Anchor Point

Vol.3, No.1 (January 1989) The International Journal for Effective NLP Communicators $5.00

Happy New Year!!



INSIDE

Getting in Touch with Virginia Satir
Page 1

Context and Meaning
Page 8

Book Review: Master Teaching Techniques
Page 10

Imperative Self: A Personal Exploration
Page 12

Modeling the Healer
Page 15

Coming Events
Page 18

HOT NEW CONTEST
Page 20

Getting in Touch, with Virginia

by Steve Andreas

My old teacher Fritz Perls used to say, "Just because you've got a chisel, doesn't make you Michelangelo," to be sure his students had a little humility in using what he taught. On the other hand, how much could Michelangelo have accomplished if he had no chisels? Great work needs both the tools of the trade and the vision and humanity to direct those tools. Virginia Satir, who died in September, demonstrated an extraordinary measure of both.

Although I have seen a few people with technical skill undirected by humanity and vision, much more often I have seen the opposite: deeply caring and visionary people without the tools to actualize that vision. Imagine Michelangelo trying to carve the marble with his fingernails to release the vision imprisoned within the stone.

Many people may not be aware of how many NLP methods derive directly from Satir's work. Many of the elements of Satir's genius have already been described in ways that make them easy to practice and learn. Her book, Changing with Families,(1) coauthored by Richard Bandler and John Grinder, delineates many of the linguistic patterns she used to:

- Gently enter the troubled world of a family as an equal,
- Gather specific information about communication patterns and responses,
- Identify incongruent communication and resolve it,
- Pinpoint limiting patterns of communication and interrupt them or resolve them,
- Direct the family's attention away from past failures and toward what they want in the future,
- Teach the family new choices for behaving and communicating directly and honestly.

One of the most powerful aspects of Virginia's work was always to assume that everyone's intentions were positive, no matter how horrible the behavior, and to use these positive intentions as a firm foundation on which to build more positive communication and behavior. On at least one occasion she successfully facilitated a group that included both a deathcamp survivor and an exguard from the same camp. Most of Bandler and Grinder's book, Reframing (2) is a distillation of the reframing and negotiation patterns that Virginia used to bring family members into a shared and workable world. Satir Step by Step (3) contains a verbatim transcript of an entire session, with commentary, illustrating many of these patterns.

Another element of Satir's power was to insist on action. She got family members to actually try out new ways of communicating to find out how well they worked, and she paid close attention to the nonverbal part of communication, so she could clean up incongruence or any other impediment to clear communication.

Although any kind of touching is still essentially forbidden in mainstream psychiatry,

Next Page ►

Virginia has been demonstrating for over 30 years how to use touch to bring family members back together in loving ways.

Virginia understood what has sometimes been called "representational system primacy:" that a person will typically respond more to a kinesthetic touch than to a visual or auditory stimulus. Virginia also understood that when families are troubled they either do not touch at all, or they touch only in anger or sex (or both at once!)

ANCHOR POINT is an international monthly journal presenting recent developments and practical applications of NLP and related technologies.

Publisher: Michael L. Phillips

Contributing Editors: Gary B. Smith
David L. Calof

Production Coordinator: Diane Phillips

Anchor Point (ISSN-0895-366X) is published monthly, 12 times per year by Cahill Mountain Press, 10907 West Arkansas Avenue, Denver, CO 80226. **2nd Class postage paid at Denver, CO.**

Subscription rates are: $35.00 (U.S.)/year for U.S. and its Possessions, Canadian Subscriptions add $10.00 (U.S.) per annum, Foreign Subscriptions add $20.00 (U.S.) per annum; payment must be made by charge card or by check drawn against a U.S bank. Single issue price is $5.00 / $7.00 *Foreign*.

POSTMASTER: Send change of address to ANCHOR POINT, P.O. Box 26790, Lakewood, CO 80226-0790 USA.

Anchor Point invites original contributions and advertising, but reserves the right to deny acceptance of articles and/or advertising, based on the editorial views of the Publisher. Anchor Point assumes no responsibility for unsolicited materials. All materials submitted must be accompanied by a stamped, self-addressed envelop if they are to be returned. **All correspondence should be addressed to Editor, Anchor Point, P.O. Box 26790, Lakewood, CO 80226-0790 USA.**

Copyright © 1988 by Cahill Mountain Press. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form without the prior written consent of Cahill Mountain Press.

This publication is intended as a general guide and is sold as is, without warranty of any kind as to the contents within. Cahill Mountain Press shall not be liable to the purchaser or any other person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by this publication.

One of her primary goals was to get family members responding to each other positively again through touching. Virginia usually insisted that any important positive communication include some kind of physical touch, to anchor it and emphasize it. Those who have experienced her touching know that the power of her touch lay in it's directness and simplicity, either "I'm here with you," or "move over here please."

Luckily there are many videotaped examples of Satir's work, which will eloquently demonstrate her genius long after her passing. For those who have not observed her at work, I want to present transcribed excerpts drawn from her 1983 videotape "Of Rocks and Flowers," (4) in which she demonstrates and talks about her use of touch.

