Anchor Point

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THE POINT IS ...

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Anchor Point's intent is to bring our readers the highest quality NLP information available. For us, and hopefully for you- *It's all about ideas*, not fluff. One presupposition we operate from: *Ideas endure, Personalities do not.*

Our "Point" is to **share** what is working in NLP land with others who can use it. Of course, we will also be exploring related fields which tie into NLP applications. If ideas appeal to you, please tell a friend about us.

The Publisher

INSIDE

- Spelling Strategies
- Embedded Stories
- Bodywork Series: Step 1
- 25 Words or Less Contest Winner

THE NLP SPELLING STRATEGY

By Robert B. Dilts

This is Part 2 of a two-part series on The NLP Spelling Strategy by Robert B. Dilts. Part 1 (which presents the how to use the strategy) appeared in the January 1988 issue.

It is important to remember that there is a difference between a strategy and a mnemonic technique. A strategy involves setting a fixed outcome with a variable means to achieve it (such as the "*Helpful Hints*" in Part 1). One continues varying these mental operations until the image is fixed in the mind's eye. Memory techniques tend to be fixed means, or processes that produce variable outcomes. People end up concentrating more on what to do in order to remember the information than on the information itself. The NLP strategy involves the variation of fundamental sensory processes that require no training to learn. People often have to learn to *remember the memory techniques* before they can use them to remember what they have learned them for.

Good spelling is a function of learning how to learn new words. Just as soon as the grammar school student learns his ten words for the week, sure enough if someone doesn't give him ten more words. In fact, it is important to emphasize the fact it is a process when teaching it as a strategy.

Sometimes a person who has just learned how to spell some difficult words, will say, "*Well I know how to spell those words now but that doesn't make me a good speller.*" This is true as far as the content goes, but I remind them that they also know a process for **how** to learn new spelling words now, which is a very different level from simply having learned those words. As opposed to a 'drill-and-practice' approach, NLP focuses on the process of learning. It is like teaching someone how to fish as opposed to giving them a fish. As the wise saying points out, "*If you give someone a fish, you have fed him for a day - if you teach him how to fish, you have fed him for the rest of his life.*"

In many ways this orientation toward 'mental programming' makes it easier to adapt NLP to computerized instruction. In fact, I have made the basic spelling strategy into a computer program. The program follows the basic format described in Part 1. It shows the student the correct spelling of a word in a color selected by the student. The student is instructed to look up and to their left hand side and visualize the word in his or her mind's eye. After typing in the word left-to-right, the student is instructed to type in the spelling starting on the right hand side and moving to the left. The program is quite simple but has demonstrated significant results.

Next Page ►

"The tongue is the deadiest of all blunt instruments."

- Shannon Fice

In fact, this program was researched at the University of Moncton in New Brunswick, Canada in order to test the basic tenets of this strategy - and the NLP model. The research began with the selection of 44 average spellers as determined by their scores on a PRETEST composed of made-up nonsense words. All of these students scored roughly the same on the test.

The research procedure consisted of using four variations of the computerized spelling strategy (this served to avoid differences in the influence of the experimenters in giving instructions). The first version showed the various spelling words and gave the instruction to visualize the word while looking up and to the left (**VUL**). The second version had the instruction to visualize the words and look down and right (**VDR**) - a position the NLP model associates with feelings instead of imagery. The third version instructed students simply to visualize the words with no reference to any eye position (**VIS**). The final version simply instructed the students to study the word in order to learn it (**STU**), thus using whatever strategy they were already using. The students were divided randomly into four groups of eleven. Each different group used one of the different computer programs to learn made-up nonsense words (so there would not be any chance that they would already know the word). They were then tested on the words they had learned (POST-TEST).

The results showed a **20-25% increase** in the correct spellings of the students who had looked up and to the left and visualized (**VUL**), a **10% increase** in the ones who had been instructed to visualize only (**VIS**), the students who were instructed to study the words (**STU**) - thus using their previous learning strategy - stayed roughly **the same**, as one would expect, but the scores of the students who were instructed to look down and to the right (**VDR**) while visualizing (i.e., to an inappropriate accessing cue) **worsened by about 15%**.

