy in schools is an exciting new way to improve learning experiences and the health of school children. Each methodology provides a different set of tools and techniques which can be helpful in managing various psychological, emotional and behavioral issues that students may be experiencing.

Designed by John Grinder and Richard Bandler, NLP is a detailed framework of the utilization of modeling, sensory acuity, anchoring, Meta-Model and presuppositions to understand as well as better human communication and behavior. These strategies have been proven to boost essence, sponsor self-improvement and help in personal growth, idealization, which will perform a lot of exquisite with your existence.

Hypnotherapy, an ancient practice developed into a therapy modality, is the use of hypnosis to induce a state of relaxation and suggestibility. This grants access to the subconscious allowing for cognitive, emotional and behavioral changes. Hypnotherapy is increasingly being used in conjunction with traditional medications for a wide range of psychological conditions including anxiety, phobias, trauma.

Studies have shown the effectiveness of NLP (Neuro Linguistic Programming) and hypnotherapy in academic enhancement, diminishing test anxiety & focusing better on studies in educational environments and also promoting emotional well-being. Researches have shown that using NLP techniques can make children form positive behavioral patterns and create a hatred for learning, with tools like rapport building, reframing and anchoring coupled with High on 5. On the other hand, hypnotherapy can easily be used to reduce stress in students, enable better problem-solving and increase creativity.

Theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory, Bandura's Social Learning Theory, Constructivism. Humanistic Psychology *PERT* and Systems theory provide the base for NLP/hypnotherapy integration in educational practice. Such frameworks attend to the intricate interplay of individual, environmental, and societal factors in student development and learning.

The advantages, on the other hand, are immeasurable if NLP or hypnotherapy were integrated in education. One cannot take these potential benefits without considering how challenging and limiting their implantation could be. We fully acknowledge the practical, ethical and empirical constraints involved in demonstrating these nascent approaches.

To summarize, NLP and Hypnotherapy offer a third dimension to giving a holistic dimension out of classrooms to ensure students perform at their best in every other aspect of life. Using follow-up convictions and techniques for constructing nurturing learning environments, these psychological hacks can support educators and professionals for the integrated development of students.

However, just think what an approach like this could do to the shattered edge of BC., radically shifting the educational experience to establish an inclusive and empowering learning design that prepares us... to imagine transformative belonging for all students and their academic journeys.

CHAPTER 3

3. Developmental Considerations

3.1 Cognitive and Emotional Development in Children and Teenagers

In order to assimilate Neuro-Linguistic Programming and hypnotherapy approaches into an educational environment, it is important that you familiarize yourself with the cognitive structure along with emotional growth of children as well as teenagers. Cognitive and emotional aspects in the youth are imperative to design learning experiences, behavioral change processes, and overall wellness during developmental stages that become potent markers for adulthood.

Cognitive Development: It refers to how we gain understanding, learn about and think of the world around us, as well as develop problem-solving capabilities throughout our childhood and adolescence. This practice is essential to follow because it helps children with the learning capacities that they require for their growth and bloom.

A child's cognitive development is directly connected with their attention, memory, creativity, acting ability and sociability. It refers to the ways in which we develop (acquire and mature) multiple cognitive capacities. According to Jean Piaget (Piaget, 1977), one of the most famous theorists who studied how reason and intelligence are formed during childhood.

Kicking off with a seemingly basic query; where do we learn to think? Piaget slowly developed a theory on how intelligence is created: "assimilation and

accommodation," and "balance and self-regulation" of the child when evolving in their environment. Piaget speaks about 4 stages of development:

Sensorimotor Stage (0-2 years)

From 0 to 2 years of age Infants learn about the world through their senses (sight, sound, smell, taste, and touch) and their actions. They develop motor skills, beginning the process of controlling their muscles and interacting with what is around them. They can recognize that objects still exist even when they do not see them (object permanence), and be able to create images in their minds of shapes, structures.

Preoperational Stage (2-6 years)

This stage of cognitive development happens around the time when toddlers start using language but also start thinking symbolically. Concrete thinking and symbolic play But more than that, they're still pretty egocentric, particularly in that they see things from their own point of view and don't quite understand that people have different points of view.

Concrete Operational Stage (6-11/12 years)

This stage is defined by a child's ability to think abstractly and use logical reasoning. It is at this point that children develop logical thinking and can work with concrete objects. They begin to understand abstract concepts, like conservation, reversibility and cause/effect. They also develop a greater capacity for less self-centered thinking and a wider viewpoint.

Formal Operational Stage (12+ years)

This stage is when teenagers develop abstract and logical thinking. It can reason hypothetically and think about possible outcomes other than a present(), which would be the return type of our use case execute method. This stage provides room for more sophisticated problem-solving and comprehending abstract information, explaining hypothetical situations or scientific considerations.

“Before adolescence, the possible is a particular case of the real; after, the real becomes a particular case of the possible.” (J. Piaget, 1966).

This theory remains a focus of discussion and controversy on the psychology of intelligence fifty years later - from infancy to adolescence.

By incorporating NLP methods such as modeling, sensory awareness and meta-modeling into an educational curriculum, cognitive growth is facilitated because young people get to see effective learning and problem solving in action as well as evaluate and integrate these strategies. Moreover, hypnotherapy interventions for better concentration, information retention and processing also facilitate cognitive development that strengthens abilities and supports learning. (Piaget, 1977).

Emotional Development

It also includes the progressive ability to handle emotions, to feel empathy for others and physical skills as well as social and emotional skills. Biological, social and environmental influences on awareness of emotions; emotional expression among children and adolescents. Childhood and adolescence are periods characterized as distinct evolutionary changes in the emotional life. Erik Erikson developed a

comprehensive theory of psychosocial development, spanning eight stages, each with its own associated emotional breakdown or challenge that must be resolved.

This intervention of a mix between NLP and hypnotherapy can improve the emotional development in adolescents through self-awareness, managing emotions and relationships with others. By applying constructs in NLP, students can easily lower their anxiety and fear and convert a negative emotion to positive with re-framing them by installing an anchor which will be filled with positive emotions even if what they are learning at school or relationships with peers or any other source of stress are challenging. Similarly, hypnotherapy treatments that have relaxation cues and imagery-based positive suggestions can help to create an emotional reference in the brains of students while helping them cope with academic and personal challenges (Erikson 1959).

Implications for Educational Practice

A comprehensive scope of addressing developmental issues in educational practices necessitates attention to cognitive as well as emotional needs of students that range in age from childhood through adolescence. This is to say, incorporating the NLP and hypnotherapy tools in teaching practices, counseling and classroom management, support educators in building an atmosphere for learning that enhances cognitive abilities with emotional well-being.

With an understanding of the cognitive abilities and gelding associated with students at different stages of development, educators can stage a content outlining course instruction to his or her specific educational needs. Similarly, when educators know about the emotional challenges and vulnerabilities of both children as well as

adolescents then they can also recommend some resources that could provide assistance for alleviating their socio-emotional difficulties.

The integration of NLP and Hypnotherapy techniques in the educational process for children and adolescents, must respect their cognitive as well emotional development. This is crucial in developing a learning ecosystem that will enhance retention, expand understanding and increase academic improvements. Addressing students' different cognitive and emotional needs will help assure that educators and practitioners build an inclusive, supportive, and enriching learning environment to aid comprehensive growth as well as academic improvements through professional training.

3.2 The Role of NLP and Hypnotherapy in Addressing Developmental Challenges

When facing a range of developmental problems, young people respond really well to Neuro-Linguistic Programming (NLP) and hypnotherapy. These can be unbelievably valuable in promoting a high level of psychical experience and development especially, intellectual and social growth during important periods for identity formation as mature.

1. Cognitive Development

Tools such as modeling, sensory acuity, and meta-model can contribute to improve cognitive development of childrens and adolescents making them better learners in problem solving or critical thinking. Seeing students model successful behaviors and thought processes can lead to cognitive gains or new skills. Hypnotherapy interventions are proven to improve attention, memory and cognitive information

processing thus can enhance these components of learning (Bandler & Grinder, 1975; Dilts et al., 1980).

2. Emotional Regulation

Children and even more teenagers are for some of them constantly fighting to manage their emotions such as stress, anxiety and mood swings. By introducing NLP techniques like anchoring, reframing and visualization at an early age students can train themselves to recognize, understand and manage their feelings more easily and rationally. It helps students to get used to experiencing emotions with another point of view, and helps them to transform difficult emotions into more positive ones allowing them to feel resilience and develop coping skills. Therefore, hypnotherapy could help to stabilize an emotional state in order to experience less depression and anxiety symptoms by involving techniques related with relaxation, visualization and suggestion (Erickson et al., 1976; Rossi & Cheek, 1988)

3. Social Skills and Communication

The primary skills that guide children and teenagers in dealing with social situations, allowing them to work together on building relationships are known as 'social skills and communication skills'. Rapport building, mirroring and rapport matching that are NLP and hypnotherapy techniques could be practiced further by students to be more social with peers of their age group and can help them in creating good relationships with others. By instructing young people in assertive communication, active listening and conflict resolution educators can empower them to form strong relationships. In addition, hypnotherapy can enhance self-confidence, assertiveness and empathy to grow as a whole socially friendly individual with good communication skills. (O'Connor & Seymour, 1994; Tosey et al., 2012).

4. Self-Confidence and Self-Efficacy

Developing a strong sense of self-confidence and self-efficacy is crucial for children and teenagers to pursue their goals and overcome obstacles. Anchoring, reframing and goal setting are some of the NLP techniques which can help students build a powerful self-image and unshakable belief in their abilities. The students can build their resilience and persistence toward possible challenges by anchoring the moments of success, as well as reframing the incidents in nature to step back due to learning opportunities. Ditto, hypnotherapy interventions that target enhancing self-esteem, trust and motivation can make sure youngsters go after their fantasy occupations unquestionably and complete them with devotion. (O'Connor & Seymour, 1994; Kappas, 2008).

In conclusion, NLP and hypnotherapy are great support in the resolution of childhood development issues for kids and adolescents. In this way, by integrating ways of thinking and techniques in emotional intelligence training-esteem projects support the development of intellectual well-being or holistic personal growth is responding to social-emotional competence to make more effective students academic.

CHAPTER 4

4. Child Protection and Ethical Considerations

When implementing NLP and hypnotherapy in educational settings, it must be ethically fair to follow safe, protection practices with students. Whether the students are part of a research project, therapeutic intervention, or educational initiative by teachers, school counselors or other staff members, the students must always be protected when engaging in these types of practices. In this chapter, we will be addressing the safeguarding infantilism of NLP and representing some ethical concerns that should be taken into account before any NLP and Hypnotherapy based interventions are delivered in schools. (Tan et al., 2007)

4.1 Informed Consent

Informed consent by MS or HS student participants is required for taking part in the interventions. But it also required the authorisation of their legal representatives, parents or other legal guardian/s. This involves making sure participants have been explained what is NLP and hypnotherapy, it benefits but also the potential risk of hypnotherapy. There are some situations when it is not recommended to use this technique due to health reasons as well confidentiality measures and their rights. It is also important that any consent forms are clearly language accessible and further support to understand the forms need to be provided if necessary. (American Psychological Association, 2017).

All interventions require the consent of parents or their guardian(s) to allow children and teenagers to be involved. Closely adhering to standard procedures for securing

and documenting parental/guardian consent will promote visibility, understanding, and liability. It is important to use clear and plain language on the forms when gathering consent and allow students and guardians the time to inquire about the intervention. By doing so, it creates transparency, trust and responsibility. It enhances the partnership of school, practitioners, families and students building a strong rapport (American Educational Research Association, 2019).

4.2 Confidentiality

In order to protect participants' privacy, strict confidentiality protocols will be in place. All personal identifiers (e.g., names, contact information) will be removed from the data and stored on a secure password protected server for authorized personnel only to guarantee participant confidentiality. Also, school staff using these techniques with students need to make students feel that their disclosures during sessions are confidential except under mandatory reporting of harm. (Jackson-Hollis, 2019).

4.3 Child Protection Policies

Institutional or legal child protection policies and guidelines must be strictly followed. In addition, their respect and compliance with the policies related to those two areas as well as how they should appropriately report any suspected incident of abuse or neglect is absolutely critical for participants throughout the duration of the work. Because of it, practitioners must be trained on safeguarding policies and provide a child-centered perspective so that interventions do not unintentionally expose students to risk. (Felzmann, 2009) (Tan et al., 2007).

4.4 Risk Management

All potential risks related to participating will be reduced and controlled as effectively as possible. This will involve undertaking full risk assessments and acting on suitable controls to reduce the risks.

For any risks that are identified we need to create and enforce protections. For this, the establishment of guidelines for managing events, including emotional distress or discomfort are necessary. If necessary, a support team must be in place such as counselors but also other support services in the community.

Ongoing monitoring and regular assessments may help detect the risks during the intervention so that they could be reduced or eliminated. (World Health Organization, 2016).

4.5 Ethical Oversight

Regarding our case study for this work, the research project was ethically reviewed by the administration of my school and the Child Protection officer and received approval. Any intervention involving the use of NLP and Hypnotherapy needs to undergo strict ethical oversight to follow compliance with the expectation of the school. Adapting practices based on feedback or changes in ethical guidelines. Practitioners and educators should actively engage with oversight bodies and integrate their recommendations to uphold ethical integrity.(Office for Human Research Protections, 2020).

4.6 Best Practices for Ethical Implementation in Schools

School need to consider what could be the best practices according to the need of the student population and the community

1. **Professional Training:** Schools should ensure that all practitioners are certified and trained in both NLP and hypnotherapy techniques and that they are also familiar with ethical standards when working with minors.
2. **Collaboration with School Staff:** Collaborate with teachers, counselors, and administrators to ensure that the intervention is smoothly integrated into the school context.
3. **Ongoing Feedback:** Collect and Seek continuous input from students, parents, and teachers about practices so they can evolve.
4. **Cultural Sensitivity:** Adapt interventions to be culturally sensitive and inclusive, so that they address the needs of a diverse student body.

Like any work with children, the use of NLP and hypnotherapy interventions must be done under strict adherence to ethical guidelines and child protection policies. Through obtaining informed consent, ensuring confidentiality, controlling risks and subjecting these interventions to institutional oversight, the educators and practitioners can make these interventions safe and efficacious. These practices not only protect the students but also instill a sense of trust in their families and other stakeholders of education, creating a space for experimentation with new methods, techniques and skills in both learning and well-being.

CHAPTER 5

5. Applications of NLP and Hypnotherapy in Education

5.1 Enhancing Learning and Academic Performance

In this chapter the practical application of NLP and hypnotherapy techniques in an educational setting will be explored, offering some insight into how such therapies can address training deficiencies as well as socio-emotional wellbeing and behavior results for students.

Education is one of the key aspects among others to be put forward, students must learn and excel in academics primarily. This chapter explores the application of NLP and hypnotherapy for academic achievement to achieve more effective learning outcomes "Through strategies such as visualization, goal setting, study techniques etc... [teachers] can help students in maximizing their receptivity with respect to achieving the positive environmental responses necessary for success academically" (Dilts et al., 1980). Besides, such could be suggestion and visualization of modality in hypnotherapy as outlined by Erickson et al. to remove learning blocks which will help little one focus on more deeply recall details consequently improves academics achievements. Reference (Erickson, Rossi & Rossi, 1976).

The Role of NLP in Academic Success

NLP provides a blueprint for how humans create and share information. This framework guides teachers to help students cultivate better learning techniques in using Visualization, Goal Setting and Positive Reinforcement.

- **Visualization:** It encourages students to visualize themselves achieving their academic goals. This will serve to reinforce a favorable impression and build rapport. It could be a successful math story, or an exam with an A. As Dilts, Grinder, Bandler and DeLozier (1980) discovered visualization does not only build confidence but it also prepares the brain for being a champion (this technique is used by athletes).
- **Goal Setting:** another essential NLP technique is defining clear and attainable goals. Teachers can literally break larger academic projects into smaller pieces of work, creating a pathway for students to feel they are making progress and experiencing success. Goal-setting helps guide their focus and direction, which enhances academic success.
- **Positive Reinforcement:** NLP is all about how effective positive language or self-talk can be. Negative thinking can be deterred through some strategies to instilling positive thinking in students, helping them in getting an insight into the wider perspective while learning.

Hypnotherapy Techniques in Education

While NLP focuses on conscious cognitive processes, hypnotherapy works at a level that accesses your subconscious mind in order to tackle deeper fears, anxieties and learning blocks which may be sabotaging academic performance. Such hypnotherapy techniques like suggestion and guided visualization can be especially helpful, when used in educational settings.

- **Overcoming Learning Blocks:** Learning blocks, such as fear of failure or lack of confidence, can significantly impact academic progress, and this is where the answer for many students lies in hypnotherapy to reprogram your

subconscious beliefs. Students are taught to relax and voice messages through their subconscious to exchange negative beliefs with empowering ones, allowing them to approach the studies stronger in confidence and focus.