In this session Virginia works with a blended family that has been married for a year. Bob, a recovering alcoholic, is the father of the two children, 4-year old Aaron and 2-year old Robbie. The children's biological mother had abused the children repeatedly pushing them down stairs, tying them up under the sink, etc. The father took the children to the hospital for treatment of bruises and cigarette burns 13 times during the last year of his first marriage. The mother is under psychiatric treatment and doesn't visit the children.

Aaron and Robbie are very active children who have been observed in violent behavior: slapping and spanking babies, and on two occasions holding a baby down and choking it.

Betty, 27, was abused by her previous husband, who was an alcoholic. She is pregnant, and is acutely afraid that the boys will abuse her own child after it is born. If the children's violent behavior does not stop, she fears that she might have to leave the marriage to protect her child.

If you have a pretty grim picture of this family in your mind at this point, you are only partly right. Although the parents are very stuck and unhappy, the children are spontaneous and expressive. It's just that they also express the anger and violence that they have been exposed to. The parents, acting out of their frustration and fear, respond to them roughly, which tends to increase rather than decrease their violence.

Throughout the session Virginia is demonstrating how she wants the parents to touch and respond to the children. She puts her hand lightly on a shoulder or on one or both knees when she is talking to one of the children, sometimes also patting or squeezing. At one point she gently cradles Aaron's chin with her fingertips, waiting patiently to talk to him until she has his full attention. At other times she touches a child's wrist or holds his hand gently while talking to the parents. Soon she begins touching the parents in the same way.

Virginia always insisted on using touch to amplify communication to be sure the message is attended to (by both the sender and receiver). For example, at one point she asks Bob, "Do you anticipate any difficulty in helping Aaron and Robbie to understand why they can't go to see their (biological) mother?"

When he expresses uncertainty, Virginia first suggests what to say. "There is a difference between saying...that here is a lady who hurts you and gets angry and doesn't know what she's doing. That's a different thing from saying that she's no good."

When he agrees, she goes on to suggest action.

"And let me see, at this moment, if you're willing to say to each of your sons that right now that they will not be able to see their mother because she hurts them, and you have to wait until she knows how to deal with herself better. Because, see, that's the same problem as what you're trying to get them (the children) to do so they may

"It is characteristic of wisdom not to do desperate things."
- Henry David Thoreau

not hurt, and you are protecting them from being hurt, and I wonder how you would feel just moving up to this son of yours and saying this to him."

When Bob starts to talk without moving, Virginia insists on adding touch. "No. Come up here. Come up here and just come up front to front with him (gesturing to Bob and pulling Aaron's chair toward Bob) and take his hands. And move it, (the chair) can you move up a little bit more? Now to take both his hands and to tell him that."

After some work with the parents, Virginia spends some time alone with the two children:

Virginia: (To Aaron, her hands on his sides) Do you have good feelings about Betty?

Aaron: (distracted) No, uh, well my Mom and Dad they make me (he turns toward Robbie) Robbie makes me mad.

Virginia: (Taking his hand and pulling him toward her.) Look at me, now. I am asking you about you and Betty.

Aaron: (He brings his left hand up to Virginia's cheek) My Mom and Dad they give me a nice (Virginia places her hand over Aaron's and he brings his right hand up to the other side of her face.) place for you. (It is interesting to note that the child actually initiates the face touching; now Virginia uses it to bring the family back together.)

Virginia: I like the way you touch my face. (Virginia gently holds both of Aaron's wrists.) Touch it really gently. That's right. Could you touch Betty's face gently like that? (Aaron touches his own face, nodding as he does this.) OK. Gently? (Aaron: Ah huh.) All right. I am going to put this (a paper she has been holding) away. (She takes both his hands and places them on her face again.) Look at me now. And touch my face again gently. Does that feel good to you? (Aaron nods.) Let me touch your face gently like that. (She puts her hands on his face.) Does that feel good?

Aaron: Ah huh. (He turns and begins to talk to Robbie.)

Virginia: (Taking him by the shoulders and turning him back to face her.) Look at, look at, look at me now. (Aaron's head moves forward in a pucker.) You don't have to worry (Virginia kisses him.) about him (Robbie) right now. (Aaron: OK.) But I would like for you if you know how, and I have shown you how, now to put your hands on Betty's face gently. (Virginia puts her hands on Aaron's cheeks again, and Aaron puts his hands on Virginia's cheeks.) and to have her feel the good feeling of your hands and you can feel her hands. Could you do that?

Aaron: (Cheerfully) OK.