A further indication of the impact of the NLP principles came when students were tested for retention (FINAL TEST). This test was given to see how much students had retained from their POST-TEST words. The students were simply retested on the words and were not required to do any particular process to remember. The results of this test showed close to **100% retention** of the words memorized by the group who were instructed to both visualize and look up and left (**VUL**). This group also showed more spontaneous eye movements to the upward eye position they had been trained in. The group who had been given the instruction to visualize only (**VIS**) had a **drop off in their scores of about 7%.** The control group (**STU**) who had not been instructed in any strategy in particular, showed a **decline** in their scores of about **15%** (the standard drop according to the normal statistical learning curve). The group that had been instructed to visualize but look to the inappropriate position (**VDR**), however, actually showed an **improvement** in their scores of about **10-15%!** According to the NLP model, this would make sense because they were no longer required to put their eyes in a position that was incompatible with the cognitive process they were being instructed to perform. The final difference in retention between the control group and the group using the visual spelling strategy was over **61%**. This could easily make the difference between a failing and a passing test score.

There are a number of important implications of this research. In addition to demonstrating the importance of visualizing as the most appropriate cognitive strategy for spelling (all of the groups told to visualize ended up with better retention than the control

Next Page ►

"Well done is better than well said."
- Benjamin Franklin

It's in the Cards

Take advantage of your first impressions. A business card can be more than stuffing for your circular file. Use the back of a new contact's business card to record important impressions from your first meeting. Cite the individual's primary representational system, criteria words, and decision strategy. You can also reference where you first met or important topics covered in your conversation. This will make your second meeting or follow-up efforts more effective. Also stay organized: Most business stores carry business card files for the office or business card portfolios you can carry in your car to appointments.

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group), it showed the importance of the relationship between accessing cues and underlying mental processes. Subtle physiological behaviors can support or inhibit specific mental steps. In fact, one of the important implications of this research is that the worst place a student should keep their eyes while taking a test is probably on the paper in front of them (i.e., down as opposed to up) as they are usually instructed. In fact, students attempting to visualize are often reprimanded or ridiculed with statements such as "Do you think the answer is written on the ceiling? Keep you eyes on the paper in front of you." The research described above indicates that this can actually inhibit access to information the person actually knows. Obviously, NLP principles have important implications in how the process of education occurs in our society.

Another research study conducted at the University of Utah compared a more complete version of the NLP spelling strategy with a control group (who were given no strategy at all) and a group using a phonetically based auditory rule learning strategy. Again, average spellers with similar test scores were utilized as subjects. As with the other study, students using the visual spelling strategy improved their scores by **20-25%** (some reaching perfect scores) with almost **100% retention**. That much improvement would easily raise a "C" student to an "A" student. The group using the auditory rule learning strategy (which is actually different from simple 'sounding out') improved by **15%** but showed a **drop off** in retention of over **5%**. The control group, as expected, showed **no improvement**.

The groups were also tested with a new set of words to learn but were offered no instructions for how to learn them in order to see how much the strategy would automatically generalize without any further instruction. Once more, the visual spelling strategy showed more significant generalization to new lists of words than the auditory rule learning strategy. These results again demonstrate the superiority of the spelling method based on the NLP modeling principles.

CONCLUSION

People often complain that there is no research to support the basic tenets of NLP. The students described above validate not only the specific application of NLP for the improvement of spelling, but also the fundamental principles of accessing cues, representational systems, and strategies.

Mr. Dilts is associated with Behavioral Engineering (230 Mount Herman Rd., Ste. 207 - Scotts Valley, CA 95066) and Dynamic Learning Publications (P.O. Box 112 - Ben Lomond, CA 95005). He is a well known author of many NLP books.

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Note: This article has been excerpted from a more complete article on the NLP Spelling Strategy by Robert Dilts that is available through the Dynamic Learning Center or Behaviorial Engineering. It has been printed with the permission of Dynamic Learning Publications.

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Richard Bandler Acquitted!

On January 28, 1988, Richard Bandler was finally acquitted of murder. The jury deliberated for only 4 1/2 hours before pronouncing Bandler innocent. Richard was originally arrested on November 3, 1986 and accused of the murder of a woman in Santa Cruz. The trial began in early December 1987. Bandler is currently recuperating in Hawaii and will shortly be moving his offices to San Diego, California.

The legal and related expenses associated with Richard's ordeal have been considerable, which has prompted the establishment of a fund to help him defray these costs.

If you would like to help Richard directly, you may contribute by sending a check to:

Bandler Defense Fund

c/o Plaza Bank of Commerce

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Or, you can support Richard and benefit yourself by purchasing his videotapes and books or by attending his future seminars. For information on Richard's upcoming classes and products contact:

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And The Moral of the Story Is...