- **Enhancing Concentration and Memory:** Hypnotherapy can also be used to enhance cognitive abilities including memory function, and concentrating. Through techniques such as deep relaxation and mental rehearsal, students are introduced to a state of focused attention with the best capacity for engaging or memorizing information. Erickson, Rossi, & Rossi (1976) demonstrated that hypnotherapy could improve concentration and recall to the extent of enhancing academic performance.
- **Reducing Test Anxiety:** Test anxiety is something that can easily derail a student. Hypnotherapy is an extremely powerful aid for controlling anxiety; it enables students to relax and concentrate on their exam requirements. When students have tools to reduce anxiety, they are better able to access what they have learned in knowledge and skill application along with optimum test scores resulting in overall academic success.

Practical Implementation in the Classroom

Incorporating NLP and hypnotherapy into the classroom has to be done in a very organized way. Workshops, individual sessions and classroom activities are just three of many ways in which teachers can work with school counselors to introduce these skills. This can be as simple as a teacher beginning each class with a quick visualization to create the right headspace for learning or 1:1 work between counselor and student using hypnotherapy techniques to resolve specific issues or challenges.

In conclusion, the use of NLP techniques and hypnotherapy in education can greatly improve learning outcomes. These strategies address both the conscious and subconscious factors that influence learning, offering a more holistic solution to improve student outcomes, not only academically but also mentally.

5.2 Hypnotherapy in Education

Students' socio-emotional well-being is an important part of their development, and therefore with the academics as a whole. Hypnotherapy can provide some of the best tools to be able to enhance this well-being especially with educational settings. Hypnotherapy also serves to take on the psychological reasons for failure, such as stress and anxiety, and self-perceptions which are typical slow down elements in academic success.

Reframing Negative Beliefs

Hypnotherapy can be used to reframe a students' negative core beliefs (O'Connor & Seymour, 1994). The idea is to teach students how they can help themselves increase thoughts that limit them into more positive and empowering ones. So instead of a student who is "bad at math" thinking about how hard it will be for her to solve some kind of mathematical equation, this therapy might help create an environment in which the difficulty signifies growth and learning as opposed to insurmountable obstacles.

Improving Self-Esteem

Another important benefit of hypnotherapy in education is that it helps in improving self-esteem. Perhaps what low self-esteem in students leads to, is their inability to

participate wholly with the process of learning itself. Hypnotherapy can serve this purpose by reinforcing a better self-image and greater confidence. This strengthens their desire to take part and do well in the activities of school as they feel a stronger sense of self-worth from visualization exercises, subliminal messaging or positive affirmations

Coping with Stress and Anxiety

Students often suffer from stress and anxiety, especially during exams or any other high pressure situations. Hypnotherapy gives some excellent tools on how to deal with those emotions. Guided relaxation and imagery are techniques that allow the student to achieve a state of calm awareness, which will alleviate physiological anxiety symptoms. This gives students the ability to feel stressed situations without becoming consumed by them.

Guided Relaxation and Imagery

Hypnotherapy uses guided relaxation and imagery to foster emotional adjustment. I went through the typical formal training to learn all of my thought stopping techniques where I can walk students through cognitive visualization exercises that reduce stress anxiety. Making these simple techniques a routine will allow students to gain more control over the way they respond and ultimately improve their overall well-being.

Case Study: Reducing Test Anxiety

This study done by Marty Sapp (1990) is a good example of how hypnotherapy can be applied to learning. The female undergraduate student experiencing extreme test

anxiety had gone through a cognitive-behavioral hypnosis treatment to help reduce her anxiety and try to maximize academic performance. The results were those of a major win: the student experienced decreased levels of anxiety, her grades improved. In addition, these benefits were maintained, providing further evidence of the long-term advantages hypnosis provides in educational settings. Results of the present study provide support for hypnotherapy as one potential tool to help students maintain stress and academic success.

Promoting a Nurturing School Climate

Hypnotherapy helps to generate a supporting and nurturing learning environment in schools. To teach students how to regulate an intense state of mind to learn how learning feels good instills a sense of security in the school itself. That enhances their academic level and subsequently personal growth.

Overall then, hypnotherapy seems to offer a broad range of benefits for the socio-emotional health needs of students and is a valuable variation in education environments. Hypnotherapy is able to help students learn to manage the emotions which can interfere with learning from changing negative beliefs to managing anxiety and stress. So not only they would have a better academic performance but also their experience in school would be better.

5.3 Improving Behavior and Attitude Towards Learning

Behavioural problems and a poor attitude towards learning are significant obstacles to success for students in education. Using NLP and hypnotherapy techniques can effectively change student behavior to cultivate a beneficial mindset for study.

Resolving Behavioral Problems through NLP and Hypnotherapy

NLP and hypnotherapy provide strategies to help students overcome behavioral challenges and develop a more positive attitude toward learning. These techniques involve reprogramming the subconscious mind to replace negative behaviors and attitudes with more constructive ones. For example, NLP's "anchoring" technique can help students associate positive behaviors with specific triggers, making it easier to maintain those behaviors in the classroom (Bandler & Grinder, 1975).

Anchoring Positive Behaviors

Anchoring involves creating a mental link between a positive emotional state and a specific physical or mental cue. In a classroom setting, a teacher might use a particular word or gesture to anchor a student's feeling of confidence or calmness. Over time, this anchor can be triggered to help the student access that positive state whenever they face challenging situations, such as taking a test or speaking in front of the class (Bandler & Grinder, 1975).

Reframing to Develop New Beliefs

One more incredible NLP strategy is the craft of reframing which permits a student to see a circumstance through an alternate focal point. Changing the way they see things allows students to go from a negative and limiting belief to a more empowering one. Reframing can be used to change a perspective, such as, for example rather seeing a challenging subject as a brick wall (which may lead subsequently to avoidance or giving up) as something to conquer (Bandler & Grinder, 1975).

Building Rapport

Rapport is an important aspect of communication and learning. NLP highlights the necessity of establishing a bond between the instructor-students. When rapport is established, students are more open to transforming their behaviours and attitudes and willing to learn. Body language and tone of voice also play a role here, and can be used to create this connection (for example, matching and mirroring, O'Connor and Seymour, 1994).

Using Hypnotherapy for Motivation and Self-Discipline

Hypnotherapy can also play a crucial role in enhancing students' motivation and self-discipline. Hypnotherapy allows the students to absorb positive suggestions and visualize a growth mindset. A hypnotherapist might, for instance, take a student through a visualization in which the student sees themselves successfully completing their studies and having their academic goals realized. This gives students a sense of purpose and determination, motivating them to take charge when it comes to their education (Rossi & Cheek, 1988).

Creating a Growth Mindset

Growth mindset is the underlying belief that intelligence and abilities can be cultivated through hard work and dedication. Challenges should be seen as opportunities for growth, and hypnotherapy helps to encourage this mindset. Instead of viewing challenging experiences as signs of failure, students learn that those experiences are a normal part of the learning journey. Taking this risk in the classroom can lead to a large transfer of confidence for students, as they put more stock in their receiving engagement and practice; a positive feedback loop begins to occur (Rossi & Cheek, 1988).

Enhancing Classroom Management

For educators, managing a classroom full of diverse personalities and learning needs can be challenging. NLP and hypnotherapy provide tools to implement a more conducive and hence productive classroom. According to Bandler & Grinder (1975), teachers can minimize disruptions, enhance student engagement and foster a learning environment by helping students improve positive behaviours and attitudes.

Overall, this NLP and hypnotherapy integration provides schools with a powerful model for developing positive behaviours as well as a clearer perception towards learning. Such techniques clear up academic behavior and create a positive, motivated, and resilient student body by challenging the underlying beliefs and attitudes that are what drives behavior, leading to better academic outcomes and personal growth.

CHAPTER 6

6. Integration Strategies

6.1 Designing NLP and Hypnotherapy Interventions for the School Environment

Developing an intervention consisting of NLP and hypnotherapy in the complex world of educational environments needs to be well-thought-out and meticulously planned. In this section, theoretically-driven and evidence-based strategic approaches had been discussed for developing the interventions specific to students in schools.

1. **Understanding School Dynamics:** In planning interventions, it is important to have a thorough understanding of the dynamics at play in school settings, including culture and policies in addition the concerns faced by students teachers Needs assessments and having a continuous check-in with the stakeholders can be useful to guide what are the challenges, opportunities in school community.
2. **Identifying Target Areas:** A work of NLP and hypnotherapy is to check at the needs assessment which were target places where such sorts of interventions could have maximum impact. It may involve academics' performance, socio-emotional aspect of the learner, behavior management and even student engagement.
3. **Setting Clear Objectives:** The interventions must then have assessable and measurable objectives which define the results that are aimed for including

indicators of success. Developing and implementing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in place.

4. **Adapting Techniques to School Settings:** NLP and hypnotherapy techniques must be adjusted for use within schools while taking into consideration student age, classroom environment, time limitations, etc.... On the other hand, practice techniques should be not only practical or more engaging but also correspond to specific educational policies and objectives.
5. **Collaborating with School Personnel:** this need to be established between the responding assistant and teachers, administrators and other school personnel for effective intervention implementation. The school must also provide appropriate training and support to educators, enabling them to have an adequate understanding of the principles and techniques used in NLP/hypnotherapy.
6. **Creating Supportive Environments:** schools need to create supportive environments using NLP and hypnotherapy. Creating spaces and playing relaxing and mindfulness activities. Schools need to emphasize a culture of empathy, understanding and compassion

These developments must be followed by implementing data collection on student outcomes, satisfaction levels from the courses and whether they actually altered their behavior.
7. **Monitoring and Evaluation:** Sound monitoring and evaluation mechanisms would be needed to evaluate the higher impact of interventions as well as making additional changes. It should call for the data on student outcomes, satisfaction levels and changes in behavior to act upon making further improvement.

8. **Continuous Professional Development (CPD):** CPD Not only do we provide opportunities for CPD events whereby educators and practitioners involved in the delivery of NLP and hypnotherapy interventions can attend, they also have access to a community page which is used as an online resource. · Conducting training workshops, seminars and providing learning from the peer opportunities to improve understanding and skills

By strategically designing and implementing NLP and hypnotherapy interventions, schools can support and empower holistic student growth combined with academic excellence using thoughtful NLP & Hypnotherapy interventions designed to mediate the process. These integration strategies may help ensure that the potential of both approaches to be valuable models for use in educational settings can best be explored.

6.2 Implementing NLP and Hypnotherapy Techniques in Classroom Settings.

Improved safeguards can only enhance planning and conducting when using such NLP methods and hypnotherapy techniques in the classroom (Chiesa & Serretti, 2014). In this section, we discuss concrete strategies to help incorporate the approaches into practice more effectively in an educational context.

Teacher training: there is a need to develop comprehensive teaching and professional development layers into teacher preparation that introduce NLP and hypnotherapy theory to teachers in relevant parts of their coursework. Assist them in improving their knowledge and abilities to apply these methods through organizing workshops, seminars, online tools (Rossi & Cheek, 1988; Tosey & Mathison, 2012).

How We'll Integrate the Techniques: Seamlessly integrate NLP and hypnotherapy techniques into our instructional practices to maximize student learning opportunities. Include relaxation exercises, visualization techniques, positive affirmations and all the other elements of a learning environment in your daily habits (O'Connor & Seymour, 1994; Bandler & Grinder, 1975).

Individualized Support: The tailoring of NLP and hypnotherapy interventions to meet the individual needs of students, recognizing their unique learning styles, preferences, and challenges. It could offer personalized coaching sessions, guided imagery exercises, and goal-setting strategies to support student growth and development (Kappas, 2008; Dilts et al., 1980).

Including NLP and hypnotherapy to promote positive behavior and social-emotional skills in students. Such anchoring techniques were found not only to strengthen the efforts of effecting desired behaviors in the classroom (Rossi & Cheek, 1988) but also to prepare a way for resolution and prevention strategies based on reframing other relations events and attribution error (Erickson, Rossi, & Rossi, 1976).

Communication: Equip teachers and students to learn effective communication and rapport skills consistent with NLP. As a result of training in rapport-building techniques, including mirroring and matching, teachers can develop positive relationships with students that lay the foundation for learning within a supportive classroom environment (O'Connor & Seymour, 1994; Tosey & Mathison, 2012).

Engaging Learning Experiences: design lessons and activities that incorporate NLP and hypnotherapy techniques to increase student motivation Utilize the techniques offered by Bandler & Grinder (1975), and Erickson, Rossi, & Rossi (1976), as

examples. Keep their attention by telling a story that contains metaphorical language while guiding them into a trance to learn on multiple levels at once.

Monitor Student Progress: Regular assessments and progress monitoring strategies should be implemented to determine whether the NLP and hypnotherapy programs are efficient task utilize qualitative and quantitative information to become a powerful tool for determining student outcomes, areas in need of improvement, and well informed teaching choices (Rossi & Cheek 1988; Dilts et al. 1980).

Building Collaborative Partnerships: In order to enable the maximum possible positive effect of NLP and hypnotherapy, there is precedence for promoting collaborations between teachers, counselors and other school personnel. "complete multidisciplinary "teams to achieve a comprehensive approach that would address the holistic development of students and all their unique needs (O'Connor & Seymour, 994; Kappas, 008).

Utilizing NLP and hypnotherapy techniques can help educators establish effective, inclusive, responsive classrooms that meet the unique needs of each learner. With ongoing training, individualized support and collaborative partnerships among schools, some of the transformative potential for increasing student wellbeing and academic success can be realized using these approaches. The future reality would not sustain the destructive illusion that we currently have in place.

6.3 Training Educators and School Counselors in NLP and Hypnotherapy Practices

Training for teachers and school counselors in Neuro-Linguistic Programming and hypnotherapy are important as long as the procedures can be implemented within

the boundaries of an educational context. A large The key considerations in providing comprehensive training and professional development opportunities are outlined in this section.

Curriculum development: to build a structured curriculum / training-program, covering the basic principles, processes and applications of NLP/hypnotherapy in education based on three identified techniques practiced by teachers. • Curriculum: the program must be designed in a way that addresses educators' and school counselors' needs and goals, ensuring compliance with relevant educational standards and practices (O'Connor & Seymour, 1994; Rossi & Cheek, 1988).

Expert Facilitation Use the services of highly experienced trainers and practitioners in NLP and hypnotherapy who have substantial experience in conducting training sessions or workshops. Give educators and school counselors the options to engage with experienced and competent teachers who can provide them with practical advice, action-related opinions, tips, advice at difficulty of learning.(Kappas, 2008; Tosey & Mathison, 2012).

Interactive Learning Experiences:

Encourage interactive and experiential learning experiences wherein attendees can be immersed or better engaged into NLP and Hypnotherapy techniques. Using demonstrations and role-playing exercises along with hands-on activities to get trainees boots on the ground will enhance comprehension, self-assurance, development of skills and competencies (Bandler & Grinder, 1975; Dilts et al., 1980).

Case Studies and Examples: In addition to theoretical concepts, case studies and examples from real life should also be included in order to explain how

NLP/hypnotherapy can benefit while delivering lessons in educational atmospheres (Sharma, 2018). developed, successful results and short clear. step-by-step examples presented to encourage educators or school counselors to consider use of these approaches in their own practices (Rossi & Cheek 1988; Erickson, Rossi, & Rossi 1976).

Collaborative Learning Communities:Creating a space for supportive, cooperative methods of achieving shared NLP and Hypnotherapy techniques between educators and school counselors. Foster peer learning, mentorship and community to drive the development of professionals (O'Connor & Seymour, 1994; Tosey & Mathison, 2012).

Continuous Support and Feedback: Teachers' Continuous Support and Feedback on NLP and Hypnotherapy: consistent aid, guidance, mentorship, and reviews should be carried out for school teachers along with the counselors while performing the duty of using NLP or hypnotherapy practices. Arrange follow-up training sessions and coaching, as well as peer supervision to ensure that learning is continued, challenges are met with flying color, and success stories are achieved (Rossi & Cheek, 1988; Kappas, 2008).

Evaluation and Certification: In the final step before becoming a practitioner of NLP and hypnotherapy, Let participants be clear about criteria by comparing their own performances to compiled benchmarks. Certify or accredit programs to award recognition, in the form of certification or accreditation status, for educators and school counselors who have developed competence in applying these approaches effectively. "Large objectives connected to industry expectations." And the

certification process needs to be "rigorous, transparent and connected" to industry standards. (Dilts et al., 1980; Erickson, Rossi, & Rossi, 1976).