Virginia: Great, now sit down here for a minute now. (Robbie is turned away, playing with a cup on a low table. Virginia gently pulls on Robbie's shoulder.) Robbie, come here, honey. Take your finger out of

Next Page ►

10 DAY ERICKSONIAN HYPNOSIS CERTIFICATION

Carol Erickson Tom Condon Bill O'Hanlon Edmund Cava Ed Reese

Program Content:

- Presuppositions of Ericksonian Hypnosis
- Pacing and Leading
- Inductions — Inductions — Inductions
- Therapeutic Applications of Hypnosis
- Trance Indicators: What do you see and hear
- Hypnotic Phenomena
- Pain and Habit Control
- Age Regression
- Time Distortion
- Amnesia
- Catalepsy
- Distinguishing Ericksonian from other approaches
- How to Use Trance in Therapy
- When Not to use Hypnosis
- Development and Utilization of Metaphor

March 17-18-19:
Carol Erickson & Tom Condon
$300 if attended as separate seminar

April 14-15-16:
Ed Reese & Edmund Cava
$300 if attended as a separate seminar

May 25-26
Bill O'Hanlon
$200

May 27-28
Ed Reese
$200 Certification

TOTAL PACKAGE: $1,000
$100 Deposit by February 1, 1989
$900 (if total) Prepaid by February 1, 1989

This Workshop Series Will Be Open to Health Professionals and Students on Masters or Above Levels

SOUTHERN INSTITUTE OF NLP • BOX 529 • INDIAN ROCKS BEACH, FL 34635 • (813) 596-4891
Certification issued by the Society of Neuro Linguistic Programming
CEU's Department of Professional Regulations
Days Inn Rocky Point • Courtney Campbell • Tampa • 813-884-2000 Sgl $38, Dbl $42 • Free Airport Limo

The National Association of Neuro-Linguistic Programming, Inc. Announces:

The Sixth Annual NANLP Conference, San Francisco

Cathedral Hill Hotel, April 28 - 30, 1989

Meet People - Learn New Patterns

Conference Features

- *3 Day Conference*
- *50 Concurrent Sessions*
- *Thursday Night Welcome Party*
- *Continuous Exhibits*
- *Continuous Video Presentations*

Session Topics

- *Business*
- *Personal Growth*
- *Therapy*
- *Health*
- *NLP Theory*

Want Information?

- Registration? (317)636-6059, Joyce or Laura.
- Exhibitor Space? (317)356-0184, Neva.

Local to San Francisco? Want to get involved? Visit the NANLP Pre-Conference Reception at Cathedral Hill Hotel, January 22, 2-6 PM. Call (214)350-6801 Rodger.

NANLP, 310 N Alabama Suite A100, Indianapolis, IN 46204

(317)636-6059

the cup. I like that when you do that. (She takes his hands briefly.) Look at me now. (She puts both her hands on the sides of his chest.) Can you put your hands on my face? (Robbie looks up, and puts his left hand on her cheek.) Both hands on my face like this. (She places his other hand on her other cheek, and holds both his wrists.) Like that. Does that feel good?

Robbie: (Nodding) Yes. Yes.

Virginia: (As she puts her hands on his cheeks.) All right, now let me, let me, put my hands on your face. Look at me now. Does that feel good?... Now I am going to ask your Mommy to come up here: Betty....(Betty and Bob return; Bob is off camera.) Now would you take your beautiful little hands and put them on Betty's face like that. (She shows him with her own hands.) Would you do that? Just like that? (Robbie puts his hands on Betty's face briefly.) Do it some more like that. (She shows him again.) Just hold her like beautiful, just hold her little face. (Virginia supports Robbie's arm, and Betty puts her hands on Robbie's face.) Now, could you give her at this moment (Robbie laughs) let her feel you, too?

Aaron: (Reaching toward Betty's face) Now let me feel you.

Virginia: (To Aaron) Now wait, wait 1 minute. (Virginia gently pushes down on Aaron's arm, and turns back to Robbie. Betty's hands are still on Robbie's face.) Now do you think that you could many times a day come up to this lovely lady and give her your hands like that. Could you do that? (Virginia shows his again with one hand, and Robbie copies her.) Could you do that? Now would you come over here, Robbie, (Virginia draws Robbie to one side with both hands, and then encircles him with her left arm.) and Aaron, will you sit over here. (Aaron: Yes.) Right here. (Virginia gestures to the chair and guides him with her hand on his shoulder as he sits down.)

Robbie: Can I sit by...

Virginia: (To Robbie) And you just stand where you are. (To Aaron) Now could you lean over (Virginia shows him with her hands.) and put your lovely soft hands on your mother's face, and feel it, just feel it.

Aaron: (Smiling, to Betty.) Is that pretty?

Betty: (Softly) Um hmn.

Aaron: Now feel mine. (Betty puts her hands on Aaron's face.)

Robbie: I can run far!

Virginia: Yeah, I know. (To Aaron.) OK., now. You liked that. And I saw Betty like that, too.

Aaron: Now shake hands now, Mom. (Aaron extends his arm and Betty shakes hands with him. (Aaron turns to Virginia.) You shake hands too. (Virginia shakes his left hand with her left.)

Virginia: (To Aaron, still holding his left hand) Yes, OK. Now what I would like to find out from you is, could you remember (stroking his forehead, brushing his hair aside with

her right hand) that you could, you could put your hands so beautifully on your mother's face. (Virginia puts her right hand on Betty's face.)

Aaron: Uh hum. (Aaron puts his right hand on his mother's face in the same way that Virginia did.)