By Sylvia Runkle

I joined Toastmaster's International about 2 months ago to work on my presentation skills. I am finding it an excellent opportunity to develop some of my NLP skills at the same time. When it came time to deliver my second speech, I decided it was time to stop being in awe of Richard Bandler's ability to rattle off intricate nested stories (complete with subliminal messages) and develop the skill for myself. The 7 minute sequence I came up with is included below. I believe it generic enough that, with only minor modifications, it can be adapted usefully to many situations and many audiences.

The passages that are in **bold type** are meant to be marked out with visual and tonal anchoring. I set this audience up in my previous speech by not controlling a natural nervous habit of taking my glasses on and off. Several of the group commented on this in their critiques. I utilized that habit in this sequence by taking off my glasses, leaning on the podium and pointing my glasses at the audience when marking out the messages. I also varied my voice in specific ways.

The following set of nested stories is designed to motivate a group of individuals working on public speaking skills. Please feel free to adapt this sequence to meet your own needs.

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Once upon a time, when I was very young, my grandfather, who was a very wise man, used to tell me stories. And along the way, somewhere between "Once upon a time..." and "...happily ever after", many magical things happened, and wonders and possibilities opened up in the mind of a young child.

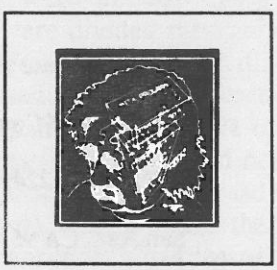
And we all know that **messages told in stories can have meaning and power in your life.**

Like when a friend of mine was returning from visiting her parents in Florida. Driving along a highway, she saw a large turtle starting to cross the road. She stopped, made friends with the turtle, and picked it up and took it back to Illinois with her. This turtle became a wonderful pet--it followed her about the house and when she sat and read in the evening it often tried to climb up on her lap. They developed a kind of closeness that, I suspect, is rare between turtles and humans.

Which reminds me of the delightful story of the dialogue between the Tortoise and Achilles that Lewis Carroll wrote of in his book Logical Nonsense. The tortoise is teaching Achilles about an infinitely increasing series.

In Carroll's story, the narrator had pressing business at the bank and thereby missed part of the discussion. He may have also missed seeing a great white owl get in on the discus-

Next Page ►



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by Robert Dilts

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sion. The White Owl pointed out to the tortoise and Achilles that his favorite example of an infinite series was John C. Lilly's famous statement on beliefs which Lilly managed to include in most of his books.

But a tortoise is rarely interested in things owls **do. "Listen Carefully,"** said the tortoise to the owl, "We're engaged in a dialogue--Please excuse us."

So the owl flew on--soaring over the beautiful countryside--and finally alit beside a horse that seemed to be watching him intently. The owl asked the horse, "Why the sad look?" And the horse admitted to having always been envious of flying creatures. He longed for the joy and freedom that must come from flying.

And the owl was delighted to have at last found an audience for the Lilly quotation and he said to the stallion:

"In the province of the mind, what one believes to be true, either is true or becomes true, within certain limits. These limits are to be discovered experimentally or experientially. When so determined, these limits are found to be further beliefs to be transcended."*

I don't know if my grandfather ever read Lilly, but I know he understood about belief.

Like when he came across a group of children in a park one day. As he stood and watched, he observed them each in turn climbing up on an old soapbox and giving speeches to the others.

After a while he stepped out from the shadows and said to the children,

"There is no known way of reaching the depths of something without going through the surface."

- D. E. Berlyne

"Every one of you shows remarkable potential to become very powerful and persuasive speakers. Continue to practice, every opportunity you get. You are growing and becoming. I only caution you--with the potential you have--you will be believed. And so you have a large responsibility for the words you choose. But I can sense a purity of soul. And when you have passed by the world will be a better place because you have spoken."

And as my grandfather turned to leave, the children begged for him to stay and tell them more. But just then their attention was diverted by a great rustling of wings and before they knew what was happening, a flying horse appeared among them.

The children were delighted, but not amazed--because children **do believe easily that wonders can exist.**

And the horse bid my grandfather to climb on its back and they flew off together as the children called, "GoodBye."

Before long, as they soared over the countryside, they were joined by the great white owl. And as the three of them flew together, the white feathers of the owl and my grandfather's white hair and the great feathers of the horses wings, all blended together to appear to nonbelievers below as only a cloud passing over.

And the Tortoise and Achilles, still caught up in proving the infinite series, never even noticed as they flew overhead.