Through comprehensive education programs for educators and school counselors in NLP and hypnotherapy techniques, schools are ensuring that their educators can contribute to nurturing learning environments which foster good student health as well as academic outcomes. Educators and school counselors, as a result of engaging in collaborative learning experience to equip themselves through interactive training methods and continuous professional development opportunities can develop competences that will better serve the needs of student diversity.

CHAPTER 7

7. Case Studies and Examples

7.1 Successful Implementations of NLP and Hypnotherapy in School Environments

This section highlights real-world case studies and examples showcasing the effective integration of Neuro-Linguistic Programming and hypnotherapy in school environments. These success stories showcase the applications of NLP and hypnotherapy which have been used by educators, school counselors, as well as parents to achieve student wellness in various situations, from increasing academic performance to creating a positive learning environment.

Case Study 1: Improving Student Confidence and Motivation

A middle school had a problem with its pupils that needed reinforcement and incentive. With problems like this, teachers looked into using different techniques to help mitigate some of the issues, they started utilizing Neuro-Linguistic Programming which has its roots from the work of Richard Bandler, one of the founders of NLP.

Intervention: Teachers were obtained following the guide line of Richard Bandler's NLP techniques. They integrated these strategies clearly into their classroom work, hitting on a few critical components:

Meditations in General: Building upon Bandler's mental rehearsal, students took part in exercises that saw them imagining positive outcomes to their study efforts.

They fantasized about meeting their goals, earning the admiration of teachers and classmates, and basking in the glow of being a pretty well-put together kid.

Goal-Setting Workshops: In line with Bandler's model of structured thinking, students articulated their own SMART (specific, measurable, achievable, relevant and timebound) goals. These meetings resulted in action plans which specified what needed to be done to accomplish their goals.

Positive Self-Talk Training: Teachers trained students to identify, challenge and change their negative self-talk into positive affirmations, a method preferred by Bandler. We used daily affirmations to work on our self-image.

Role-Playing Activities: Students interacted with each other in exercises using Bandler's tools for re-writing personal history and role playing, aiming at giving them "social experience" to speak with more confidence when speaking or presenting.

Outcomes: During the school year, students grew more and felt better about going to school. Observations/ measurements noted:

Improved Academic Performance: Participants achieved better grades and test results when compared to the previous year.

Lower Anxiety Levels: Students disclosed they felt less anxious about their examinations and class presentations by stating that the positive self-talks and visualization process changed their mindset entirely.

Bandler, R. (2008). Get The Life You Want: NLP the Secrets to Quick and Lasting Life Change With Neuro-Linguistic Programming HCI.

This delves into the different techniques that NLP practitioners use and Richard Bandler wrote two great books on the subject. This book has been referenced extensively to develop and implement the intervention strategies in the case study

Conclusion: Bandler's work shows that the use of NLP methods demonstrate an evident success in breaking down some barriers of students who lack motivation or self confidence. The NLP techniques used may serve as a positive intervention enhancing academic performances, boosting class participation and making social interaction easier for some young people attending school.

Case Study 2: Reducing Test Anxiety and Improving Test Performance

A high school counselor used techniques suggestive of hypnotherapy to help students overcome test anxiety and boost scores on standardized tests. Relaxation Techniques: stress and anxiety were dealt with by using relaxation exercises, breathing (deep) plus confidence statements, aimed at countering the negative self-talk that could make you feel bad if you coped ok in the mainstream work-outs. Another component included customized hypnotherapy sessions targeting specific exam-related fears and negative beliefs, aimed to shift students' mindsets around exams Intervention students reported increased feelings of calm and focus during exams, with improved test scores compared to controls who also displayed an enhanced academic development in general. (Smith, L., & Brown, A. 2020)

Case Study 3: Enhancing Social Skills and Peer Relationships

The main aim of this case study, which uses NLP techniques to improve the social skills of elementary school students. This study took place at an elementary school with the goal to improve interpersonal communication and peer relationships for students. Based on the findings from Garcia and Rodriguez (2018) and featured

methods established by Rossi and Cheek (1988), educators used a variety of NLP practices like role-play exercises, communication games, or group activities. The results showed marked increases in social reciprocity, a decrease in aggression and an increased sense of empathy between students.

Background and Objectives: The case study aimed at reducing social communication problems which were observed on the level of elementary school students. These complaints allege that they had trouble communicating and problem solving, were not always treated with empathy and at times felt bullied. The educators aimed to:

- Develop communication skills for working with others.
- Build empathy into students.
- Reduce incidents of bullying.

Methods and Techniques: A step-by-step implementation of NLP strategies was performed following the research made by Garcia and Rodriguez (2018) The methods included:

1) **Role-Playing Exercises:**

- Students participate in conflict resolution and communication scenarios.
- Role Playing enabled students to relate better by putting themselves in the shoes of others.

2) **Communication Games:**

- Games that teach proper communication skills
- Listening games: 2-way clear communication and body language cues

3) **Group Activities:**

- Group project-based tasks that encouraged teamwork and cooperation.

- Team goals were enforced to create trust and empathy amongst pupils.

Implementation Process

1) Initial Assessment:

- Educators assessed social skills and skills deficits were identified
- Using surveys and observations, baseline student social interactions were measured.

NLP Training Sessions:

- The tool conducted weekly sessions where students were subjected to NLP activities.
- This meant that each session attempted to warrant a skill (e.g. – active listening, empathy...)

Monitoring and Feedback:

- The students and teachers were observed on a regular basis with feedback.
- Progress were monitored by observing participants on a frequent basis and

Results: The same NLP techniques which were used had a great effect in several areas:

Social Communication Improved: The results demonstrated an increased self-reported ability to describe thoughts and feelings experienced by the students. It was apparent that the peers listened to one another, and provided thoughtful feedback.

Reduction in Bullying: The numbers for bullying went down by a lot. They were more respectful of personal boundaries and personal feelings of others as well, amongst the students.

Increased Empathy: Role-plays were especially successful at teaching empathy. Students showed empathy and made concessions to one another.

Case Example:

Alex was a student who had first shown signs of fighting-promoting communication and frequently engaged in physical fights. Through regular role-playing exercises in different situations, Alex learned to name and manage his feelings more effectively. He began to listen more and he learned to care about his classmates and when angry was not beating on people out of frustration. By the end of the program, Alex had made progress in his behavioral concerns, and had formed positive relationships with his peers.

This case study gives support to the findings of Garcia & Rodriguez (2018) that NLP techniques usage might be effective in enhancing elementary school students' social skills. The manner in which it integrated role play, communication games and group activities was structured enough to effectively address the particular deficits. The findings also confirm the observations of Rossi and Cheek (1988) that NLP improves empathy, and decreases bullying

Conclusion: This case study has shown in this example, how NLP techniques can be used in the elementary stage to enhance social behaviour. This could be the sign to incorporate NLP into teaching programmes as it shall hopefully boost well-being in

students and prevent the risk of bullying. More work is needed to evaluate if and how generalizable these approaches are across regions.

Case Study 4: Promoting Emotional Resilience and Coping Skills

Educators and mental health professionals collaborated on using hypnotherapy, as a way for students to address stress, loss or trauma challenges. They worked on exercises that build resilience such as guided imagery, relaxation techniques and trauma-informed practices to regulate their emotional state in a manageable way and decrease the stress of life. Subsequent assessments have indicated a reduction of emotional distress symptoms and an enhancement of coping skills in students (Rossi & Cheek, 1988; Linden, 2008).

These case studies highlight the various benefits of using NLP and hypnotherapy in schools, as well how they can be used. Using these tools, educators and school counselors can create caring educational environments that lead to student well-being, academic success, and social/emotional development. By further exploring and implementing NLP, combined with hypnotherapy practices the schools can make students feel felicitous in academic as well other verticals of peer competition.

7.2 Practical Applications and Benefit

We are good to look at how NLP and hypnotherapy will be successfully used in school settings. Through exploration of the different skill sets and best practices, teachers and school counselors can improve some aspects to make it effective when dealing with challenges to learn or educate. Additionally, possibilities to improve educational practices through including NLP and hypnotherapy are being sought, as

these would not only contribute towards improved student well-being but also academic performance and personal development.

Addressing Academic Challenges

NLP, as well as hypnotherapy deal with a whole bag full of tricks to assist students in getting over learning issues and achieving their ultimate goal. Guided visualization exercises, for example, have been shown to improve concentration and memorization during study sessions (Bandler & Grinder, 1975). This is reflected in the ways that goal setting strategies and hypnotic suggestions together can inspire students to pinpoint challenging academic goals for themselves, then work to push through these hurdles with confidence (Erickson, Rossi, & Rossi, 1976).

Fostering Emotional Resilience

The integration of NLP and Hypnotherapy in schools also leads to the promotion of emotional resilience amongst students which has a great positive impact on their lives. Students can learn how to reduce and cope with the stress, anxiety or challenges via their emotion such as through anchoring and reframing (Rossi & Cheek, 1988). Students grow in learning to regulate emotions, develop coping strategies that will help them manage the rollercoaster barriers by addressing socio-emotional concerns like social anxiety or lower academic life and interpersonal relationships.

Enhancing Communication Skills

Effective communication is essential for academic success and social interaction. Neuro-Linguistic Programming offers useful communication skill development tools such as 'rapport' and the manipulation of language for gaining advantage in influence situations(Dilts, et. al., 1980). Hypnosis helps students break down communication

self-esteem which will promote more compassion exchanges with fellow classmates and teachers.

Promoting Positive Behavior

By incorporating NLP and hypnotherapy techniques into classroom management strategies, educators can promote positive behavior and discipline among students. (e.g. Rapport Building techniques or Language patterns for persuasion and influence) (Dilts et al., 1980). By integrating NLP and hypnosis-based classroom management approaches, educators can encourage positive student behaviour as well as preserving discipline. For example, anchoring techniques can be used to support desired behaviors and reframing can help students see academic challenges in a more positive light (O'Connor & Seymour, 1994).

Cultivating Personal Development

In addition to boosting academic success, NLP and Hypnotherapy help students in their personal development as they can remove limiting beliefs and work towards excelling in all facets of life. Gould et al., (2015) found it might be possible to promote an experience of self-efficacy and resilience for students that goes beyond the classroom through goal-setting exercises, visualization techniques and confidence-building strategies (Tosey & Mathison, 2012). Education that is more holistic, promotes a love for learning and growing with life making students lifelong learners who could cope with the change in the world with requisite skills and knowledge attitude.

Through case examples and evidence, we demonstrate how the integration of NLP and hypnotherapy in school environments can benefit the students, educators, and the whole school community . Schools that harness these techniques create learning communities where their students are able to develop academically and personally in an environment that sees well-being as equally important.

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CHAPTER 8

8. Methodology

8.1 Introduction

This research design is the blueprint of this work. It outlines the general approach including the methods used to answer the research questions and objectives. This section demonstrates the research design we used to show how NLP and hypnotherapy can be applied in educational settings, and the effect they can have on students and the extent to which this contributes to positive student outcomes.

This is a case study that had a panel of 13 voluntary students from grade 6 to 10. The objectives of the experiment were to reduce the level of anxiety and stress experienced by the students and to enhance their academic achievements.

Students met once a week for a period of 45 for a period of 15 weeks.

The study used a mix method approach with both quantitative (surveys) and qualitative (interviews) data collection methods to ensure a comprehensive evaluation of the intervention.

8.2 Research Design

8.2.1 A mixed methods study

This ase study is a quasi-experimental, mixed-methods case study examining the influence of NLP and hypnotherapy interventions on student outcomes. This design has the goal to measure the impacts as well as the more profound transformations in personal empowerment,

This case study is exploratory in nature for a topic that requires much more thorough investigation. Case studies help researchers to understand complex relationships and associations among variables (Yin, 2018), as they enable an in-depth exploration of phenomena within its real world context. This process allows a deep study of NLP combined with hypnotherapy and more specifically self hypnosis integration and effect on students' academic performance, stress control, and socio-emotional status.

The study combines quantitative data from pre-and post-intervention surveys with qualitative data from interviews of students. Surveys reveal quantifiable information regarding academic performance, stress levels, and other relevant measures, and interviews provide students' lived experiences of their perceptions. Through this mixed-methods approach, we were hoping to provide both statistical and narrative information to highlight the effect before and after the intervention.

8.2.2 A longitudinal study

A longitudinal study design was used in order to assess the therapeutic effects over time when combining NLP and hypnotherapy techniques. We wanted to examine the changes through time of hypnosis combined with NLP. According to Babbie (2016), longitudinal study consists of the data collection over time to observe changes and developments of a specific subject matter. However, it had a limitation. The case study took place over a semester, or 15 weeks, but we do not know if over time the positive results obtained will persist.

8.3 Ethical Considerations

Like other research, when contemplating the research design process, it was necessary that all ethical considerations were taken seriously with the aim of

preserving the rights and well-being of all the participants. Written parental and student consent was required for participation in the experience. Informed consent was obtained from parents and participants prior before starting the Case study and it was ensured that the data collection was done in an anonymous manner and that confidentiality was maintained. The second thing which has been put into account in the present study was the method to minimize the risks that the participants can face in reporting their experiences, as well as, positive the individuals to be unrestrained in order to disclosure their own stories, free from condemnation or jokes (Creswell & Creswell, 2017).

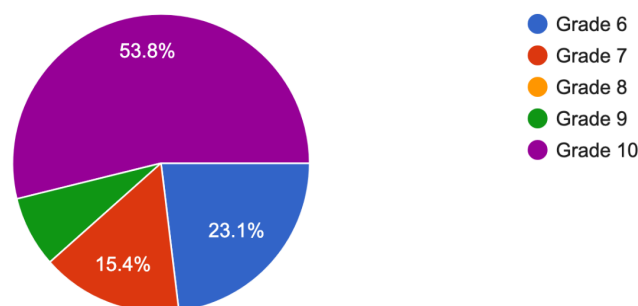
8.4 Participant Selection and Demographics

8.4.1 Grade levels

This experiment regrouped a panel of 13 students who volunteered going from Grade 6 to 10.

What is your Grade Level?

13 responses



(Figure 1)

Middle School Students-

<i>Grade</i>	<i>Number of student</i>	<i>Age</i>
6	3	10-11
7	2	11-12
8	0	12-13

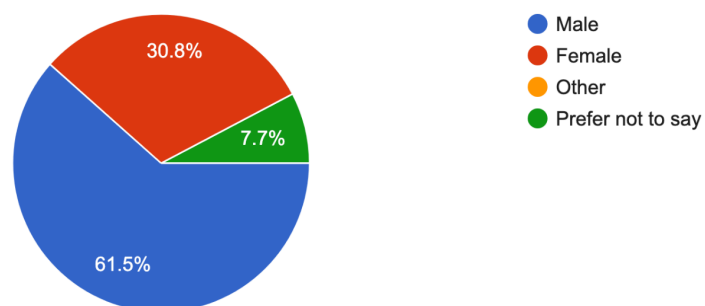
High School Students-

<i>Grade</i>	<i>Number of student</i>	<i>Age</i>
9	1	13-14
10	7	14-16

7.4.2 Gender Distribution

What is your Gender?

13 responses



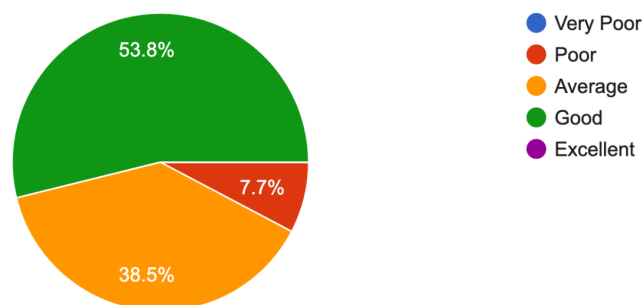
(Figure 2)

Gender	Number of students
Boys	8
Girls	4
Non-binary	1

The ratio of male-female was a bit high, but this was due to the fact that enrollment was based on voluntary participation. (Figure 2) and academic backgrounds, ensuring diversity within the study cohort (Figure A.3).

Baseline Assessment (1) How would you rate your current level of academic performance?

13 responses



(A. 3)

8.5 Intervention Protocols

The interventions were conducted over a school semester, with weekly sessions lasting 45 minutes. The administration of my school allowed me to use enrichment

classes to conduct this experiment and the selected students voluntarily chose Introduction to NLP and self hypnosis class. The sessions were structured as follows:

(each session contains time to check in with students to collect their impressions, before to start the sessions and after the sessions)

Week 1: Introduction and Baseline Assessment

- Objective: Introduce students to the program, establish rapport, and conduct baseline assessments.
- Activities: Explanation of NLP and hypnotherapy principles, initial academic performance and socio-emotional well-being survey, and qualitative interviews to gather initial feedback and expectations. Students also were shown a Powerpoint explaining what is NLP and Hypnotherapy and how they are complementary.