Virginia: Both hands like this (demonstrating) so you hold her. (Aaron uses both hands.) Hold her face.

Aaron: I hold you. (He smiles, and kisses Betty, and then hugs her, as Robbie kisses Virginia, and they hug.)

Virginia: Now I would like to have your Daddy come in. (Bob sits down, and starts to put on his microphone.) Now your daddy has a lot of hair on his face, if you'll notice. (Virginia has one hand on Robbie's back, and one gently holding Aaron's wrist.) What you'd like to just make those pretty hands to go around his face like that (demonstrating) so you can feel the touch.

Aaron: (Putting his hands on Bob's face.) Is that pretty, Daddy?

Bob: (Still distracted by putting on the microphone.) Uh huh. (Aaron kisses Bob.)

Virginia: (Keeping one hand around Robbie's waist.) Now could you ask your Daddy if he would do that with you?

Aaron: Would you do that with me? (Bob says "sure" and puts his hands on Aaron's face, and then kisses him.) (Aaron laughs excitedly.) Do that with me! (Robbie approaches Betty and touches her face and she reaches out in response.)

Virginia: (Reaching for Aaron's hand.) Now this may sound very strange. (Robbie moves forward to Bob and reaches out toward his face.) Yes, it is time for you too, to feel. Put your hands on your Daddy's face (demonstrating). Both of them, like you were holding something very special. Because that's there too. (Robbie crawls into Bob's lap and Aaron crawls into Betty's lap as Virginia talks to the parents.)

Those little hands know a lot of things; they need to be re-educated. OK. Now, there is a lot of energy in both these youngsters, like there is in both of you. And I am going to talk to your therapist about making some room for you to have some respite. But use every opportunity you can to get this kind of physical contact. And what I would also recommend that you do is that the two of you are clear about what you expect. And if you (to Bob) could learn from Betty how to pay attention (to the kids) more quickly. I would like you to be able to get over your message without a don't in it, without a don't and that your strength of your arms when you pick them up. I don't know if I can illustrate it to you, but let me have your arm for a minute (reaching for Bob's forearm). Let me show you the difference. Pick up my arm like you were going to grab me. (He grabs her arm.) All right. Now when you do that, my muscles all start to tighten, and I want to hit back. (Bob nods.) Now pick up my arm like you wanted to protect me. All right. I feel your strength now, but I don't feel like I want to pull back like this. (Bob: Yeah.)

And what I'd like you to do is to do <u>lots</u> and lots of touching of both of these children. And when things start (to get out of hand), then you go over don't say anything go over to them and just take them, (demonstrating the protective holding on both Robbie's forearms.) but you have to know in your inside that you're not pulling them (Aaron briefly puts his hands on top of Virginia's and Robbie's arms.) like this (demonstrating), but you are taking them in a strong way, (stroking Bob's arm with both hands) like you saw the difference. I'll demonstrate it to you, (Bob) too. First of all I am going to grab you (demonstrating) like that. (Bob: Yeah.) You see you want to pull back. All right. Now, at this time what I am going to do is give you some strength, (demonstrating holding his arm with both hands. Robbie pats Virginia's hand.) but I am not going to ask you to retaliate. Now this is the most important thing for you to start with.

(Turning to Betty and offering her forearm.) OK, now I'd like to do the same with you. So, take my arm really tight, just, (Betty grabs Virginia's arm, and Aaron does, too.) yeah, that's right, like you really wanted to give me "what for." OK. All right. Now, give it to me like you want to give me support, but you also want to give me a boundary (Aaron reaches toward Betty's hand and Virginia takes it in her free hand.) It's a little bit tight, a little bit tight.

(Robbie holds Virginia's other arm with both hands, copying Betty's holding.) Now (Betty) try doing it from the bottom and putting your other hand on the top. (Betty holds with both hands.) All right. Now, you're squeezing me a little bit too much, but I won't react. I don't feel like I want to do that (pulling back). These are how bodies react, (Aaron plays with Virginia's watch.)

So the next time you see anything coming, what you do is you go and make that contact, (demonstrating by holding Aaron's upper arm) and then let it go soft. (Virginia takes Aaron's hands and draws him out of Betty's lap.) Now, Aaron, I'd like you to come up here so I could demonstrate something to your mother for a minute. (Aaron: OK.) Just move over here to the side; you won't have to go too long. Now, let's suppose some moment I'm not thinking and I take you like that (grabbing Betty's arm suddenly with both hands). You see what you want to do? (Betty nods.) All right. Now I am going to do it another way. I am giving you the

Next Page ►

"A good farmer is nothing more nor less than a handy man with a sense of humus."

- E.B. White

"Where all think alike, no one thinks very much."

- Walter Lippmann

same message, (Virginia holds Betty's arm firmly with both hands, looking directly into her eyes, and starts to stand up.) but I am doing it like this. And I am looking at you, and I'm giving you a straight message. OK. Now your body at that point is not going to respond negatively to me. It is going to feel stopped, but not negative. And then I will take you like this (Virginia puts one arm around her back and the other under her upper arm.) Just get up now. (Betty stands up.) I take you like this. I've got you like this (Virginia puts both arms around Betty and draws her close.) and now I will hold you. I will hold you like that for a little bit.