Although, turtles are not always so unaware--

After my friend and her pet lived together for 2 years, she went back to visit her parents, taking the turtle with her. As she traveled that same Florida highway--suddenly the turtle became very agitated and began to claw at the door of the car. My friend stopped and suddenly realized this was the same spot where she had found the turtle 2 years before.

Sadly, she sat it beside the road and watched as the turtle looked at her--then continued on its way--on a journey begun 2 years or more before--after an interesting and affectionate side trip--continued its journey-**remembering a purpose transcending diversions.**

It's a story my grandfather would have loved.

*** Used by permission from Programming and Metaprograming in the Human Biocomputer by John C. Lilly, Crown Publishers, Inc., New York, 1972**

Sylvia Runkle is an NLP Master Practitioner who maintains a private practice doing Personal Growth Counselling, Performance Coaching, and Business Consulting.

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Get your Ups and Downs in Order

Let your vocal inflection rise only when asking questions. If you use an upward inflection at the end of a declarative statement you will leave an impression of tentativeness which will undermine your message. So at the end of declarative sentences, drop your voice. This will give your message a quality of forcefulness and determination.

From: Blow Your Own Horn ($16.95) by Jeffrey P. Davidson, American Management Association, 135 W. 50 St., New York 10020

BODYWORK – Part I

INTRODUCTION

Have you noticed that some clients just seem to stay stuck, even when you've stretched your flexibility to the limit? It could be that their problem is locked away in their physiology. Bodywork can be a pathway to accomplishing change when other methods seem to be going nowhere.

During the next few months, Anchor Point will be introducing you to some of the bodywork technologies that are being used in conjunction with NLP. We will be interviewing individuals who are using NLP techniques to complement their bodywork professions. Some of the bodywork technologies we currently plan to explore include: Feldenkrais, Massage, Edu-Kinesthetics, Rolfing, and Yoga.

Bodywork involves manipulation and/or lengthening of the body tissues. The theory behind bodywork is that new muscular configurations and sensory patterns of activity allow new mental patterns to evolve. Ken Dychwald author of Bodymind (Pantheon Books, 1977) believed that bodywork encompasses diverse activities from sports to massage. Another term for this area is called Somatics - which includes a wide range of practices for working directly with the human body. For the purposes of this series, we will be describing bodywork technologies where professionals use their skills to effectively help their clients overcome mental and emotional limitations, as well as physical ones.

Just as poor mental habits can be modified to allow more efficient behavior patterns to evolve; more efficient physical strategies can also be achieved through bodywork. A slumped over body is not efficient; it does not work as effectively with gravity. Bodywork challenges us to explore new ways to relate to our bodies through movement, to understand how the body can work in conjunction with our thinking processes. The end result of this craft is to restore smooth functioning to the body/mind mix.

IN THE BEGINNING

Wilhelm Reich (a protege of Freud) has been looked upon as progenitor of current styles of bodywork that are emotion-focused. He described the lodging of psycho-emotional blocks and conflicts in the muscular tissue as body armor. He developed breathing exercises and physical manipulations to break down this armor. His discovery reflected the idea that mental well being depended on physical well being and vice versa.

Many bodywork professionals, with their numerous testimonies, can back up Reich's theory that memories are somehow stored in the muscles and skeleton. For example, many patients have reported retrieving memories of long ago and/or have seen "pictures" when they have undergone body therapy.

The area of Somatics or bodywork has been likened to an archaeological dig. A practitioner digs through different layers of the patients psyche to learn the social, spiritual, and psychological meanings held in each individual's unique muscle groups.

Marti Zlatchin, in private practice in New York City, had a client who had a chronic cramped muscle in his right arm. Through bodywork therapy, the patient discovered that his muscle cramp was a result of his inability to express anger (a trait forbidden by his parents when he was growing up). His muscle cramp was the physical expression of his continually "pulling the punches." After visualization exercises, where he allowed himself to express anger, his cramped muscles were released. The client's physical problem allowed him to see other options to his limiting mental strategy.

Generally, bodywork disciplines pinpoint areas of the body that are habitually tense and then use relaxation techniques and stretching exercises to alleviate the tension.

Moshe Feldenkrais, for example, would observe the communication link between the mind and body as he used light pressure while manipulating his student's muscles and joints. The student's eyes would convey the messages between the brain and the muscles. From Feldenkrais' observations, he would apply his principles and exercises to enable the body to reprogram the brain and create a new behavior. His techniques have allowed cerebral palsy and multiple sclerosis victims to obtain freer and more graceful movement patterns.