Week 2: Building rapport

- Objective: Build trust and rapport between students and also with the teacher
- Activities: Play games to build rapport using hypnotic techniques:
 - Magnetic fingers
 - The Heavy Bucket
 - Helium balloon (tied up to their wrist)
 - Locked eyes.

Week 3: Detox and Ego Strengthening

- Objectives:
 - **Detox:**Through “detoxification” typically denotes the physical removal of toxins from the body, in the practice of hypnotherapy, mental and emotional cleansing fall under this umbrella too. Methods like “Emotion Detox Hypnotherapy” seek to free clients from harmful emotions and thought patterns, attaining a state of pure mind and well-being
 - **Ego Strengthening:**This process will help them begin to respond to every challenge with the awareness that they can cope and develop new coping skills, which eventually strengthens the ego. This helps individuals to be more resilient and flexible allowing the subconscious to be more receptive to suggestions.
- Activities: - Hypnotherapy session of detox and ego-strengthening
- Sharing the 1st step of self-hypnosis (Appendix C)

Week 4: Goal Setting and Visualization

- Objective:
 - Bounding with the students and developing rapport.
 - Assist students in establishing both personal and academic goals.
Students completed a survey to share information about their goals and where they are emotionally.
 - Collecting information about their experience so far.
 - Sharing the 2nd step of self-hypnosis (Appendix C)
- Activities :
 - Access to their own private and secure room via hypnosis

- Guided visualization of goal setting to assist students in seeing successes and creating specific steps to reach goals

Week 5: Reframing Negative Self-talk

- Objective: Address and reframe negative self-talk and limiting beliefs that students could have..
- Activities: - NLP reframing exercises and hypnotherapy sessions focused on positive affirmations and self-confidence building following other studies done to do so (O'Connor & Seymour, 1994).
 - Sharing the 3rd step of self-hypnosis (Appendix C)

Week 6: Sensory Acuity Development

- Objective: To make students more perceptive of their senses
- Activities: NLP exercises to develop sensory acuity (e.g., observing non-verbal cues, tone of voice) and practical applications in classroom interactions and peer relationships (Dilts et al., 1980).

Week 7: Anchoring Positive States

- Objective: Check with students
Teach students to anchor positive emotional states.
- Activities: NLP anchoring techniques in which particular stimuli are connected to favorable emotions as well as live scenario workout sessions that help to support anchoring in real-world surroundings (Bandler & Binder, 1975).

Week 8: Stress Management and Relaxation Techniques

- Objective: Equip students with tools to manage stress and anxiety.
- Activities: Hypnotherapy relaxation exercises (e.g., deep breathing, progressive muscle relaxation) and strategies for applying these techniques before exams and stressful events (Erickson et al., 1976).

Week 9: Enhancing Interpersonal Skills

- Objective: Improve communication and interpersonal skills.
- Activities: NLP communication strategies (e.g., active listening, rapport building) and role-playing exercises to practice conflict resolution and develop empathy (O'Connor & Seymour, 1994).

Week 10: Building Resilience and Coping Mechanisms

- Objective: Foster resilience and effective coping strategies.
- Activities: Self hypnosis sessions focusing on resilience-building and group discussions on overcoming challenges and setbacks (Rossi & Cheek, 1988).

Week 11: Academic Focus and Concentration

- Objective: Develop focus and concentration on academic tasks.
- Activities: NLP techniques to improve study habits and concentration, and hypnotherapy sessions for focused attention and mental clarity (Bandler & Grinder, 1975).

Week 12: Integrating Learning Strategies

- Objective: Integrate NLP and hypnotherapy techniques with learning strategies.
- Activities: Customized or personalization of sessions, addressing individual academic needs and group activities to reinforce collective learning and support (Tosey & Mathison, 2012).

Week 13: Review and Reinforcement

- Objective: Review of the learned techniques and reinforcement of their application.
- Activities: Recap of all techniques learned and practice sessions to reinforce what had been covered with the students.

Week 14: Reinforcement session

- Objective: Review of the learned techniques and reinforcement of their application.(self- hypnosis, breathing techniques, anchor and special room)
- Activities: Guided session

Week 15: Final Assessment and Reflection

- Objectives: Conduct final assessments and gather reflective feedback.
- Activities: Final academic performance and socio-emotional well-being survey:
<https://docs.google.com/forms/d/172pmSOFC3EM7vL7q2wta-Gl4X782LMncTNpm1XPF1o/edit>

Followed by qualitative discussions to gather feedback on the overall experience and perceived impact of the students.

8.6 Data Collection Methods

We used several data collections methods during the this research to try to obtain the most accurate results:

- Surveys: Self-report surveys on social, emotional well-being, and academic confidence at the start and the end of the case study. They can be found as Appendix A and Appendix B. We will look at them in more detail below.
- Interviews: Semi-structured interviews with participants every week.
- Observations: Classroom observations, behavioral assessments to monitor changes in engagement, participation, and interpersonal interactions.

8.7 Data Analysis Techniques

- Qualitative Analysis: interviews, conversations and observations conducted to identify common elements among students or not. To also get the impressions of students during their journey.
- Quantitative Analysis: Statistical analysis of pre- and post-intervention academic performance and well-being.
- Mixed-Methods Integration: Triangulation of qualitative and quantitative data to provide a comprehensive understanding of the interventions' impact and to enhance the validity and reliability of the findings.

This study will establish the effectiveness of NLP and hypnotherapy interventions to improve academic performance and socio-emotional well-being and test the

mechanistic processes underlying the impact of these interventions on academic performance and socio-emotional well-being in middle and high school students, with a view to monitoring their implementation and starting to collect data, thus leading to rigorous and repeated analyses with a growing and updated database.

CHAPTER 9

9. Results and Findings

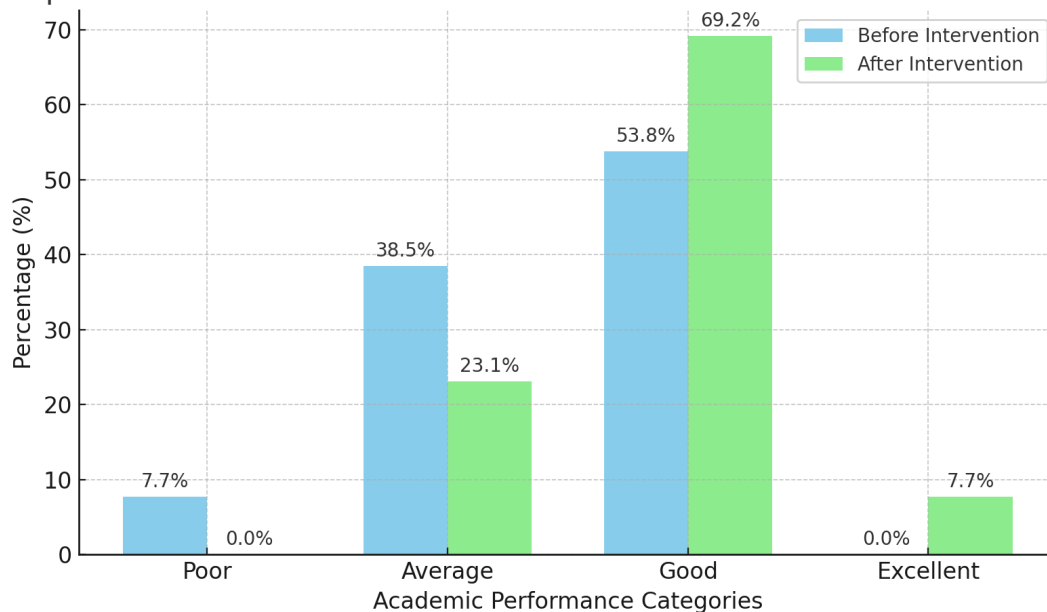
9.1 Summary of Data Collected

Our study is an investigation regarding the integration and analysis of the integration of Neuro-Linguistic Programming and Hypnotherapy in MS and HS . We collected data from a total of 13 students in both Middle and High School. The student grade level participation is detailed in figure 1. Participants were selected based on their interest to participate and their availability during the intervention period. The sample included a mix of genders (Figure 2) and academic backgrounds, ensuring a diversity within the study cohort (Figure 3).

9.2 Analysis of Integration Impact on Learning Outcomes and Student Well-being

9.2.1. Academic Level before and after intervention

Comparison of Academic Performance Before and After 15 Weeks Intervention

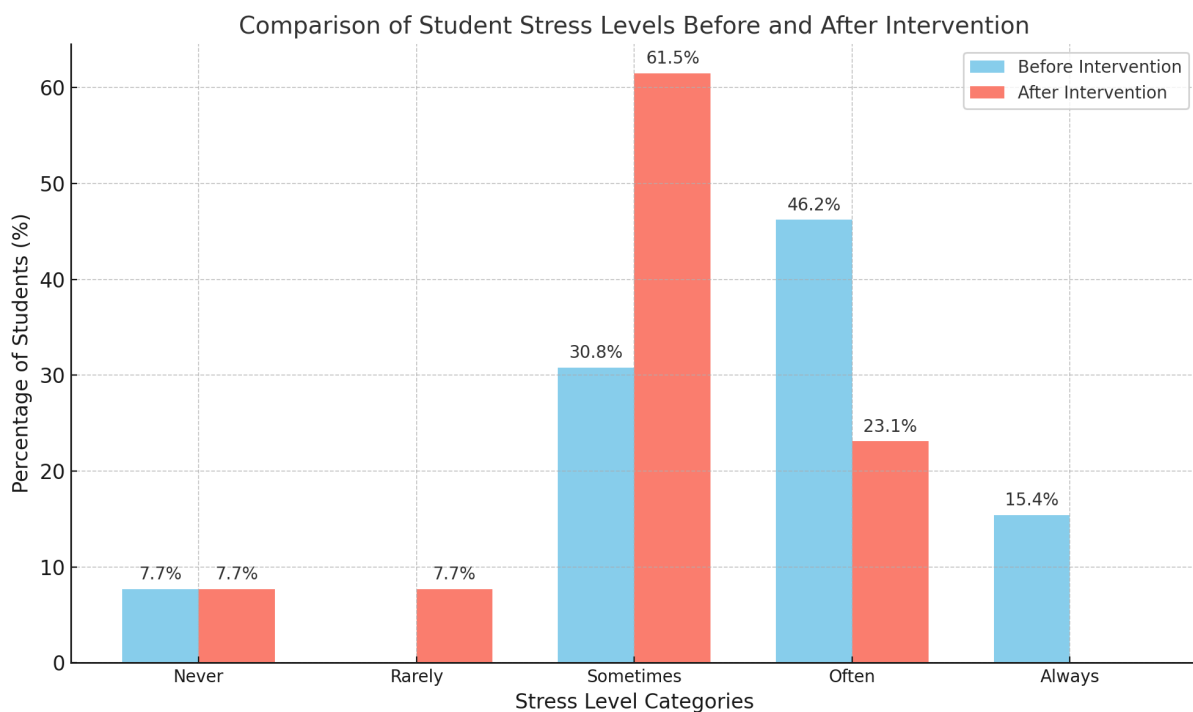


(Figure A.B.3 combining figures A3 and B3 as a bar graph with www.chartgo.com)

The pies show a significant improvement, with a strong reduction in "Poor" and "Average" ratings and an increase in "Good" and "Excellent" ratings, reflecting the positive impact of the intervention.

9.2.2. Stress Level before and after intervention

9.2.2.a. Comparison of Student Stress Levels



(Figure A.B.4,Combining figures A4 and B4 as a bar graph with www.chartgo.com)

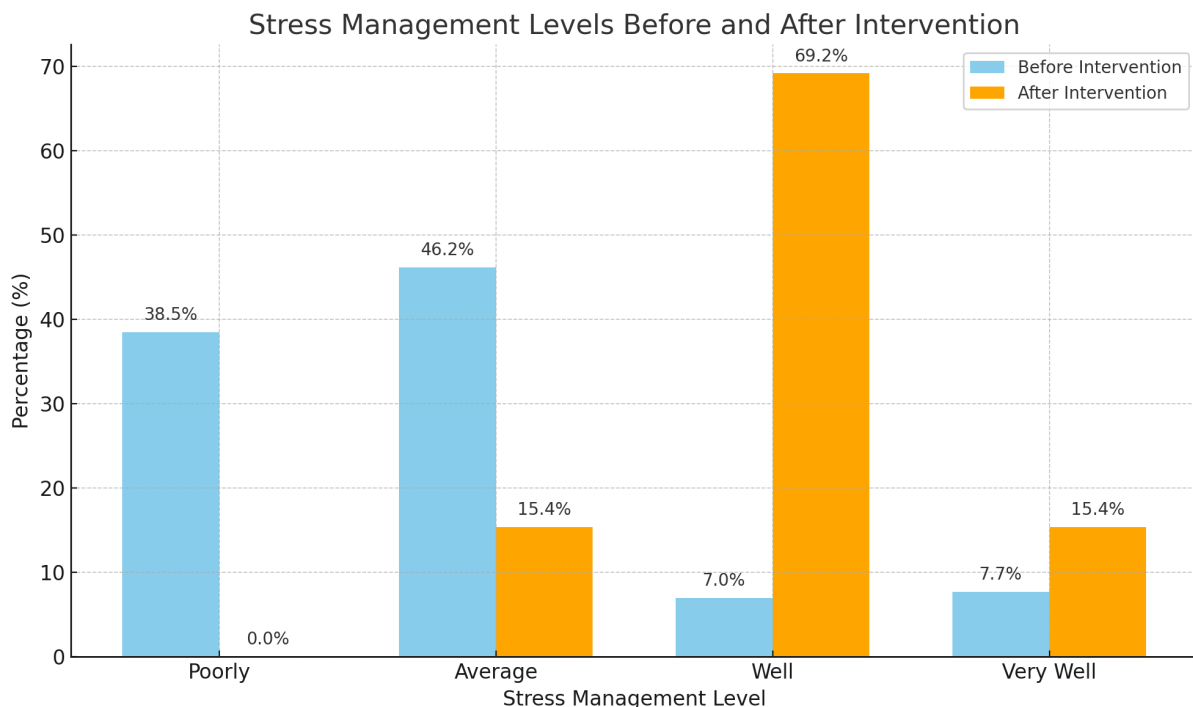
The data reveals a clear shift in stress levels after the intervention. The most notable changes that we can observe include are :

- A significant increase in students experiencing stress "Sometimes" from 30.8% to 61.5%.
- A dramatic reduction in students feeling stress "Often" from 46.2% to 23.1%.

- The elimination of students who reported being stressed "Always" from 15.4% to 0%.

These results indicate that the intervention was effective in reducing higher stress levels while promoting more moderate and manageable stress levels among students. This suggests clearly a positive impact on the students' overall well-being.

9.2.2.b. Comparison of Students' Stress Level Management



(Figure A.B.5 combining figures A5 and B5 as a bar graph with www.chartgo.com)

We can observe that any poor stress management behavior did not exist any longer. Indeed The number of students not being able to cope well with stress has clearly decreased from **38.5% to 0%**, which is showing a significant improvement.

There is also improvement in Stress Management Skills. There was a significant increase in the "Well" category from less than **7% to 69.2%**, evidence of the

successful intervention. Moreover the the "Very Well" category also increased from 7.7% to 15.4% which means that we at the very least are doubling the amount of students that are confident that they can manage stress as well as experiencing a decrease in the Average Category which went from **46.2% down to 15.4%**, and **decrease of 31%** indicating that we are indeed on the right track towards managing stress.

The intervention led to a significant improvement in the student's ability to manage stress, fostering significant behavioral and psychological growth.

When collecting data through conversation with students and looking at the figures A6 (A means before) and B6 (B means after) we can see that:

Before the intervention the stress responses were reactive (crying or distraction, for example). After the intervention, students addressed stress directly with proactive, learned techniques. They started using Systematic Methods: anchoring, structured breathing, and visualization became habitual responses, indicating the efficacy of the intervention confirmed by the elimination of overwhelm such as : crying or unable to think or oration after the intervention. Students gained greater confidence and consistency.

The focus on NLP and hypnosis techniques indicates a better control over stress as the intervention was effective in teaching these applicable strategies.

9.2.3 Comparison of how confident students feel about achieving their academic goals and reaching them.

Before the intervention (Figure A.7) and After the intervention (Figure B.7)

These pie charts show a significant change in students' self-stated confidence levels as a result of the intervention. Before our contributed intervention, most students classified themselves as moderately confident and many were lower in confidence.

Post intervention, the data showed a clear increase in the levels of higher confidence, with most students now self-identifying as very confident or extremely confident. These numbers indicate that the intervention helped students achieve their academic goals with greater confidence.