Following the session, in an interview with Ramon Corrales of the Family Therapy Institute of Kansas City, Virginia comments on her touching:

"There had been so many things happening, and the fear was so strong in relation to these children that if you thought of one image it was like they were monsters. So one of the things that I wanted to do was also to show that they had also the capacity to respond with a touch and also using myself in that regard by having them put their hands on my face; that it was a kind of a mirror for the family itself, the people in the family. And then allowing them and encouraging them to do that with their own parents. See, touch, that comes out of that kind of ambience which was there at the time, says things that no words can say. And that whole part of where there was the gentleness, that too, is part of the whole thing."

"Now, for me, my touch is not going to send much to you unless I am integrated myself, unless I really feel whole myself: then energy moves out. If I feel I have to touch, or have to be careful about touching,... that won't work. Because it's not a gimmick, and it's not a strategy. It's a living kind of passing back and forth of energy. Now, when that condition is there, then I know that one touch with energy passing back and forth a real feeling of one human being, really touching another in a literal sense is probably worth hours and hours of something that doesn't contain that."

"You know about throwing the baby out with the bath? Well, some touch is used for sex purposes and aggression purposes. And so many people have thrown touch out because it got used for those purposes, instead of saying, "OK. that's not the touch we want." No more than we want to come out blaming in such a way. We don't throw out our words because we don't want to use them for blaming; we find different words. And I frankly have to say that if I couldn't have the energy that comes out with touch, I am certain I could not have the kind of really good results that I have."

Steve Andreas, MA, with his wife Connirae, is coauthor of Change Your Mind and Keep the Change, the Practitioner Training Manual, and co-director of 3 Bandler-Grinder books. He is also co-founder of NLP Comprehensive, a nationwide training organization, 2897 Valmont Rd., Boulder, CO 80301.

References

1. Satir, V., R. Bandler, and J. Grinder Changing with Families, 1976, Science and Behavior Books.

2. Bandler, R., and J. Grinder, Reframing, 1982, Real People Press.

3. Satir, V. and M. Baldwin, Satir Step by Step: A guide to creating change in families, 1983, Science and Behavior Books.

4. Satir, V., "Of Rocks and Flowers" Golden Triad Films, Inc. 100 Westport Sq. 4200 Pennsylvania, Kansas City, MO 64111 (816) 5613396. Rental $75.

HYPNOSIS CERTIFICATION TRAINING

WITH

NORMA BARRETTA, PH.D. & PHILIP BARRETTA, M.A.



NEW DATES!

FEBRUARY 11/12 FEBRUARY 25/26
MARCH 18/19 APRIL 14/15/16

Ericksonian Hypnosis from the essential basics to the sophisticated metaphors. CME's, CEU's and State Board Approved MFCC Certification.

In Los Angeles at the Airport Hyatt

$925 prior to January 20
$1050 until January 30
$1150 thereafter (Special group and student rates available)

FOR INFORMATION CONTACT **SCC/NLP** *A GDA Affiliate Center*
929 BARHUGH PLACE SAN PEDRO, CA 90731
(213) 833-4234

"In the fields of observation, chance favors only the mind that is prepared."

- Louis Pasteur

METAMORPHOUS PRESS

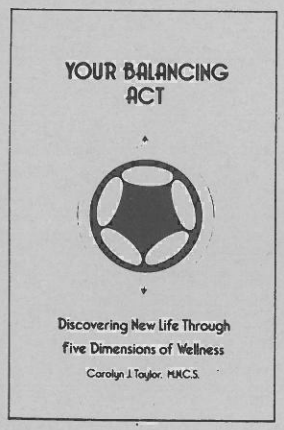
NEW RELEASES

NLP / HEALTH & FITNESS

YOUR BALANCING ACT

Discovering New Life Through Five Dimensions of Wellness

Carolyn J. Taylor, R.N.



This intriguing new book in the field of NLP presents the systematic exercises and new material for changing the all important beliefs that underly the conditions that lead to well-ness. Health, relationships, creativity, happiness and personal success are just some of the aspects of our lives that are effected by our beliefs, says Taylor. Recognizing that beliefs are a very powerful force in our behavior is the beginning of a process that can help us to create positive and productive results in virtually every capacity of life. The workbook format of **Your Balancing Act** aids the reader in developing the necessary skills to change the beliefs that cause distress and dis-ease. Presented in an easily read and understood format, this book is a must for anyone who cares about their health or the quality of their life. The novice in NLP will find the book easily managed as it is written in an introductory format. Further, this book should grace the desk of every health practitioner.