Some bodywork disciplines only practice physical work. Other technologies involve a dialogue with the patient while the physical work is being done. Areas of the body that have painful sensations usually prompt the therapist to begin asking more detailed questions to access important information for change work. Sometimes a mind-body metaphor is discovered.

THE MIND-BODY METAPHOR

Pain in the body can sometimes be a literal metaphor. For example, a client may say, "I have this pain in my neck" or "I feel the weight of the world on my shoulders." Is their statement a physical actuality of the mental or emotional strain they are enduring? Some statements such as

Next Page ►

"Get your facts first, and then you can distort them as much as you please."

- Mark Twain

these may in fact be literal, while other mental maladies may be camouflaged. It has been shown through hypnosis and in NLP that the subconscious mind operates very literally. It is possible that the body acts literally upon commands perceived by the brain...calling "splitting headaches" and "killing feet" into existence. The therapist must be careful when determining metaphoric mind-body comparisons. Personal mind-body metaphors will vary from individual to individual not only in content but in degree. Therefore, the impact that the individual's state of mind will have upon or be reflected in their body will vary greatly.

Bodywork doesn't necessarily have to be done with a facilitator. Mardi Erdman, author of Undercover Exercise® (Prentice-Hall, 1984) and a PBS series of the same name, created a course of exercises to preserve the integrity of the body. Her exercises were called Undercover® because they could be done virtually anywhere. Undercover Exercise® and other forms of bodywork can relieve physical and mental anxiety while correcting body alignment. The result, if nothing else, would be better posture.

AGE DOES NOT MAKE A DIFFERENCE

One of Mardi's clients (an older woman) was told by her doctor that her body was incapable of change. The doctor said her body curvature was set in cement and fossilized. When she first came to class, this woman was hunched over, depressed, and quiet. She thought she would have to live the rest of her life in pain. Now, 4 years later, she is standing straighter and now speaks up in class where she used to be timid and unsure of herself. Her age did not make any difference. This woman was able to change. She still has a spinal curve, but she is living with it in better balance with herself and with less pain than she imagined.

In his book, States of Consciousness (Dutton, 1975), Charles Tart explains that most Westerners have a distorted image of their bodies and are not usually even aware of its sensations. He feels that because we lack contact with these sensations, we are not able to have access to the mental processing that is going on to receive additional information about our experiences. This cuts off expression of our emotions and we are put out of contact with ourselves.

Recognizing the mind/body connection is not a new idea. In fact, Hippocrates understood its importance as far back as 350 B.C. Tribal rituals have used techniques for altering physical/mental states to effect changes in their patients throughout history and across many cultures. The village witchdoctor or Shaman dealt with the whole patient first (large chunk), and then got down to specific ailments.

However, modern medicine's orientation to patient problems has shifted to smaller "chunks." The traditional approach is now generally a matter of fixing this broken leg or gall bladder problem- that incidentally has a patient attached. Fortunately, Holistic medicine is now enjoying a resurgence and with it the body-mind link was been rediscovered.

Now, many bodywork professionals are helping people overcome problems. You or some of your clients may be able to benefit from some form of bodywork. Stay tuned in the coming months to learn how bodywork virtuosos are applying NLP to their bodywork practices.

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And the Winner is...

We'll get to the winner of the "Define NLP in 25 Words or Less Contest" in a moment. First I'd like to discuss what the contest was really about...jargon!

Jargon is a form of verbal shorthand that represents *something* to the members of the group who use it. Rather than spewing forth "Central Processing Unit" every time a computer specialist wants to refer to the brain of a computer, they call it a CPU. In the military, a LIFER has a specific set of connotations that go with it, just as a NATURAL does in sports.

Using jargon can be a real time saver. It can sum up the *nominalized* interpretation of a situation very rapidly in just a few words. This condenses the energy needed to define and clarify the shared experience of those participating in a group. With the simple turn of a phrase, "He's a nerd," everyone in the group gets an assessment of what is going on in the environment and how to react to it.

Difficulty with jargon arises when the word/label *becomes* the representation to its speaker rather than merely associating the meaning. This is where the "Map is Not the Territory" gets forgotten, and the word literally structures the reality of the speaker. Jargon can become an insidious nuisance to clear communication when used inappropriately. And those cute little phrases are incredibly habit forming.