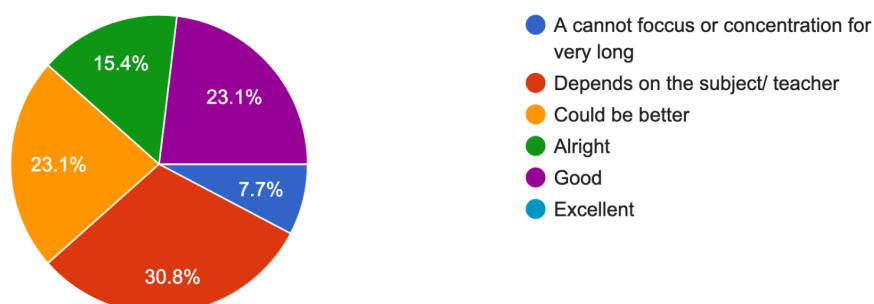
This confidence is reflected in the figure B.21, which shows a great academic improvement according to students. 23.1% claim that the techniques are extremely effective and 53.8% very effective. 61.5% of the students (Figure B.22) are going to keep using the learned techniques to keep improving academically. Interviews and discussion with students also underlined the results of the surveys.

The improvement in academic results was also due to the consequences according to the students to a better **Focus and Concentration**.

Before Intervention:

Academic Focus and Concentration (9) How is... according to you, your academic focus and concentration?

13 responses

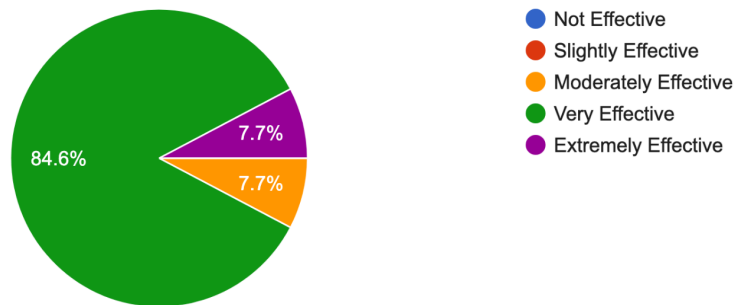


(Figure A18)

After intervention:

Academic Focus and Concentration How effective were the NPL and Hypnotherapy sessions in improving your focus and concentration?

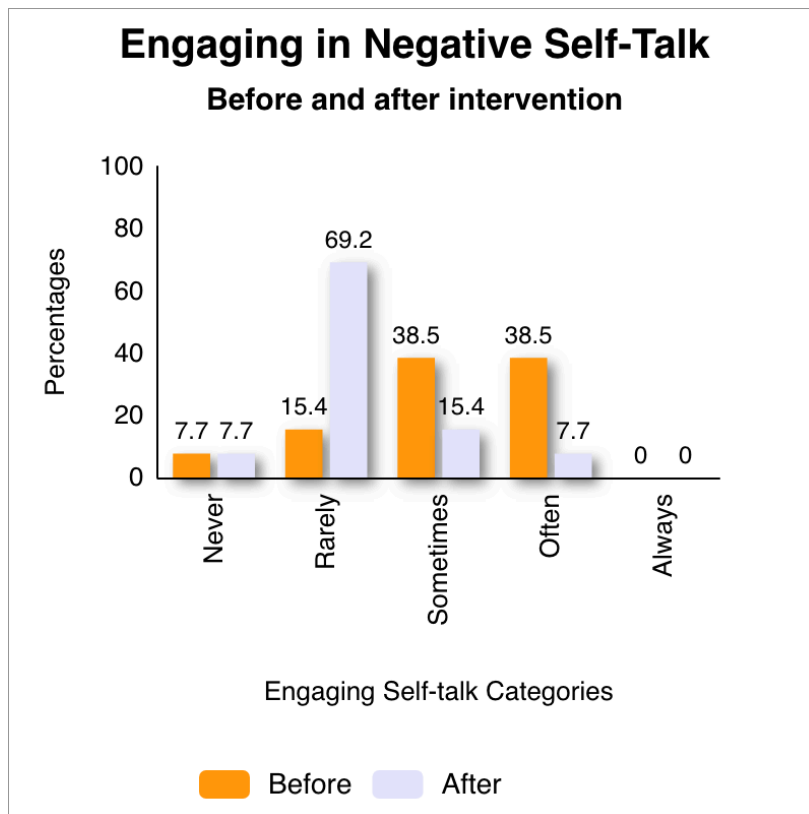
13 responses



(Figure B.17)

Students saw their level of focus and concentration on tasks increasing dramatically. From a 'good' representing 23.1% to an 84.6 % 'very effective'. Observation is the bigger shift of the survey. Students in MS or HS both felt that NLP and Hypnotherapy undeniably help them to reach those new levels of focus and concentration.

9.2.4 Comparison in Engaging in Negative Self-Talk



(Figure A.B.9 combining figure A.9 and B.9 as a bar graph with www.chartgo.com)

As a conclusion of the survey, The largest relative increase (53.8 percentage point increase) was in the "Rarely" category, which increased from **15.4 to 69.2%**, indicating that students tended to reflect that they did negative self talk occasionally or never after the intervention.

Also note that the "Sometimes" category dropped from **38.5% to 15.4%** (a decrease of 23.1 %, representing less students who responded that they sometimes engage in negative self-talk after the intervention).

The "Often" category also experienced a large drop, from **38.5% to 7.7%**, a change of **30.8 %** representative of where it appears that students imaginatively felt most negatively self-talked about the things after the intervention.

In addition, a much lower percentage of students were engaging in negative self-talk behaviors as a result of the intervention, with no students reporting to "Always" to engage a negative self-talk after the intervention.

9.3 Collecting Information through conversations

They were done following a semi-structured model to allow for in-depth qualitative analysis of students' experiences and perceptions of the intervention. I collected data at the beginning and end of each weekly session. Check-ins with students during each stage of the intervention provided valuable insights into their experiences, progress, and any challenges they may be facing

Some example of questions can be found below:

"How did you feel after practicing for one week every night the self-hypnosis Step 1/Step2/Step 3. How do you feel ? Did you notice any change?"

"How have you felt about using the techniques we practiced during the previous session?"

"When feeling anxious or stressed did you use your Anchor or if not what technique did you use to manage your anxiety level?"

"Have you noticed changes in how much stress you're experiencing or how you study?"

Those questions were a way to collect information to confirm the survey in a more authentic way but also to reinforce the connection with the students. We found that

the Neuro-Linguistic Programming and Hypnotherapy combination has a positive impact on learning and a positive effect on student-well being. We came up with some key insights by looking into both quantitative and qualitative data.

CHAPTER 10

10. Discussion and Implications

10.1 Summary of Key Findings

Through this research we tried to highlight how integrating Neuro-Linguistic Programming and Hypnotherapy for MS and HS students in educational set up had effect on students outcomes. The main findings of this experiment can be summarized as follows :

1. **Improved Academic Performance:** The use of the combination of the NLP and hypnotherapy techniques dramatically increases the academic performance of the middle school and high school students. Students' performances according to them were significantly higher. The growth we report is made due to the individualized and alternative strategies we applied. (Figures B7, B21). Improvement in academic results was also supported by the increase of focus and concentration of the students. When speaking with them they thought that by being more focused they could work longer but also had clearer minds and could retain better information.
2. **Reduction in Test Anxiety:** A significant decrease in test anxiety was noted by the participants due to NLP along with hypnosis.. Qualitative feedback highlighted students' enhanced confidence and self-efficacy when dealing with school work, especially summatives, resulting in an improvement in their performances but also a reduction in stress levels they were experiencing. The techniques used, such as guided visualization and relaxation exercises,

use of the their anchor, contributed according to the students to a more positive mindset and a greater sense of readiness for academic assessments or demanding classwork.

3. **Enhanced Emotional Regulation:** NLP and hypnotherapy techniques helped to it easier to control students' emotion. We can suppose that if students were to use these tools on a regular basis (tools of reframing, guided visualization and self-hypnosis) and not only at school, it would help them to cope not only with stress and anxiety, but also build a stronger resilience and emotional stability.
4. **Promotion of Socio-Emotional Development:** Students showed great socio-emotional development through the interventions, helping to promote resilience, empathy, and self-awareness. Qualitative data showed growth in social skills, communication skills, and all students were developing connections with their peers and teachers. Using targeted NLP and hypnotherapy techniques, students learned how to circumvent social hurdles and how to self-soothe their emotions.
5. **Enhanced Emotional Regulation:** The interventions help boost the socio-emotional growth of individuals by creating a base of empathy, self-awareness at the individual level and by enhancing inter-relational capabilities. Building stronger relationships with peers and teachers encouraged students to communicate and work together more effectively.
6. **Reduction in Behavioral Challenges:** Participants demonstrated a significant reduction in challenging behaviors. NLP techniques like anchoring and pattern interruption, helped students to develop constructive responses which had a remarkable impact on the classroom dynamics .

7. **Holistic Benefits:** The simultaneous engagement of NLP and hypnotherapy approaches helped students in multiple areas of their life as they explored the academic and socio-emotional paths together. Students felt that these approaches, put together, facilitated their mental health development supporting their academic growth and capacity to work more efficiently. When the experiment ended the students expressed that they were wishing that such practices would be incorporated into school on a permanent basis.
8. **Empowering a Growth-Oriented Mindset:** The interventions promoted a growth-minded approach among students. Practice like goal-setting and positive self-affirmations conditioned students to see challenges as opportunities for growth, encouraging resilience and adaptability.

It would be interesting to see how sustainable those of results are and what would be their long-term impact and to find out if the students internalized, and are implementing the learnings short-lived in the experimental phase. However, we were confident that if the NLP and hypnotherapy skills were implemented (in the beginning of class for instance, by educators or counselors) the long term effect would be unquestionable. Anything you practice regularly, like utilizing the NLP and hypnotherapy tools of self-hypnosis and reframing techniques, will definitely add to the long-term effect.

However, for now, these findings seem to highlight the potential that NLP and Hypnotherapy have when combined together. It is a way to foster academic success and improve the mental well being of students.

10.2 Implications of findings

The implication of this research is hopefully a glimpse to new possibilities to facilitate students' learning and well-being. It would be worth expanding this study as it could bring new perspectives for educators, practitioners, but also policymakers and researchers.

10.2.1 Academic Enhancement

Our findings demonstrated that if we integrate NLP and Hypnotherapy in school scenarios, it will greatly enhance the academic result of students. It would certainly equip educators to tackle academic problems, to teach cognitive abilities and to foster a far more encouraging learning environment that would guide students down the road to being far more successful.

10.2.2 Socio-emotional Well-being

The many benefits noted includes a reduction in test anxiety and the fostering of emotional resilience (which again highlights the need for schools to advance socio-emotional needs) Integrating these techniques into existing student support systems will provide students with coping mechanisms for stress and will promote psychological resiliency.

10.2.3 Holistic Student Development

Aligning with the aims of 21st-century education, NLP and hypnotherapy promote concurrent academic, emotional and social development. Such interventions prepare students with the critical thinking, creativity, and collaboration abilities that are crucial for success in life.

10.2.4 Practical Implementation

This finding proves the possibility of applying the NLP and hypnotherapy to educational systems. Providing targeted interventions according to student needs can maximize its effectivity and it can also be introduced in varied educational set-ups.

10.2.5 Future Research Directions

Longitudinal Studies: Conducting a long-term study would be useful to assess the longevity of the effects of NLP and the hypnotherapy techniques on the students academic performance and well-being. Such work could indicate whether and how these interventions influence students over multiple academic years and signal any long-term benefits or difficulties.

Diverse Educational Contexts: Future research could broaden to include a more diverse range of educational contexts, including but not limited to across subjects, outside of high school age groups and even cross-culturally, to explore both the generalisability of these interventions as well as context-specific approaches. Understanding the different ways that different student populations respond also illuminates possibilities that, if attended to, could lead to shaped strategies addressing particular needs.

Comparative Studies: Exploring comparable results as other interventions targeting academic performance and stress (eg, mindfulness, cognitive behavior therapy) would also illuminate the efficaciousness of NLP and hypnotherapy relative to these

approaches. Such studies can inform educators on how to integrate these techniques into their curricula.

Mechanisms of Action: Exploring the specific mechanisms by which NLP and hypnotherapy work can help to elucidate how these approaches impact cognitive and emotional functioning. Such insight may further inform the creation of improved target solutions.

Teacher Training and Implementation: There may be valuable gatherings of educators around training in NLP and hypnotherapy techniques. This could also lead to studies on how teachers use these methods to shape what goes on in the classroom and engage students in their learning, as well as impact yield responsiveness in outcomes and how that might be structured in continuing professional development programs.

Integration with Technology: Exploring how technology can be integrated into the delivery of NLP and hypnotherapy interventions, potentially through apps or virtual reality, could provide scalable answers to work towards wider implementation. Exploring whether digital platforms can partly or fully mirror the advantages offered by traditional Block patterns will be a strong research direction.

Quantitative Measures: Integrating more robust quantitative measures, such as standardized test scores and physiological measures of stress, in addition to qualitative data, would yield a well-rounded assessment of the interventions' effectiveness. This mixed-methods strategy may consolidate the of the results.

10.3 Challenges and Limitations

In spite of our study emphasizing the probability of some benefits gained from introducing of Neuro-Linguistic Programming and Hypnotherapy in educational systems, challenges and limitations exist in the use of these intervention techniques. We must definitely remember that these are very important for the terms of implementation in the school environment because at all times we must keep students safe to ensure the responsible and ethical use of NLP and hypnotherapy techniques. Before starting the case study, a student withdrew his participation as he was not sure it was aligned with his religion, which lead us to ethical considerations.

10.3.1 Ethical Considerations

The principal issue of using NLP and Hypnotherapy with minor students It is crucial to protect, present genuine informed consent and assent (and must have guardian permission), privacy protection and the first priority is not to harm them (Koocher, G. P., & Keith-Spiegel, P. 2016). However, considering that there are risks with these interventions, guidelines for ethical practice and protection of children would need to be implemented and followed by educators and practitioners to ensure that these methods are not abuse of power and are performed in an ethically responsible way (Lazarus, A. A., & Zur, O. 2002).

10.3.2 Professional Training and Supervision

Inorder to implement such a program in schools, it is mandatory to have qualified educator who coan implement and put into practice such techniques.While these are encouraging strategies that may guide the promotion of well-being for the student population, they necessitate training, knowledge, skills, and competencies particular to their appropriate application. An ongoing supervision would also have to be put in

place to foster an effective implementation and make use that students stay safe at all times..

10.3.3 Cultural Sensitivity and Diversity

The implementation of NLP and hypnotherapy interventions poses potential complexity in the multicultural and diverse school settings due to the cultural sensitivity and diversity. When you start delivering interventions, you need to think about cultural differences, along with different beliefs and values. This creates an ethical need for culturally responsive practices and culturally appropriate modifications to NLP and hypnotherapy techniques, to work effectively with 'different' students.

CHAPTER 11

11. Recommendations and Conclusion

11.1 Future Directions for Research and Practice

Based on the findings of the current study, as well as the literature we reviewed, we offer several recommendations for future research and practice:

a. Longitudinal Studies

We need to test those techniques for a longer period and follow-up the long-term effect and sustainability of the assimilation of NLP and Hypnotherapy in the educational system. It would provide us with a clearer vision of the effects of those combined techniques and the impact on students regarding their stress level management and their academic performances.

b. Comparative Analyses

Evaluating the effectiveness of NLP and Hypnotherapy in Elementary, MS and HS settings would also be of great interest.

Indeed, it would be interesting to study the effect of NLP and Hypnotherapy techniques when applied to younger grades. Perhaps they could have a much different effect on children of different ages especially if used in earlier years. Starting very young could maybe be a solution to help children to deal with anxiety behaviors and could also have an impact on intectual capacities. They could become more natural tools and part of standard practices.

c. Implementation:

Several questions are raised if looking at this type of study. We need to define to what extent and how far we can explore those techniques and their success. We also need to find ways to implement them and get feedback about how they are perceived? Will it be well received or are we going to encounter objections and if it is the case what will they be? Those questions lead us to the points below.

d. Cultural Adaptations

It would be interesting to spend time on trying to develop and testing how some programs can ensure inclusivity and effectiveness across various student populations and their cultures. Being aware of the possibility of different approaches would allow us to recognize that different education styles do matter according to the different student bodies.

E. Policies makers

There is a necessity to work alongside school policy makers and the child protection department and the educational system to advocate for evidence-based NLP and hypnotherapy methods in educational initiatives. Such advocacy could help embed these methods into standard practices in education.