5½x8½, 223 pages, illustrated

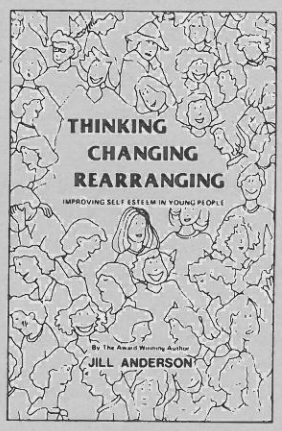
ISBN 0-943920-75-2 . . . . . : Softcover $12.95

NLP / EDUCATION & BELIEFS

THINKING, CHANGING, REARRANGING

Improving Self-Esteem in Young People

Jill Anderson



The belief is common in children that they "have to" feel a certain way "because of" what happens. As long as they attribute the quality of their emotional state to some force outside themselves, they remain blind to "their" role in creating their day and feel powerless to change it.

We do children a great service by giving them skills and knowledge for taking control of their inner emotional environment regardless of "what happens." Based on concepts found in Rational-Emotive Therapy, **Thinking, Changing, Rearranging** guides children in examining their own thinking, inner language, and belief systems to learn for themselves how they go about creating those "rotten" days. Counselors, teachers, and parents will find this book a valuable tool.

5½x8½, Illustrated

ISBN 0-943920-30-2 . . . . . Softcover $7.50

METAMORPHOUS PRESS, INC. P.O. Box 10616, Portland, OR 97210-0616 **(503) 228-4972**

We accept Visa, MasterCard, personal checks, and money orders. Please remember to include $2.50 shipping and handling for the first book and $.75 for each additional. Foreign orders, Air Mail, and UPS are subject to additional charges. Call (503) 228-4972 to order by phone or to determine additional charges. Orders are shipped cheapest rate, unless otherwise specified. Book Rate can take 3-4 weeks. UPS will deliver within 10 days depending on the distance from Portland. Prices and availability may change without notice.

Ship Via: ☐ Cheapest Rate ☐ UPS (add'l) ☐ Air Mail (add'l)

_____VISA _____MC Exp. Date_____/_____

Card No._____

Signature _____

Name_____
(Please Print)

Address_____

City_____ State_____ Zip_____

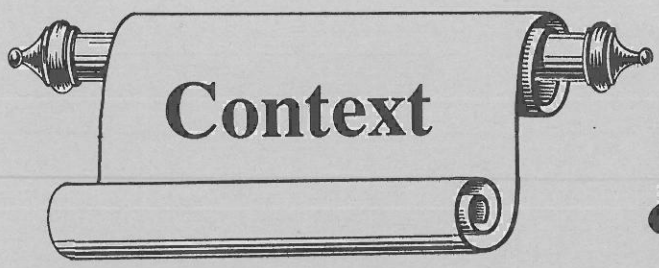
_____Your Balancing Act $ _____

_____Thinking, Changing, Rearranging $ _____

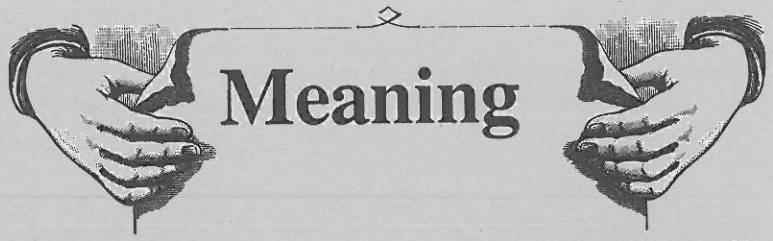
Total for Items $ _____

Shipping & Handling $ _____

Total Remittance $ _____



&



By Rodger Bailey, MS

One of the most important concepts for users of NLP is CONTEXT. Everything can change with context. Many of the techniques we learn in NLP Training account for context, but we may not have learned about context directly. For instance, when we use the technique called Future Pace, we take our client from the context of (where we are during the intervention) into contexts where our client might encounter their problem state.

Let us review several concepts about CONTEXT. Consider the following situation: a man is 4' 9" tall. In the culture of the United States, this person is short. On the scale of short to tall in the United States, this person is definitely short. He is at the extreme short end of the scale.

But, let's put this man in with the Bushmen of the Kalahari desert in southern Africa. Now, in this context this man is no longer at the extreme short end of the scale. In this context the man is more in the middle of the scale between short and tall. In this context this height is more in the middle of the height range of these people.

Let's change the context again. Let's put this person in with one of the Pygmy tribes in Africa or Asia. In this context this man is at the tall end of the scale between short and tall. His height is taller than most of the people in the tribe. So, he is at the tall end of the scale.

In each of these contexts, the person in question is still the same person. But, in each of these contexts this person relates to the others in that context somewhat differently. At the most basic level, our person looks up when talking with people in the United States, looks down when with Pygmy tribes, and looks straight ahead when with Bushmen of the Kalahari. There is evidence that this kind of attitude (position of the head) has an impact on attitude (beliefs). So, when the context changes, that same person might have another pattern of behavior.

Contexts can change between "work," "home," "recreation," and any number of situations. And a person who displays a particular set of patterns at "work" may show a different set of patterns at "home" or at a "party." It is still the same person, but when you put the person into another context, you are likely to get different behaviors and beliefs.

"Idealism increases in direct proportion to one's distance from the problem."