Next Page ►

For example, once the novice NLP student discovers the concept that their perceived reality is not reality, they use the derivatives of the word *Hallucinate* a lot. "I may be hallucinating but...", "It is my hallucination that..." and so on. If they were really hallucinating that well, they shouldn't be coherent enough to talk about it. What they are really doing is jargoning about something they have learned...to some degree. If we put the *hallucinating* NLP student in a coffee shop at the local drug enforcement department, the appropriateness of this particular jargon would clearly be called into question.

And so it is when explaining NLP to the uninitiated guy on the street. How much jargon do you use? How broad is the brush you use to paint the word picture? Are your nominizations so general that they represent nothing to the recipient. Or, so specific that the questioner is left to dig for more information or give up and remain ignorant. When my mother asks, "What is NLP?" *you'd better be prepared to provide a lot more information than just answering*, "Neuro-Linguistic Programming!"

Part of the difficulty in explaining NLP is its rich diversity. It was born of some of the best therapies and "stuff that works" around. And NLP is evolutionary; as more techniques and applications are developed, the definition continues to shift somewhat. Another aspect that makes NLP hard to define is that much of it is experiential. Relating subjective experience with precision can be difficult at best. This aspect in particular has been the traditional opening for the invention of language patterns and, incidentally, jargon.

At its broadest, NLP can be directed into three categories: *Communication Skills, Personal Change Skills, and Modeling*. Our judges were looking for an entry that addressed all three of these categories.

"No matter how unlikely a thing is, if it happens, it happens."

- Stanislaw Lem

"If at first you don't succeed, try, try again. Then give up. There's no use in being a damn fool about it."

- W.C. Fields

Generally, the contest definitions we received seemed to fall into one or more of these areas. None of the entries seemed to capture the essence of all three categories and still make sense to our proverbial innocent bystander/questioner. And if you haven't guessed by now, use of NLP's inside jargon was the biggest difficulty with most of the entries.

The Winning Entry came from Daniel L. Plumer of Alta Loma, CA. He will receive a packet of NLP books, compliments of Anchor Point. Here is his definition.

NLP is...

- "A systematic approach to influencing perceptions, feelings, and behaviors in self and others."

Three Honorable Mentions were selected to receive a copy of the new book Change Your Mind and Keep the Change, compliments of Anchor Point:

- "NLP gathers information, organizes it into observable steps that an individual uses in thinking and reorganizes these so that direct observable modification is accomplished."
  Charles H. Hendry, M.D. - Atlanta, GA

- "A body of information which enables an individual to enhance his/her ability to more effectively communicate with and more clearly understand others."
  Karen Seal - Devon, PA

- "A synthesis of ideas and techniques that enable you to communicate with anyone from common ground, in language which engages them."
  David E. Shapiro - Colmar Manor, MD

For those curious how this contest was judged, we used the following procedure. The entries were all typed and then each entry was assigned a number which was used to identify it during the judging. This was done to keep the issues of neatness and the identities of the entrants from becoming selection criteria. Several entries were disqualified on the basis of excessive length; the rules stated 25 words or less. The remaining entries were then ranked according to accuracy and understandability by individuals already familiar with NLP. **Finally, the entries were later presented to individuals with no NLP background at all.** This was, after all, the intended audience; the uninitiated who innocently ask, "What is NLP?" A great deal of weight was given to the entries eliciting the *least amount of puzzlement* from this uninitiated group.

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Finally, one particular entry stood out as being the most irreverent if not most clearly positioned definition. It talks about the traveling medicine show side of NLP, where power, money, smoke, and mirrors take priority over the more altruistic possibilities.

Consider with *fresh eyes* what is it like for the new initiates into this technology. What impressions are we in the NLP world leaving "trailing behind?" As one visitor commented at a recent NANLP conference, "They sure spend a lot of money for classes to impress one another." Apparently in a single weekend conference this individual was turned off to pursuing NLP any further.

Although this entry was more than 25 words, it succinctly summarized a

Next Page ►

very legitimate viewpoint. We wish it were less valid.

- "NLP appeals to the desire to manipulate others. Its execution depends more upon a practitioner's personality, intuition and natural ability than upon an acquirable body of knowledge. It charges exorbitant prices for revealing its tricks, which fail to get beyond the gee-whiz stage for the most part."
  Julie Summers - Pilomath, OR

A special thank you goes out to all who entered the contest. Describing something that can dramatically facilitate change in people's lives in 25 words or less is admittedly tough. We appreciate the fearless entrants who gave it their best shot and took the time to enter.

■ ■

"A prudent question is one half of wisdom."

