



Section Two

Course Overview & Training Requirements



The Goulding Process – SleepTalk® For Children

Unit of Competency: Level 101 The Foundation Process.

1. Module details: Nominal duration: 35 hours. eg: 2 months

2. Module purpose: By successfully completing this course of study the participants should be able to implement the Goulding Process - SleepTalk® For Children using positive self-image suggestions introduced to the unconscious mind of a sleeping child and identify the optimum brainwave frequency necessary for the SleepTalk® process to be successful and the rationale for the method.

3. Prerequisites: Professional background, relevant Association Membership and qualifications.

4. Assessment strategy and method: Assessment methods should include both practical and theoretical elements. Learning outcomes do not need to be assessed separately. They can be effectively assessed in an integrated manner using a project based approach.

At completion of the training, 3 case histories with supporting documentation is required to determine competencies, in addition on-going assessment is conducted throughout the training and includes:

- Case study analysis.
- Role plays.
- Oral questions
- Demonstration of skills

4.1 Conditions of assessment: The approved text and course notes can be accessed by the learner during assessments.

5. Learning Outcome details: On completion of this Unit the participant should be able to:

Learning Outcome 1: Analyse the framework of the Goulding process.

Performance criteria:

- The rationale behind the use of the Goulding process using case histories is discussed.
- The basic considerations and assumptions of the Goulding process are described.
- 'Conscious', 'Aroused unconscious and 'Unconscious' are differentiated.

Learning Outcome 2: Discuss the therapeutic approach to resolving basic and primary issues and identifying brainwave frequencies:

Performance criteria:

- The 'Foundation Process' is described.
- The Criteria for Specific Suggestions are identified.
- Twelve essential aspects required to formulate the 'Foundation' script are discussed.
- The 'Top Hat' theory is explained.
- The 'R.A.S.' and its application to the Goulding Process and different brainwave frequency is explained.
- The appropriateness of the use of suggestion is assessed.
- The use of waking suggestion is explained.
- The rationale for Primary Carers using SleepTalk® each night is explained.
- Different brainwave frequencies that occur throughout the sleeping cycle are identified.

Learning Outcome 3: Outline a frame of reference that will provide the desired changes in behaviour.

Performance criteria:

- The 'Legacy Tree' is identified, discussed and analysed.
- Criteria for Specific Suggestions are developed
- The specific content of the 'Foundation' script is developed.
- Factors influencing the selection of statements are identified.

- The procedural format to apply the process is outlined.
- The implementation of the script is demonstrated.
- Different case histories are discussed.

Learning Outcome 4: Document and record a 'Case History'.

Performance criteria:

- 'Where does my child stand now' document is completed.
- Areas of specific concern are identified.
- The desired changes of behaviour are analysed.

Learning Outcome 5: Implement a process which will provide desired changes of behaviour in a child.

Performance criteria:

- Key features of the 'Foundation' scripts are identified and explained.
- An appropriate 'Foundation' script is developed.
- The procedural format of the process is explained.

Unit of Competency Level 102: Identifying The Primary Area of Need.

1. Module details: Nominal duration: 35 hours. eg: 2 months

2. Module purpose: By successfully completing this Level of study the participants should be able to identify the Primary area(s) of need and develop specific statements to address those areas using positive self image suggestions introduced to the unconscious mind of a sleeping child.

3. Prerequisites: Unit of Competency 101: The Foundation Process.

4.1 Conditions of assessment: The approved text and course notes can be accessed by the learner during assessments.

5. Learning Outcome details: On completion of this Unit the participant should be able to:

Learning Outcome 1: Identify 'Primary' areas of need for the individual child.

Performance criteria:

- The desired changes of behaviour are identified.
- Specific statements are developed, formulated and discussed.
- Feedback statements and performance indicators are analysed.
- Factors influencing the selection of suggestions are explored.
- Essential elements are identified and discussed.

Learning Outcome 2: Implement a process to identify and provide desired changes of behaviour for the individual child.

Performance criteria:

- Performance indicators are assessed.
 - Parent feedback discussion is recorded and analysed.
 - On-going development strategies are identified.
 - The 12 Criteria for Specific Suggestions are revised.
 - The Primary area/s of need identified.
 - Specific behaviour modification is determined and appropriate statements developed.
 - The procedural format to implement 'specific' statements is explained.
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Unit of Competency Level 103: Assessing Feedback & Introducing Psycho-Nutrition

1. Module details: Nominal duration: 35 hours. eg: 2 months

2. Module purpose: By successfully completing this course of study the participants should be able to identify specific feedback, monitor areas of concern and create appropriate statements to ensure the continued development. Psycho-nutritional deficiencies and toxic imbalances are described and the application of nutrition to foster well-being is explored.

3. Prerequisites: Unit of Competency 101: The Foundation Process.
Unit of Competency 102: Identifying the Primary Area of Need.