- John Galsworthy

The context can change between various aspects of one situation (the context may have very fine distinctions). For instance, in a context such as "work," there may really be a bunch of contexts, like "discussions," "report writing," "giving instructions," "taking instruction," and of course, the list can go on for a few paragraphs.

I have recently done extensive research in a particular set of contexts. I have begun studying how people change their behavior and belief patterns in a variety of contexts around 'food.' The contexts I'm concerned with are: a) buying food, b) preparing food, c) eating food, d) cleaning up after a meal, and d) in a restaurant. I have found that people change their patterns from one of these contexts to another.

I am finding that people with weight problems have particular sets of pattern shifts as a result of these context shifts. These patterns and shifts form a system of behaviors which maintain the person's weight problem. (More about this in a later article).

For the purposes in which context is used in this article, we will consider it a change of environment; a variation in location or stimuli. The important lesson for you now is that a change in context may mean a change in behavior and belief patterns.

So, how does this relate to our understanding and use of NLP? Well, there are two ways. First, Metaprograms (in which I specialize) and sensory acuity (basic NLP skills) allow us to recognize patterns of behavior and belief within minor shifts in context. Second, NLP interventions allow us to work with our clients for their desired outcomes within those same narrowly defined contexts.

NLP has contexts. Learning NLP is one context. Using NLP is another. As students of NLP we learn techniques, skills, and understanding in a certain context. This context usually involves being in a training session with a Trainer and other students in the training location. As users of NLP, we perform these *techniques* using these *skills* based on these *understands* with clients (not Trainers and students) in our office or in the office of our clients (not in the training location). Our Trainers use future pacing to make sure that we can take our new techniques, skills, and understandings into our work context.

A limitation in this approach is that we have a certain set of behavior and belief patterns while Learning and another set while we are Using NLP. As we sit in the Training context,

being future paced into our Use context, we may not assume that Use set of behaviors and beliefs during those future pace exercises. We may be doing the future pace exercises as Learners and not as Users. We may not be taking those resources into our Use context.

So What? How do we use this information to be better practitioners of NLP?

Many therapists notice behaviors and beliefs in a context or two and think that this set of behaviors and beliefs is a pervasive representation of the problem state. They make the mistake of generalizing across contexts and people may not be that way.

I have often talked with business people who generalize across contexts. One man told me that he makes hiring decisions only after having lunch with an applicant. He watches and listens as the person orders and eats. He wants to know the decision making patterns of the applicant. For instance, if the person adds salt or pepper to a dish before tasting, he thinks that the person acts without gathering information. He believes that this is an undesirable trait (he is hiring outside salespeople).

By using this approach, I think that this business person has two basic problems. First, the behaviors and beliefs a person uses in one context (eating in a restaurant) may not carry over to another context (performing a particular work task).

Second, my experience indicates that the activity this business person thinks is undesirable for an outside salesperson (taking action without gathering information), may in fact be a desirable trait for that task. My work with hiring and managing sales staffs shows that one of the most desirable traits for success as an outside salesperson is to take action. Gathering information may be important if you have only one prospective customer and you must make this sale to survive.

But, most successful businesses operate in contexts where there are many prospective customers and the successful salesperson is one who takes action. This may sound inappropriate, but most successful businesses do not make money by paying a few high commissions (making few sales). They make money by paying lots of small commissions (making lots of sales). If the commission is small, the salesperson cannot afford to spend much time with each prospect. So, a salesperson who takes action is more desirable than one who gathers information (you can teach the salesperson which action to take).

In this case, the business person was making his decision without understanding context and the shifts in behavior and beliefs which people make as they shift from one context to another. For mental gymnastics, spend some time today uncovering other situations where people have not accounted for the context shifts.

Rodger Bailey, MS, has specialized with metaprograms in business since 1979. He developed the Language and Behavior (LAB) Profile to teach business applications of NLP to business people. He is now developing a nationwide group of LAB Consultants and a computerized database of LAB Profiles.

MASTER PRACTITIONER CERTIFICATION
10-Day Residential Intensive (Pre-requisite: Practitioner Certification)

Southern Institute has designed a new model for this level and has validated the **Master** track at International NLP in Holland. Since the model was so successful, we have decided to use it in our training this year.

The **Master's** level is an opportunity to integrate and add to your skill level. The function is to implement the concepts of modeling.

The format will include:

- Identifying individuals' frames of reference and expectations
- Review of the model — submodalities, modalities, strategies, sorting styles and sorting gates (beliefs)
- Exercises for distinguishing between form and content
- Identifying personal sorting styles
- Identifying group sorting styles
- Eliciting styles and gates of others
- Pattern recognition of micro and macro patterns
- Time lines
- Utilizing video tapes of experts for pattern recognition
- Modeling participants for therapeutic and business applications
- Developing behavioral flexibility
- Giving and Receiving constructive feedback for modeling

The group will serve as a resoure model to test new patterns that you may wish to take back to your workplace or home.