- William James

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CASEBOOK

USE OF A METAPHOR IN THE TREATMENT OF COMBAT-INDUCED POSTTRAUMATIC STRESS DISORDER

Metaphor therapy was used successfully to treat a patient's posttraumatic stress disorder (PTSD). The model used was similar to an Ericksonian approach to psychotherapy. A metaphor was prepared to help the patient deal with problems stemming from war and interpersonal difficulties.

The metaphor therapy was framed to reduce dependency on the therapist. It is important to mention that the patient had previously undergone therapy for several years prior to this case study. During that time he grew dependent on his therapist and found separation from therapy difficult and at it's termination he felt abandoned. The previous treatment was unsuccessful and the patient was still suffering from his past trauma, feelings of dependency, and disappointment in others.

BACKGROUND

During his war duty at the age of 18, the patient experienced seeing a close friend blown to pieces. Seconds later another explosion injured him causing him to lose consciousness. Upon awakening he panicked because was unable to move and had to wait for help. Later, an approaching tank coming to his aid was hit and he was forced to watch helplessly as the entire crew burned inside. In addition to these gruesome events, the patient saw many of his friends killed or wounded in battle during the course of his military career.

Two years after leaving the army the patient was still unable to adjust to a normal lifestyle. He was preoccupied with thoughts of death, suffered panic attacks, could not hold a job, and broke off his engagement to be married. He became depressed and eventually turned to drugs and alcohol. Over the course of a few more years, he became religious, married and started a family. However, his PTSD continued to disrupt his life.

Ten years after his war experience years, his symptoms were:

- Weapon phobia. The patient was afraid to carry or touch weapons. He suffered from nightmares about war when he was asked to serve again in the Reserves.
- The patient could not seem to function in a structured environment. He was unable to tolerate authority which resulted in an average stay "on the job" of only 4 months or less. The patient was frustrated because he could not realize his potential during these short bouts of being employed. The result was low income.
- The patient was irritable, and could not stand even minor noise at home. He would bang his head against the wall and have temper tantrums. He was at odds with his wife and 2 children when he exhibited this behavior.

BUILDING ON A THEME

The patient's central issue was his dependency on others. When counting on others to help him, the patient was greatly disappointed when they didn't come through for him. The characters that fell into this category were: his father, officers during the war, anyone in charge at his work environment, and his previous therapist.

During the first three sessions rapport was established. From the details elicited a metaphor was designed to compact information and evoke emotion. This prompted nonliteral experiences and stimulated recall. When the patient reacted to the metaphor it indicated progress in his treatment.

The central metaphor used was: "You are hiding in a shelter. You really want to go out, but you cannot." This representation was created to bridge the gap between the emotional and physical issues the patient was facing. The shelter represented his longing

[Continued on Page 12]

Next Months Coming Events

SOUTH

SOUTH CENTRAL INSTITUTE OF NLP

P.O. Box 15757, New Orleans, LA 70175
(504) 895-3665

Mar. 19	Personal Development with NLP (New Orleans)
Mar. 26-31	Master Track begins

SOUTHERN INSTITUTE OF NEURO LINGUISTIC PROGRAMMING

Box 529, Indian Rocks Beach, FL 34635 (813) 596-4891

Mar. 26-27	Modeling Expert Patterns (Washington, DC)
Mar. 21-24	NLP Workshop for Training Professionals "One Step Beyond...Traditional Training Skills" (Tampa, FL)

EAST

EASTERN NLP INSTITUTE

P.O. Box 697, Newtown, PA 18940 (215) 860-0911

Mar. 5	A One-Day Technique Workshops on "Personal Relationships" (Newtown, PA)

MASSACHUSETTS INSTITUTE OF NLP

16 Vinebrook Road - Lexington, MA 02173 (617) 244-7433

Mar. 26-27	Inst. Design/Presentation Skills
Mar. 26-27	Working with Families Using NLP

NEW YORK TRAINING INSTITUTE FOR NEURO-LINGUISTIC PROGRAMMING

155 Prince Street - New York, NY 10012 (212) 473-2852

Mar. 5-6	Advanced Patterns in Metaphor
Mar. 8	For Beginning Therapists (Begins Therapist Training with Anne Linden)
Mar. 11	Freedom from Compulsive Eating/Dieting
Mar. 16	Open House Series
Mar. 18-20	Practitioner Certification begins (Albany, NY)
Mar. 18-20	Introduction to NLP
Mar. 25-27	Technique of Acting

WEST

FREEDOM WORKSHOP

P.O. Box 5881 -Berkeley, CA 94705-0881 (415) 428-1184
Every Friday NLP Apprenticeship Class at 7:30 p.m.