4. Assessment strategy and method: Assessment methods should include both practical and theoretical elements. Learning outcomes do not need to be assessed separately. They can be effectively assessed in an integrated manner using a project based approach.

At completion of the training, 3 case histories with supporting documentation is required to determine competencies; in addition on-going assessment is conducted throughout the training and includes:

- Case study analysis.
- Role plays.
- Oral questions
- Demonstration of skills

4.1 Conditions of assessment: The approved text, course notes and case history DVD's can be accessed by the learner during assessments.

5. Learning Outcome details: On completion of this Unit the participant should be able to:

Learning Outcome 1: Identify specific feedback.

Performance criteria:

- The procedural format to determine feedback is outlined.
- Feedback statements and performance indicators are analysed.
- Appropriate statements to encourage desired change are developed.
- Contributing elements are identified and discussed.
- The 12 essential elements relating to the Criteria for Specific Suggestions are applied.

Learning Outcome 2: Develop appropriate suggestions to ensure behaviour change.

Performance criteria:

- Performance indicators are assessed.
- Parent feedback discussion recorded and analysed.
- On-going development strategies identify.
- Specific behaviour modification outlined.
- Specific statements developed.

Learning Outcome 3: Describe how psycho-nutrition affects the relationship between the body and the mind and its relevance to a child's behaviour, levels of stress and/or anxiety.

Performance criteria:

- The effects of B group vitamins on the body and the mind are discussed.
- The correlations between psycho-nutrition and behaviour issues are outlined.
- The role of eating, vitamins and nutrients are outlined.
- How nutrition affects the relationship between the body and the mind is explored.
- The relationship between lack of appropriate nutrition and a child's behaviour is discussed.
- The role anxiety and stress play in the presenting issues and behaviour.
- Strategies to assess appropriate concerns are researched.



The Goulding SleepTalk® for Children Process

Professional Consultant Training - Assignment Requirements:

For accreditation as a Goulding SleepTalk® for Children consultant, the Intern must complete 3 case histories, from at least 2 families.

Documentation must comply with the following:

- Protect the confidentiality of the client.
- Be presented in 'Word Format' as scanned copy or attachments, not photographs.
- Be presented in Font Times 'New Roman', size 12.
- Header to include Intern's name and email, Client Case Number, name of Trainer, and the date.
- Separate documentation for each 'Where now?' assessment.
- Clear identification of the date of each individual Case Study including each 'Where Now?' document.

Case History Information (500 – 1000 words) to incorporate the following documents and information:

- 1. Description of the SleepTalk® Process**
 - a. Describe the background development of the SleepTalk® Process.
- 2. Presenting Issues**
 - a. Identify the presenting issues.
 - b. Compile a brief case history of the family.
 - c. Identify any sibling and family/parent dynamics.
 - d. Primary carer's availability.
 - e. Parents' compliance – alternative applications discussed if required.
 - f. Was the RAS and Top Hat explained? Page 41
 - g. Did Intern demonstrate the application to the parents?
 - h. Did both primary carers comply with and present the Process?
 - i. Did the Intern offer any alternatives to the Foundation Statements to acknowledge and support family dynamics?
 - j. Advise if the Sibling Rivalry statement was included in the Foundation (if appropriate).
 - k. Identify which handout material(s) were offered.
- 3. Document Copy**
 - a. Client's Confidential Client History – Page 49

4. **Copy of 1st ‘Where Does My Child Stand Now?’ document**
 - a. If answer is left of centre, identify with an * those areas clearly needing attention.
 - b. Asked the Level 1 Question: “Tell me more about that”?
 - c. Appropriate notation/comments with question number identified.
 - d. What support and ongoing communication were offered?

5. **Copy of 2nd and subsequent ‘Where Does My Child Stand Now?’ documents**
 - a. Clearly identify the date of the mind profile.
 - b. Was the appropriate 3 months’ time frame offered?
 - c. If not, why not?
 - d. Did the intern ask the Level 2 Question: “Has there been any change”?
 - e. Confirm % of change in 2nd to last (N/A) column.
 - f. Identify the arrow direction of change (if any) in the final column.
 - g. Detail parents’ feedback comments.
 - h. Discuss any behaviour change(s).

6. **The Chosen Primary Area/S Of Need (PAN)**
 - a. Was there enough and appropriate change to justify moving to Level 2?
 - b. If not, why not?
 - c. What alternative (if any) was offered?
 - d. Discuss rationale behind selection of PAN.

7. **The Specific Suggestions given**
 - a. Identify the Suggested Specific Statement (SSS).
 - b. Did Intern explain how to introduce the Level 2 ‘Sandwich’ description?

8. **The Feedback received**
 - a. Detail parents’ feedback comments.
 - b. Discuss any behaviour change(s).

9. **Any further specifics suggested**

10. **The end result and conclusion.**

Please ensure all the supporting documents and case history information are presented in Word Format and emailed to your trainer for assessment.