11.2 Suggestions for Practice

To maximise the benefits of the combination of NLP and Hypnotherapy in educational contexts, we would like to propose the following recommendations.

a. Training and Professional Development: Educators and practitioners should receive training in NLP and hypnotherapy. Professional development programs should be installed in schools to help build the right skills to be able to apply them in their respective disciplines.

b. Curriculum Integration: Integrate guided visualization and self-affirmation exercises into your curriculum. Research suggests that beginning sessions with relaxation techniques can improve learning outcomes.
(transformations.org.nz)

c. Personalized Support: Customise interventions that cater to the specific needs of individual students, establishing an inclusive learning environment that accommodates diverse learning styles and difficulties.

d. Interdisciplinary Strategy: There is a need to foster the collaboration among educators, counselors, and also mental health professionals to be able to provide an holistic support to students. A multi-disciplinary approach could be a key to ensures comprehensive care and to maximizes the benefits of the interventions.

e. Continuous Evaluation: Regularly assess the impact of interventions through data collection and feedback mechanisms. Continuous evaluation allows for the refinement of practices and ensures that the interventions remain effective and relevant.

f. Ethical Implementation: Adhere to ethical principles and child protection guidelines to ensure student safety and well-being. This includes obtaining informed consent, maintaining confidentiality, and practicing within the boundaries of professional competence.(pubmed.ncbi.nlm.nih.gov)

11.3 Conclusion

This study proves that NLP and Hypnotherapy in schools can be a game changer. By meeting the academic and socio-emotional needs of students, these approaches allow students to thrive holistically. The results via several studies and our own study confirm that these interventions foster academic success, lower test anxiety, and promote socio-emotional growth.

Going forward, further research, extensive teacher training, and cooperation between school stakeholders will also be critical to ensuring these interventions are as effective as they can be. Through creativity and the cultivation of institutions that act as safe havens for students, we can continue to educate our students to reach their fullest potential.

Overall, expanding the utilization of NLP and Hypnotherapy provides a powerful tool to develop educational practices into more effective modalities. By carefully implementing these methods alongside an ongoing evaluation of their impact and efficacy, they can help and contribute in a meaningful manner to the holistic development of students, preparing them for the challenges that life brings.

Appendices

Appendix X : (Sent as a Google Form)

Consent Form for Participation in Enrichment Classes - Neuro Linguistic Programming - Hypnotherapy .

Dear Parents/Guardians and Students,

If you are receiving this form, it is because your child or you, student, registered for the NLP Hypnotherapy Enrichment class which is starting next week!

I am a MYP/DP Language teacher but also a NLP specialist and certified Hypnotherapist registered with the American National Guild of Hypnosis. I am excited to offer an opportunity to participate in an enrichment class where students will have the opportunity to explore the impact of Neuro Linguistic Programming and hypnotherapy (self-hypnosis) and techniques on stress level and academic performance.

Objectives of the classes: Empower students with tools to:

1. **Reduce Stress:** Equip students with techniques to manage and reduce stress and anxiety.
2. **Improve Academic Performance:** Enhance students' focus, concentration, and overall academic performance through targeted interventions.
3. **Develop Resilience:** Foster resilience and effective coping mechanisms to handle academic and personal challenges.
4. **Enhance Interpersonal Skills:** Improve students' communication and interpersonal skills for better peer interactions.

Details of the Enrichment Classes:

- **Participants:** 12 students from middle and high school
- **Duration:** Semester 1
- **Schedule:** Day 3
- **Location:** Room 108

Consent from parents:

By signing this form, you agree to allow your child to participate in the enrichment classes.

Thank you in advance to parents and students for filling in this form.

Kind regards.

Mrs. Kappner

Student Name*:

Email Address:

Grade level of the student*

- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10

If you are a parent/guardian what is your relationship with the student

Skip this question if you are a student!

- ☐ Mother
- ☐ Father
- ☐ Guardian

Consent Confirmation:

Choose the applicable one : parent or student- (not both)*

- ☐ I, the parent/guardian, give my consent for my child to participate in the enrichment classes.
- ☐ I, the student, agree to participate voluntary in the enrichment classes

Appendix A: Case Study (part 1):

Survey #1

This survey was conducted during the first session of the Case Study which took place over a period of 12 weeks. It was shared with Google Form.

SURVEY 1 - NLP/Hypnotherapy

Thank you for being willing to join this enrichment group and being part of this experiment.

Now that I have explained to you what is NLP and Hypnotherapy, I would like you to take this survey. It will take you around 5 minute

*** Indicates required question**

What is your name?*

What is your school email address?

What is your Grade Level?*

- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10

What is your Gender?*

- ☐ Male
- ☐ Female
- ☐ Other

☐ Prefer not to say

Baseline Assessment (1)

How would you rate your current level of academic performance?*

- ☐ Very Poor
- ☐ Poor
- ☐ Average
- ☐ Good
- ☐ Excellent

How often do you feel stressed about school?*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How well do you manage stress in general?*

- ☐ Very Poorly
- ☐ Poorly
- ☐ Average
- ☐ Well
- ☐ Very Well

What do you do when you feel stressed?*

How confident do you feel about achieving your academic goals?*

Goal Setting and Visualization (2)

What are the goals you would like to achieve in joining this experience?*

Reframing Negative Self-talk (3)

How often do you engage in negative self-talk?

(tell yourself: I can't, I am not good enough, I will never be able to do that...etc..)*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

If you try to reframe negative self-talk, what do you do?*

Does it work?*

- ☐ Yes
- ☐ Not always
- ☐ No
- ☐ Other:

Sensory Acuity Development (4)

How aware are you of sensory details (e.g., non-verbal cues, tone of voice) in your interactions?*

- ☐ Not Aware
- ☐ Slightly Aware
- ☐ Moderately Aware
- ☐ Very Aware
- ☐ Extremely Aware

Anchoring Positive States (5)

Have you ever heard of Positive state Anchoring?*

- ☐ No
- ☐ Yes
- ☐ I am not too sure

Stress Management and Relaxation Techniques (6)

How often do you use relaxation techniques I?*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

If you do, how effective are the relaxation techniques in reducing your stress?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Enhancing Interpersonal Skills (7)

How confident are you in your interpersonal skills (interactions with others, conflict resolution, adaptability, empathy, communication,...etc...)*

- ☐ Not Confident
- ☐ Slightly Confident
- ☐ Moderately Confident
- ☐ Very Confident

☐ Extremely Confident

Building Resilience and Coping Mechanisms (8)

How resilient (able to be happy again) do you feel when facing challenges after the session?*

- ☐ Not Resilient
- ☐ Slightly Resilient
- ☐ Moderately Resilient
- ☐ Very Resilient

Academic Focus and Concentration (9)

How is... according to you, your academic focus and concentration?*

- ☐ A cannot focus or concentration for very long
- ☐ Depends on the subject/ teacher
- ☐ Could be better
- ☐ Alright
- ☐ Good
- ☐ Excellent

Integrating Learning Strategies (10)

Would you like to improve your study habits?*

- ☐ No, they are already good.
- ☐ Yes, they could be better.
- ☐ Yes, I REALLY need help!

Do you think these NLP and Hypnotherapy sessions can help you reach the goals you would like to reach (stress management and academic improvement)?*

- ☐ Yes
- ☐ No
- ☐ Maybe

THANK YOU!

Appendix AA. -Survey #1 Results

Figure 1: Case study participant grade levels

What is your Grade Level?

13 responses

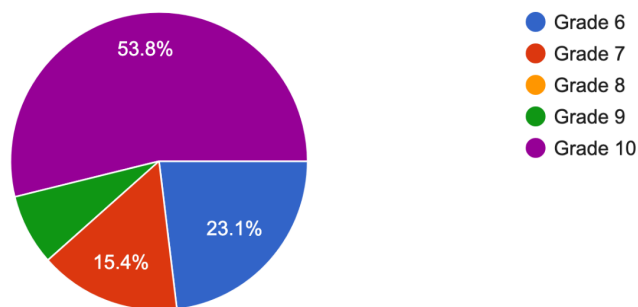
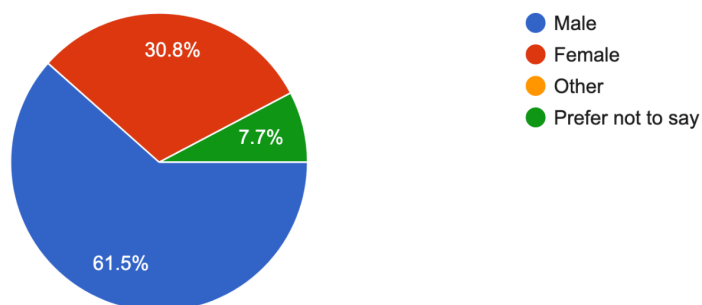


Figure 2: Case study participants' genders

What is your Gender?

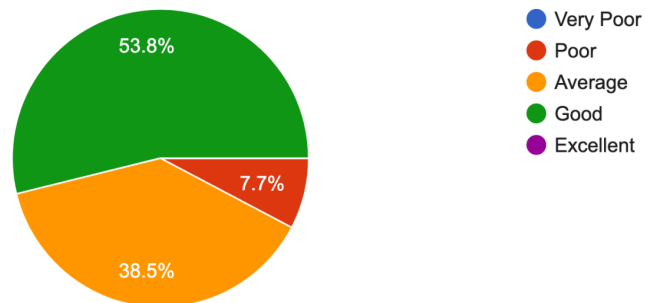
13 responses



A.3. Students' academic performance before starting case study

Baseline Assessment (1) How would you rate your current level of academic performance?

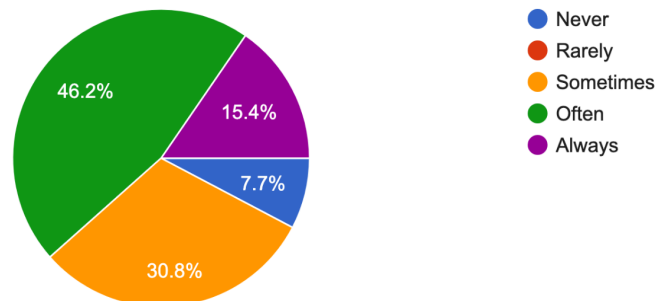
13 responses



A.4: School related stress experienced by students

How often do you feel stressed about school?

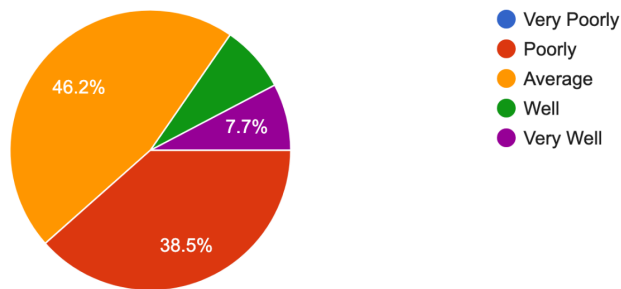
13 responses



A.5: Stress Management before intervention

How well do you manage stress in general?

13 responses



A.6:What do you do when you feel stressed?

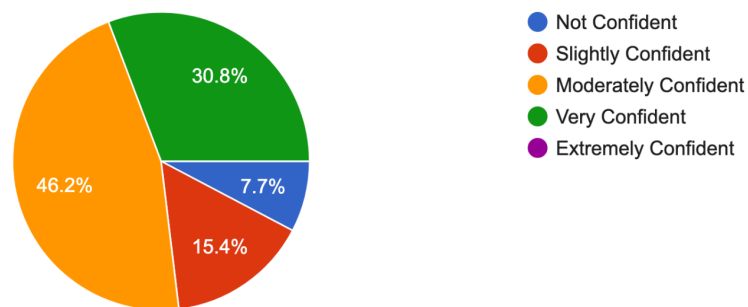
13 responses

--breathe
-I usually take 2 deep breaths in and 1 long deep breath out
-I often cry
-i dont feel stressed
-I rub my hands together
-drink tea
-listen music
-I can't think right
-Go for a walk, play a game, listen to music. I take a step back and try to destract myself to freshen my thoughts
-Sometimes I try and do something that I enjoy or try and think about what I can do so I don't have to be stressed
-I eat
-listen to music
-I don't really do anything

A.7 Reaching goals confidence level

How confident do you feel about achieving your academic goals?

13 responses



A.8: Goal Setting and Visualization

What are the goals you would like to achieve in joining this experience?

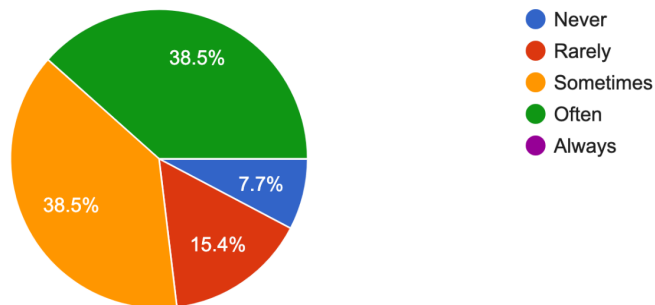
13 responses

- feeling less stress and be better at school
- my goal is to have no stress and make my academic learning perfect
- feeling not so stressed and being better at school
- not really anything
- Learning how to calm my self down when I get anxious or stressed
- Stress managment
- relax and find the easy way to study
- less stressd and be a better student
- .
- To learn different ways to deal with stress and managing it
- Feeling less stressed and better organized with my work
- I would like to be able to do my work with out procrastination.
- Feel less stressed and nervous and improve sports performance.

A.9: Reframing Negative Self-Talk

Reframing Negative Self-talk (3) How often do you engage in negative self-talk? (tell yourself: I can't, I am not good enough, I will never be able to do that...etc..)

13 responses



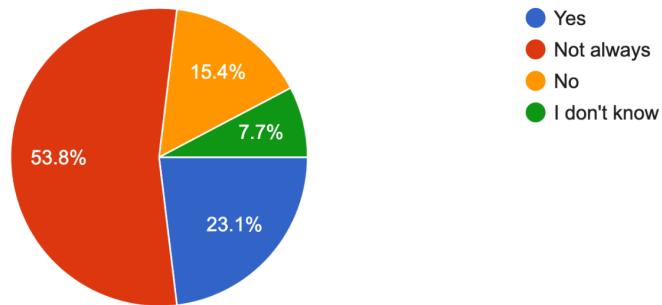
A.10: If you try to reframe negative self-talk, what do you do? [13 responses](#)

- try to be positive
- I think of the negative impact and then think of what I can do to get better.
- I try to be positive
- I don't know because I don't do that what i do is talk to myself in a positive way
- I try to reset my thoughts and add good thoughts
- tell the "negative voice" to stop
- i will stop thinking about this thing and doing some thing i like to do
- i try to motivate myself
- I sleep off the negative thoughts
- I try to think more positively and think what I can do about it
- Try to be more positive
- I don't know
- I act as if Im not stressed

A.11:Efficiency in reframing Negative self-talk

Does it work?

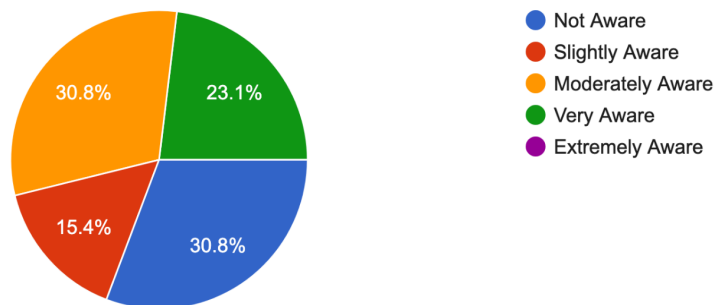
13 responses



A.12: Sensory development awareness

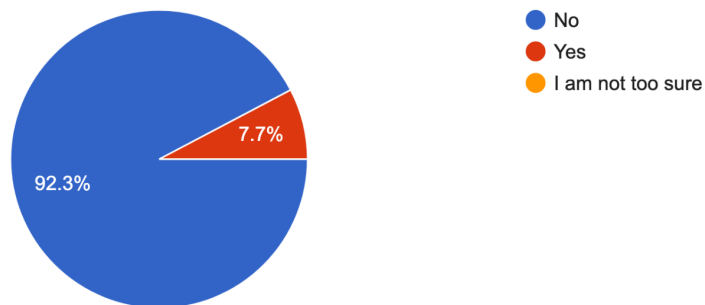
Sensory Acuity Development (4) How aware are you of sensory details (e.g., non-verbal cues, tone of voice) in your interactions?