FUTURE PACE, INC.

P.O. Box 1173 - San Rafael, CA 94915 (415) 485-1200

Mar. 11-14	Emprint Training (San Francisco, CA)
Mar. 18-21	MAP Course - Imperative Self Therapy (San Francisco, CA)

GRINDER LABORDE ASSOCIATES

1433 Webster Street - Palo Alto, CA 94301 (415) 326-5613 or (800) 228-4069

One World Trade Center, Suite 7967 - New York, NY 10048
(212) 321-2328

Mar. 9	Intro Evening (San Francisco, CA)
Mar. 16	How to Obtain One's Outcomes (San Francisco, CA)
Mar. 18	How to Influence with Integrity (New York, NY)
Mar. 19-21	Framework for Excellence begins (Alexandria, VA)
Mar. 21-23	Negotiation Excellence (New York, NY)
Mar. 23-25	Communication Excellence (West Virginia)
Mar. 24-25	Advanced Negotiation Skills (New York, NY)

INTEGRAL THERAPY INSTITUTE

885 Arapahoe - Boulder, CO 80302 (303) 449-0778

Mar. 25-27	Integral Therapy Training - Level I (Longmont, CO)

NLP COMPREHENSIVE

1221 Left Hand Canyon Dr. (JSR) - Boulder, CO 80302
(303) 442-1102

Mar. 11-14	Master Practitioner Certification Training (Salt Lake City, UT)
Mar. 19-20	Phobia/Trauma Seminar (Boulder, CO)
Mar. 31	Free NLP Preview (Denver, CO)

CANADA

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE

180 Victoria, Longueuil, Quebec J4H 2J5 CANADA
(514) 679-3571

Mar. 4-6	Basic NLP Training II
Mar. 25-27	Ericksonian Hypnosis II

CONFERENCES

Mar. 23-26 2nd Annual National Conference on Adult Children of Dysfunctional Families (Santa Fe, NM) For information write: The Institute for Integral Development, P.O. Box 2172 - Colorado Springs, CO 80901 or call (303) 634-7943. Note: After March 5, 1988, the area code will be (719).

April 22-24 NANLP 5th Annual NANLP Conference (Chicago, IL) For information write:
NANLP Conference Headquarters, 310 Alabama St., Suite A100 - Indianapolis, IN 46204 or call (312) 836-5000

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[Metaphor - From Page 10]

for security and leaving the shelter related to his desire to confront his present problems. The patient immediately had a physical response to the metaphor presented to him. He become pale and began to sweat.

In later sessions, the metaphor was expanded to include, "Actually, most of your life you have been hiding in a shelter. You want to leave the shelter but there is still shooting going on outside." Again, the patient became pale and began to sweat. The metaphor continued to express that it was dangerous outside alluding to boulders, sharp rocks, and stray bullets. The shelter metaphor was an allegory to his life being a hard and painful war with him, the patient, coming out severely wounded.

RESULTS

On the sixth visit, the patient had been introspective enough to begin associating the metaphor to his dreams and memories of his childhood.

During the seventh session, the patient was able to find the roots of his difficulty. The problem began with mistreatment and humiliation by his father which the patient generalized to other authority figures that had disappointed him. The metaphor allowed the patient the opportunity to air his pain and experience a feeling of understanding.

Eventually the patient was able to deal with his children and his home life was improving. He became capable of dealing with individuals in authority and his dreams became less frequent and frightening. He began working as an electrician and was beginning to make more money.

On his final session, the patient no longer felt deserted or felt he was running away. He was reassured that he could change his previous behavior pattern. He was fearful of his final visit, but decided to come anyway because he was now able to take on responsibility. He was now able to talk about his past difficulties without the shelter of the metaphor.

After a year, the patient was reevaluated. The patient was found to be symptom free and still employed.

Note: This case offers evidence to validity the effectiveness of a metaphor as a successful tool for speeding up the treatment of severe trauma. The usual choices for this type of treatment are dependency-induced therapy that is long term or short-term therapy with too much resistance.

Witztum, Eliezer, M.D., et al., "Use of a metaphor in the Treatment of a Combat-induced Posttraumatic Stress Disorder," *American Journal of Psychotherapy*, Vol. XL, No. 3, July 1986, pp. 457-465.

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