13 responses



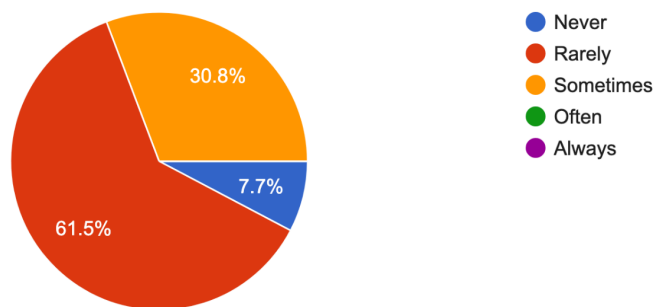
A.13: Anchoring of positive state

Anchoring Positive States (5) Have you ever heard of Positive state Anchoring?
13 responses



A.14: Relaxation techniques use

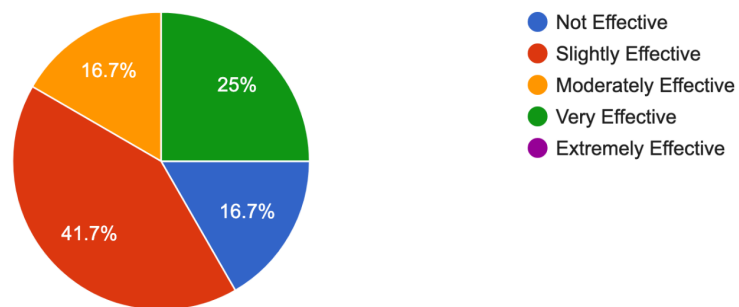
Stress Management and Relaxation Techniques (6) How often do you use relaxation techniques ?
13 responses



A.15: Effectiveness of relaxation techniques

If you do, how effective are the relaxation techniques in reducing your stress?

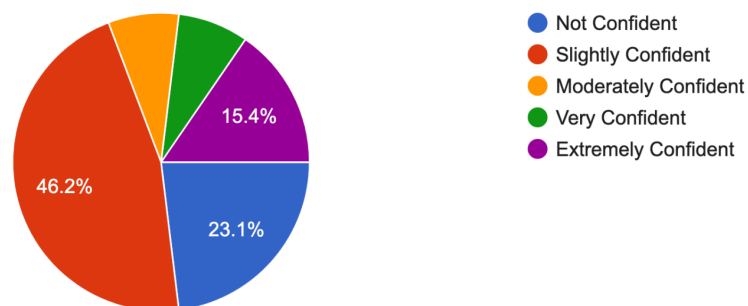
12 responses



A.16: Enhancing Interpersonal skills

Enhancing Interpersonal Skills (7) How confident are you in your interpersonal skills (interactions with others, conflict resolution, adaptability, empathy, communication,...etc...)

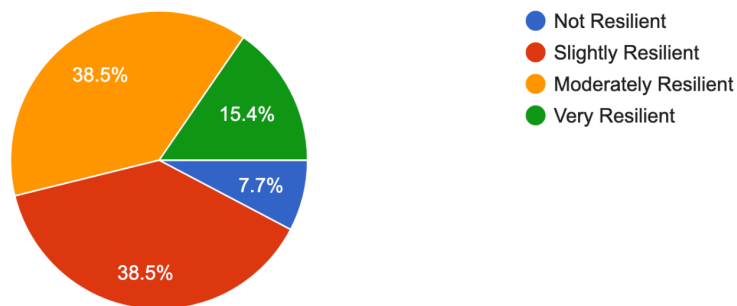
13 responses



A.17: building resilience and coping mechanisms

Building Resilience and Coping Mechanisms (8) How resilient (able to be happy again) do you feel when facing challenges after the session?

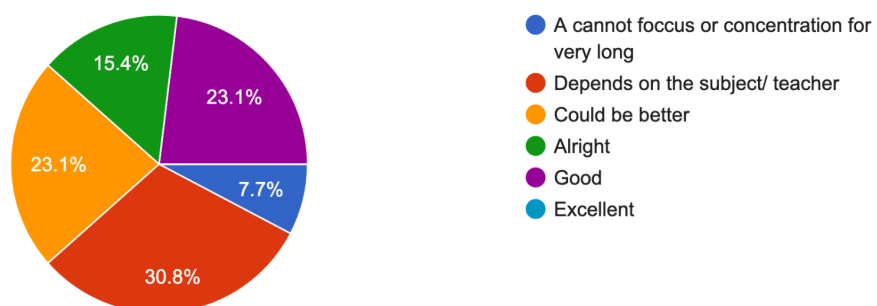
13 responses



A.18: Academic focus and concentration

Academic Focus and Concentration (9) How is... according to you, your academic focus and concentration?

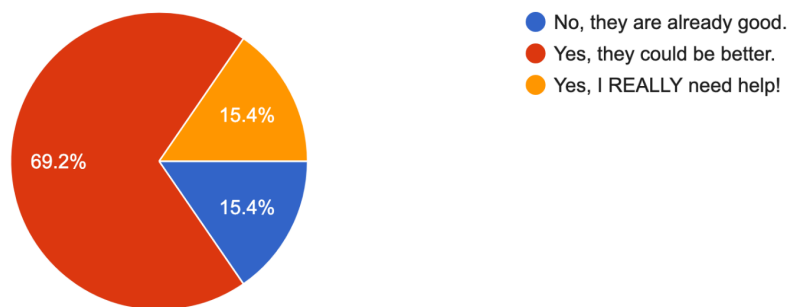
13 responses



A.19: Integrating learning strategies

Integrating Learning Strategies (10) Would you like to improve your study habits?

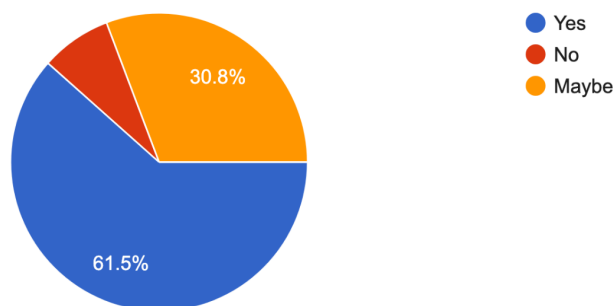
13 responses



A.20; Believing that NLP and Hypnotherapy can help with stress management and improve academic abilities.

Do you think these NLP and Hypnotherapy sessions can help you reach the goals you would like to reach (stress management and academic improvement)?

13 responses



Appendix B: Case Study (part 2) :

Survey #2

The second survey was done at the end of the 12 weeks study.

SURVEY 2 - NLP/Hypnotherapy

Could you please take the time to complete this survey.

* Indicates required question

What is your name?*

What is your school email address?

What is your Grade Level?*

- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

What is your Gender?*

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

Baseline Assessment (Week 1)

How would you rate your current level of academic performance after the enrichment class?*

- ☐ Very Poor

- ☐ Poor
- ☐ Average
- ☐ Good

How often do you feel stressed about school compare to before the experiment?*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How well do you manage stress in general after this enrichment class?*

- ☐ Very Poorly
- ☐ Poorly
- ☐ Average
- ☐ Well
- ☐ Very Well

What do you do now when you feel stressed?*

How confident do you feel now about achieving your academic goals?*

- ☐ Not Confident
- ☐ Slightly Confident
- ☐ Moderately Confident
- ☐ Very Confident
- ☐ Extremely Confident

Goal Setting and Visualization

How clear are you about your personal and academic goals after the sessions?*

- ☐ Not Clear

- ☐ Slightly Clear
- ☐ Moderately Clear
- ☐ Very Clear
- ☐ Extremely Clear

Reframing Negative Self-talk

Now, how often do you engage in negative self-talk? (tell yourself: I can't, I am not good enough, I will never be able to do that...etc..)*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How effective were the NLP and Hypnotherapy sessions in helping you reframe negative self-talk?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Sensory Acuity Development

Now, how aware are you of sensory details (e.g., non-verbal cues, tone of voice) in your interactions?*

- ☐ Not Aware
- ☐ Slightly Aware
- ☐ Moderately Aware
- ☐ Very Aware

☐ Extremely Aware

Anchoring Positive States

How effective was the enrichment class in teaching you to anchor positive emotional states?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Stress Management and Relaxation Techniques

How often do you use relaxation techniques learned in the sessions?*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How effective are the relaxation techniques in reducing your stress?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Enhancing Interpersonal Skills

Now, how confident are you in your interpersonal skills after the session?*

- ☐ Not Confident
- ☐ Slightly Confident
- ☐ Moderately Confident
- ☐ Very Confident
- ☐ Extremely Confident

Building Resilience and Coping Mechanisms

Now, how resilient (able to be happy again) do you feel when facing challenges after the session?*

- ☐ Not Resilient
- ☐ Slightly Resilient
- ☐ Moderately Resilient
- ☐ Very Resilient

Academic Focus and Concentration

How effective were the NLP and Hypnotherapy sessions in improving your focus and concentration?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Integrating Learning Strategies

How well are you able to integrate the techniques learned into your study habits?*

- ☐ Not Well
- ☐ Slightly Well
- ☐ Moderately Well

- ☐ Very Well
- ☐ Extremely Well

Review and Reinforcement

How confident do you feel about using the learned techniques independently?*

- ☐ Not Confident
- ☐ Slightly Confident
- ☐ Moderately Confident
- ☐ Very Confident
- ☐ Extremely Confident

Final Assessment and Reflection (Week 12)

Overall, how effective do you think this experience was in reducing your stress?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Overall, how effective do you think the program was in improving your academic performance?*

- ☐ Not Effective
- ☐ Slightly Effective
- ☐ Moderately Effective
- ☐ Very Effective
- ☐ Extremely Effective

Do you think you will keep using the techniques you learnt?*

- ☐ Definitely Not

- ☐ Probably Not
- ☐ Not Sure
- ☐ Probably Yes
- ☐ Definitely Yes

Would you recommend this program to other students?*

- ☐ Definitely Not
- ☐ Probably Not
- ☐ Not Sure
- ☐ Probably Yes
- ☐ Definitely Yes

Please provide any additional comments or feedback about your experience using NLP and Hypnotherapy techniques?*

Thank You!

Appendix BB: -Survey #2 Results

Figure 1: Case study participants' grade levels

What is your Grade Level?

13 responses

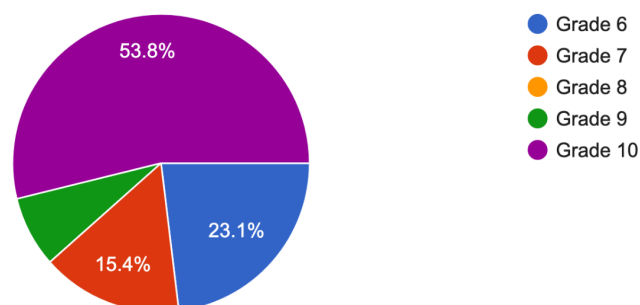
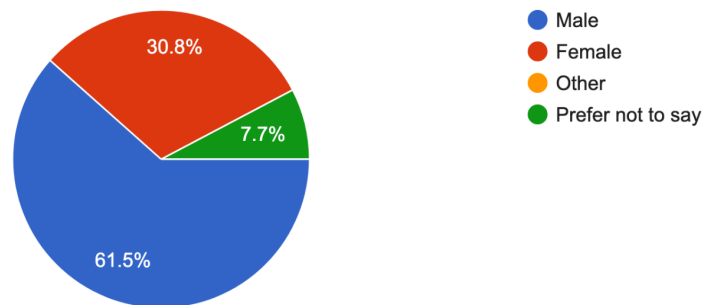


Figure 2:Case study participants' genders

What is your Gender?

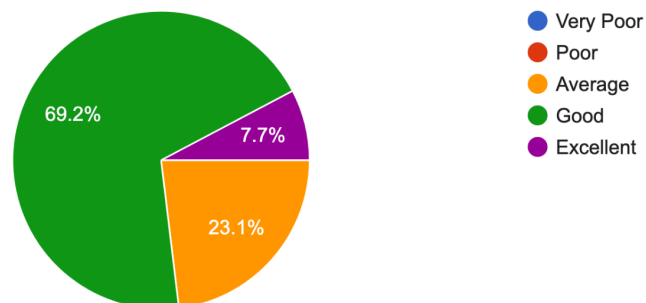
13 responses



B.3:Students' academic performance after the 15 weeks case study

Baseline Assessment (Week 1) How would you rate your current level of academic performance after the enrichment class?

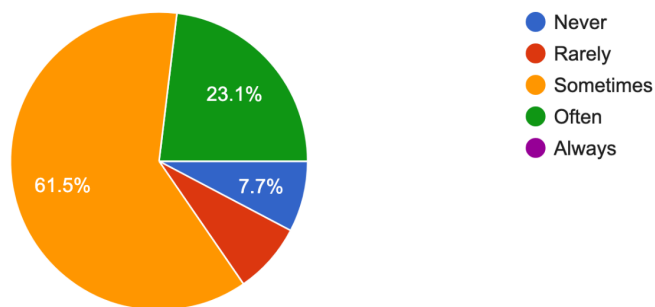
13 responses



B.4: Level of stress level after the experiment

How often do you feel stressed about school compare to before the experiment?

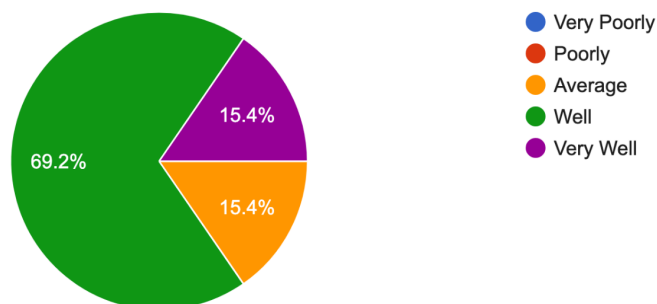
13 responses



B.5: Managing stress after the intervention

How well do you manage stress in general after this enrichment class?

13 responses



B.6: What do you do now when you feel stressed?

-I just try to relax myself and make sure to remind myself of the good things that happen instead of the bad things.

-I use the anchor

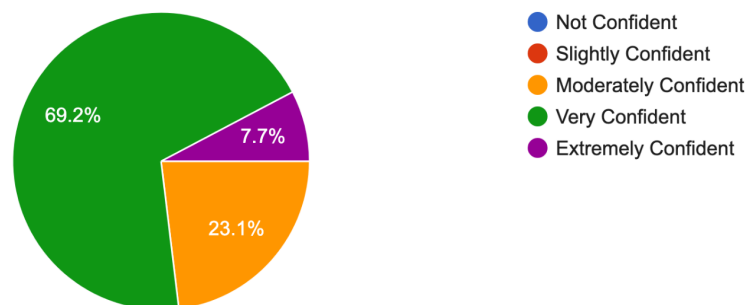
-I use my anchor.

- Use my learning style from this session to relax.
- I try breathing techniques, I try to visualize me acheiving what I want and succeeding,
- I do the 3 steps breathing and then i use my anchor
- I get to a quite place take 3 deep breaths and imagine myself in my comfort zone.
- I use my anchor
- When I am stressed I take 2 deep breaths in and 1 long deep breath out
- use the NLP techinques learnt
- try to let go and use a breathing technique
- I go to my private room technique
- use the word I gave myself or do the breathing we practiced

B.7: Confidence of students in achieving their goals

How confident do you feel now about achieving your academic goals?

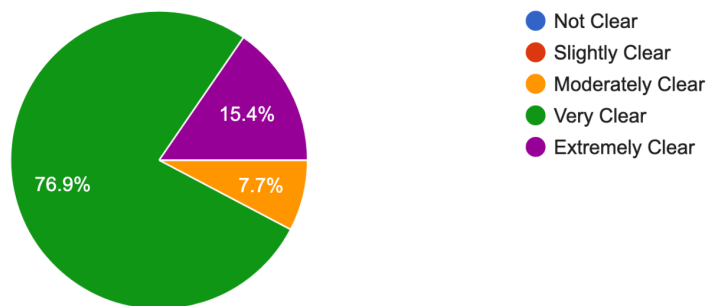
13 responses



B.8:Confidence level after intervention in achieving personal and academic goals

Goal Setting and Visualization How clear are you about your personal and academic goals after the sessions?

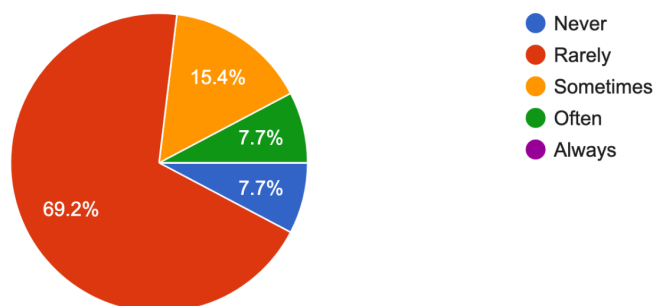
13 responses



B.9: Negative Self-Talk reframing

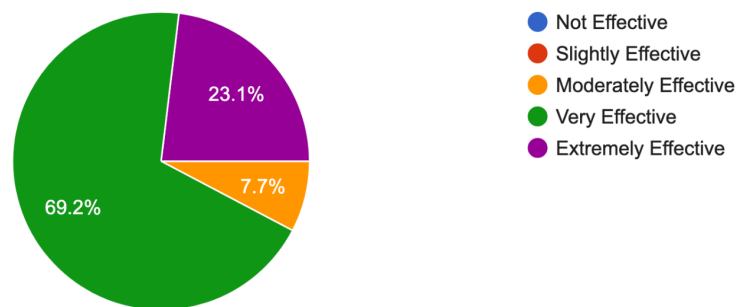
Reframing Negative Self-talk Now, how often do you engage in negative self-talk? (tell yourself: I can't, I am not good enough, I will never be able to do that...etc..)

13 responses



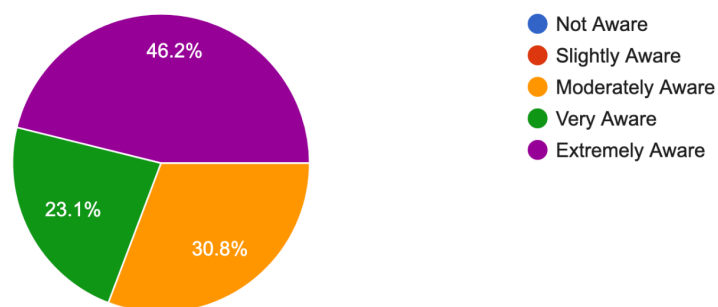
B.10:Efficacy of NLP and Hypnotherapy in reframing negative self-talk

How effective were the NLP and Hypnotherapy sessions in helping you reframe negative self-talk?
13 responses



B.11: Evaluating sensory detail sensitivity during interactions

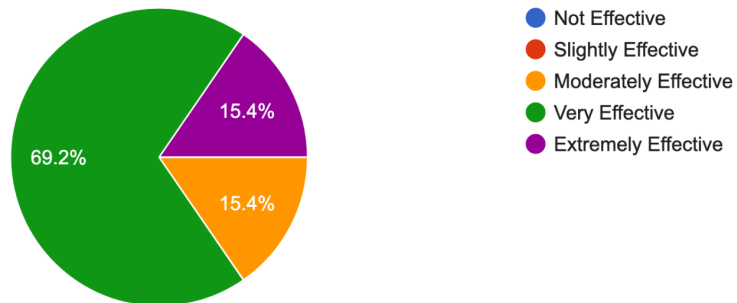
Sensory Acuity Development Now, how aware are you of sensory details (e.g., non-verbal cues, tone of voice) in your interactions?
13 responses



B.12: Anchoring efficiency after 15 weeks of intervention

Anchoring Positive States How effective was the enrichment class in teaching you to anchor positive emotional states?

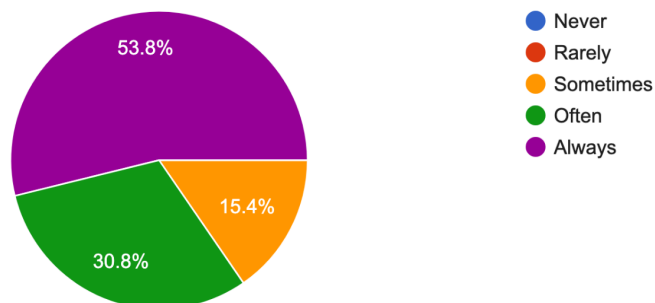
13 responses



B.13: Are students using stress management and relaxation techniques?

Stress Management and Relaxation Techniques How often do you use relaxation techniques learned in the session?

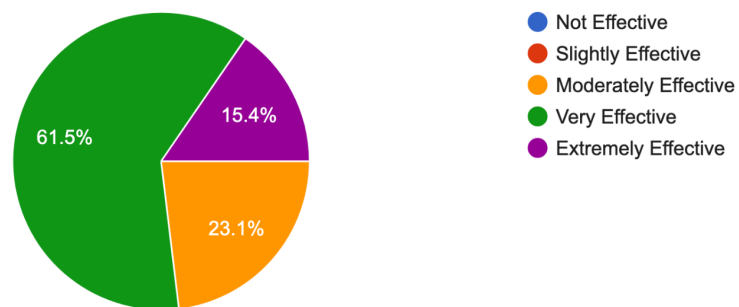
13 responses



B.14: Efficacy of various techniques to reduce stress

How effective are the relaxation techniques in reducing your stress?

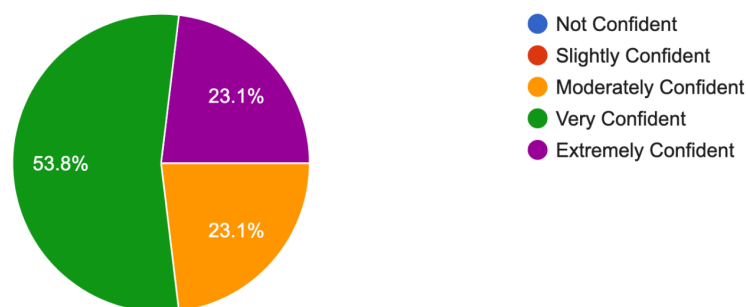
13 responses



B.15: Relations with others after the experiments

Enhancing Interpersonal Skills Now, how confident are you in your interpersonal skills after the session?

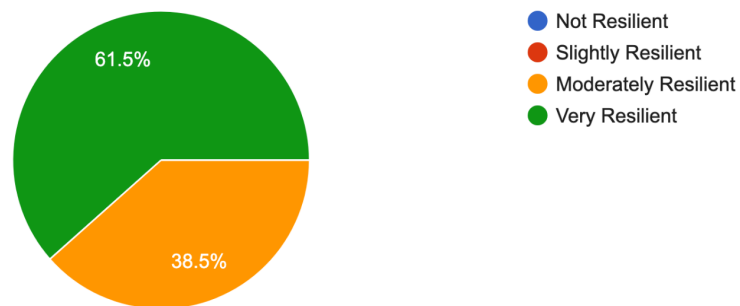
13 responses



B.16:Building resilience and coping mechanisms

Building Resilience and Coping Mechanisms Now, how resilient (able to be happy again) do you feel when facing challenges after the session?

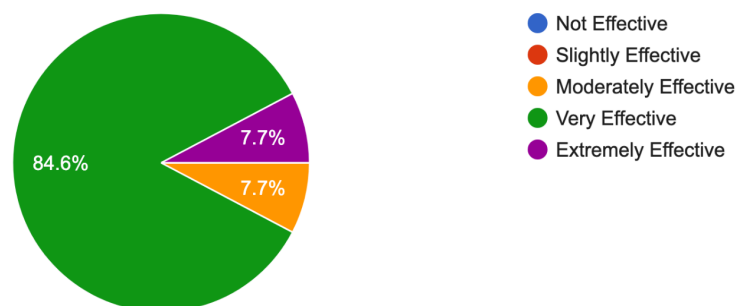
13 responses



B.17: Efficacy with those Techniques with concentration

Academic Focus and Concentration How effective were the NPL and Hypnotherapy sessions in improving your focus and concentration?

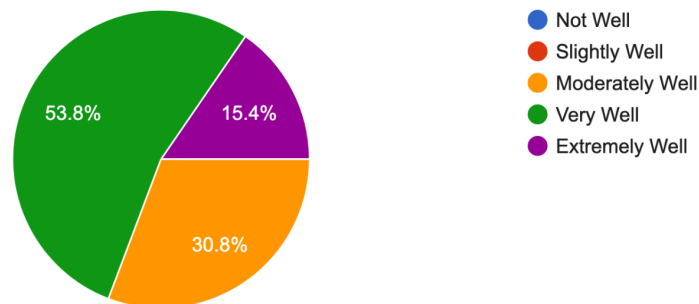
13 responses



B.18: Integrating NLP and self-hypnosis techniques in study habits

Integrating Learning Strategies How well are you able to integrate the techniques learned into your study habits?

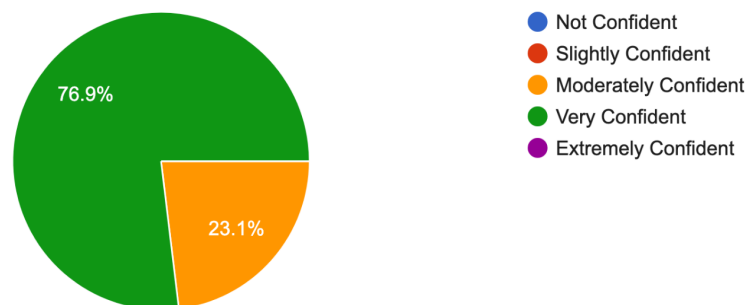
13 responses



B.19: Becoming independent in using NLP and self-hypnosis techniques

Review and Reinforcement How confident do you feel about using the learned techniques independently?

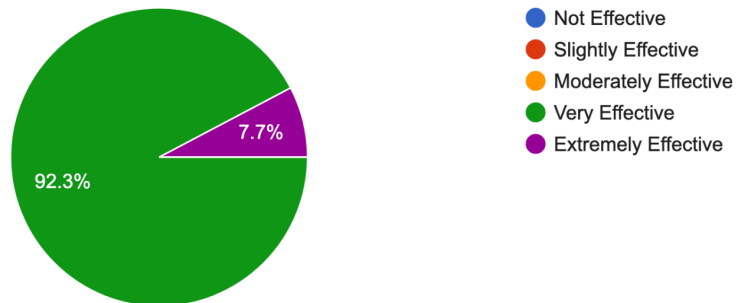
13 responses



B.20: Stress reduction effectiveness with NLP and Hypnotherapy

Final Assessment and Reflection Overall, how effective do you think this experience was in reducing your stress?

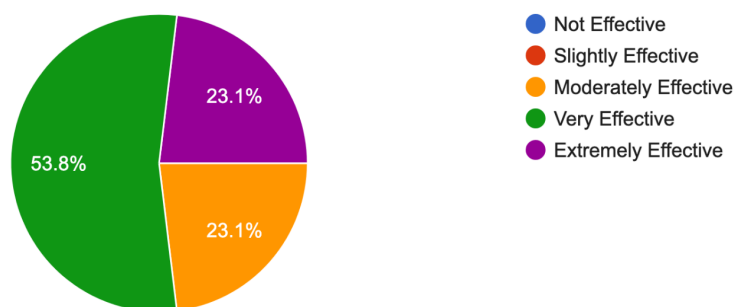
13 responses



B.21:Academic improvement effectiveness

Overall, how effective do you think the program was in improving your academic performance?

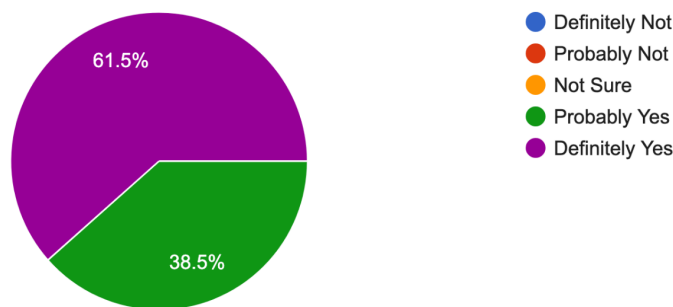
13 responses



B.22:What about using those techniques in the future?

Do you think you will keep using the techniques you learnt

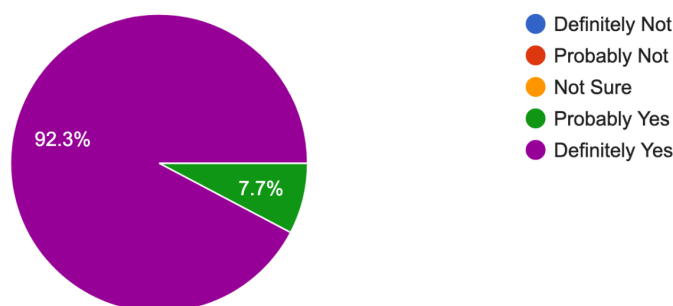
13 responses



B.23: Recommending the use of NLP and Hypnotherapy for MS and HS students?

Would you recommend this enrichment class to other students?

13 responses



A.24: Students additional feedback after the experiment

Please provide any additional comments or feedback about your experience using NLP and Hypnotherapy techniques?

-At first I didn't think this would be the best enrichment for me because I rarely get stressed. But as time went by it started to make me feel less stressed than I already was. When it comes to things like homework and stuff like that, I do get a bit stressed but when I do the techniques

it makes me feel less stressed. Sometimes before i go to bed I will do the techniques and it makes me feel much better and more confident about school!

-I really enjoy the class and hope to continue the enrichment next semester

-I really enjoyed the enrichment I hope tyou are ggoing to offer it next semester

is a very nice session

-I think it helped me to be a bit more calm and aware during stressful moments, and be more positive. It also helped me be more confident academically wise.

-Thank you for sharing those techniques with us, they are so helpful!

-I really like the techniques I learned and the teacher is really nice.

-I really liked the class

-My experience during NLP and Hypnotherapy was excellent, it helped me get better grades because I was more concentrated and I didn't have any stress or anxiety problems after I took the class.

-It was fun and useful!

-it was very helpful and I enjoy the class

-I am joining the enrichment next semester!

-it was good to learn about the different NLP and hypnotherapy techniques

Appendix C: Self-Hypnosis steps

Self-Hypnosis A Simple 3-Step Method

Step 1

Pre-Sleep Technique

1. When you go to bed, starting tonight and continuing for the next 7 days, just before you are ready to fall asleep—give yourself the following suggestion 10 times:

“Every day, in every way, I am getting better and better”

While you are saying the suggestion, imagine yourself in any way you can, getting better and better.

2. In order not to fall asleep and not to lose count, every time you say the suggestion press down with each finger of your right hand. Then, continue with each finger of your left hand until you’ve completed the suggestion 10 times.

3. This may be your first attempt at learning to effectively program yourself through suggestion. It is of the utmost importance to do this exercise every night without falling asleep until you’ve completed the 10 repetitions.

4. You are beginning to establish a habit pattern of properly programming yourself by giving yourself positive suggestions before going to sleep. The next day, you’ll find yourself reacting very positively to that suggestion.

Step 2

Induction

1. Continue doing Step 1, the Pre-Sleep Technique you learned last week.

2. In addition, you are to do the following:

Twice a day—once in the morning or at noon, and once in the early evening—you will hypnotize yourself, stay in hypnosis for 2-3 minutes, and then wake yourself up. Here’s how:

Sit in a comfortable chair with your back supported.

Focus your attention—effortlessly—on a spot opposite you, slightly above eye level.

Take 3 deep breaths—slowly. As you inhale your third breath, hold it for 3 full seconds as you count backward: 3 ... 2 ... 1

Close your eyes, exhale, RELAX and allow yourself to go into a deep, sound, hypnotic rest.

3. You are to remain in hypnosis for approximately 2-3 minutes by counting down slowly from twenty-five (25) to one (1).

(NOTE: It will help if you allow yourself to visualize or imagine each number being written on a blackboard or shown on a computer as you count backward.)

4. To awaken, just count forward from one (1) to three (3)—and you will awaken refreshed and alert, ready to go about your business in an energetic way.

Do this exercise twice a day for seven (7) days, after which you will be ready to give yourself beneficial suggestions.

Step 3

Programmed Suggestion

1. The third step in self-hypnosis is to be started one week after you complete the exercises for step 1 and step 2. Once you start step 3, you no longer have to do step

2. For step 3, you need a 3X5 card or a business card, which you can easily carry with you at all times. You are to write the suggestion you've prepared for yourself which meets the criteria of being Positive, Simple, Believable, Measurable—and it should carry a Reward. Always state your suggestion in the present tense.

3. Again, sit down and choose a spot opposite you, slightly above eye level. Hold the card in front of the spot and read the suggestion to yourself 3 times.

Make sure the words on the card are believable to you and allow yourself to imagine accomplishing what is written on the card. Use your imagination.

4. You've written your suggestion on a card—chosen your spot—read the suggestion to yourself 3X—now, drop the card and take your first deep breath. Exhale. Take your second deep breath. Exhale. Now, take your third deep breath—hold it—close your eyes—count backward from 3 to 1. Exhale, and go deep into hypnosis.

5. At this point, instead of counting backward from 25 to 1, allow the suggestion to repeat over and over in your subconscious mind. At the same time, imagine that you are carrying out your suggestion.

You'll find that at times the words start to break up and become fragmented. That's perfectly okay. The important words or phrases will come through to you.

In approximately 2-3 minutes you'll have a feeling it's time to stop and wake up.

(Note: this time was set when you established a habit pattern in step 2.) At this point, just count forward: 1 ... 2 ... 3 ... open your eyes and go about your business, feeling refreshed and relaxed in every way.

Note: Give yourself time to allow the suggestions to take hold. It can take up to two weeks to start getting the benefits related to your suggestion.

(<https://www.hypnovision.net/selfhypnosis3steps.htm>)

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Other websites used:

- Tree steps self hypnosis:

<https://www.hypnovision.net/selfhypnosis3steps.htm>

- NGH: <https://ngh.net>

- Sophie Kappner: NGH Profile Link:

<https://www.NGH.net/ngh-member-profile/?profile=12321>

- www.chartgo.com
- transformations.org.nz