COST: $1800. *This includes training, room (double occupancy) and board for ten days.*

LOCATION: Tampa

DATES: April 28 - May 7, 1989

TIMES: 9-12, 2-5 and 7-9 pm

TRAINERS: Reeses and Staff

If you register before January 1989, you may opt to participate in one or all of the Practitioner trainings and be given supervision as you assist with training .

Because of limited space and hotel commitments for this intensive, we will require a deposit of $500 by January 15; a second payment of $500 by March 15 and the balance due by April 15.

If you plan to attend Practitioner training, your first deposit will be due at the start of the training you attend.

SOUTHERN INSTITUTE OF NLP • BOX 529 • INDIAN ROCKS BEACH. FL 34635 • (813) 596-4891

Certification issued by the Society of Neuro Linguistic Programming

CEU's Department of Professional Regulations

Days Inn Rocky Point • Courtney Campbell • Tampa • 813-884-2000 Sgl $38, Dbl $42 • Free Airport Limo

Book Review:

MASTER TEACHING TECHNIQUES (4th Edition)

By Bernard F. Cleveland, Ph.D.
The Connecting Link
243 Blazing Ridge Way
Lawrenceville, GA 30245
$17.95 (softcover)

Review By B.A. Pastushchyn, P.A., B.Ed.

The book, *Master Teaching Techniques* by Bernard Cleveland, comprises a course for teaches in the theory and application of NLP techniques to education. After a general introduction to the basic presuppositions upon which the book is based (i.e., a short description of NLP, the major outcomes of the text, concepts of communication, and the "principles of learning"), the lessons are presented in a sequential, well-ordered manner. Each chapter follows a similar pattern in its presentation of material. This simplifies the understanding of new material as well as the acquisition of new learnings. Each chapter forms a complete lesson for learning specific identified skills and follows this outline:

1. A **Metaphor** sets the stage for the material to be presented and other than consciously presents the basic concepts being discussed. The "Master Teacher" models for us in various teaching situations the aspects of effective teaching that the reader will be familiar with by the end of the chapter.

2. One or more **questions** regarding teaching and/or learning (in bold face print) follow; the answers to which are answered cognitively within the brief theoretical portion of the chapter and experientially through the numerous exercises that accompany each chapter.

3...The cognitive content and **theory** that underlies the purpose of each chapter is presented in small chunks and includes examples from the classroom.

4. Two types of **experiential exercises** follow:

a. A set of **sensory-based** exercises designed to be completed in triads after assimilating the theoretical material in each chapter. These are specifically geared to the development of an awareness of communication patterns in self and others, to heighten personal sensory acuity and flexibility, and to practice specific techniques within the safety of the peer support group before using these strategies with the students.

b. "Collateral exercises assist in the transfer to the real world of the classroom the observational and behavioral skills acquired during triad work. This **"homework"** section consists of student observation and teacher-student interaction activities.

5. Specific practical **suggestions** of how to use the ideas within a classroom are included in many chapters (i.e., designing bulletin boards keeping the mind eye movements patterns.).

6. summary of the material contained in the chapter is briefly reiterated relating it to teaching goals.

The content of *Master Teaching Techniques* is divided into two major sections: the structure of learning and the structure of effective teaching.

Within the **Structure of Learning** section, Cleveland introduces the concepts of chunking, sensory systems, predicate patterns, eye movement patterns, and method of changing students' states. Throughout this section, the impact of sensory systems on learning patterns is discussed, as well as the need for flexibility on the part of the teacher.

The longer **Structure of Effective Teaching** section employs a flowchart as visually organizing for the reader the sequence for use of the strategies discussed in these chapters. The concepts of rapport, calibration, formulation of learning outcomes and resources are presented as a basic requirement of any teaching-learning situation. Use of the relevancy challenge and meta-model questioning are included as tools for efficiently determining the students' specific outcomes.

A "Decision Point" procedure is outlined that assists in determining whether the "Remedial" or "Developmental" series of interventions is to be chosen when helping the students achieve identified outcomes. Remedial techniques are used when "one change is needed in one context." Developmental techniques are employed when a "specific outcome is sought in more than one context." These techniques are the basic NLP change processes. Scenarios of typical teacher-student interchanges while applying these techniques are included as a demonstration of how each technique could be used in a teaching situation.

Specific learning patterns for recalling math equations, recalling spelling words, writing creatively, motivation, following instructions, reading with comprehension, and problem-solving are presented within the group of developmental techniques.

Cleveland has put together a well-organized, sequential guide to use as the basis for developing NLP learnings and applying them to the classroom. It is designed so that a novice NLPer could read the chapters, systematically complete the associated classroom activities, and thus incorporate some NLP technology into their teaching style. Much more effectively, a group of teachers could meet regularly to discuss the content of a section, engage in experimental, sensory based exercises, and review the results of the collateral exercises and what they now notice happening in their classroom as a result of using these techniques with their students.

"Dreams are real while they last. Can we say more of life?"
- Havelock Ellis

"I am always ready to learn, but I do not always like to be taught."
- Sir Winston Churchill

An exponential increase in skill development would result if all the teachers in the study group taught in the same school and had a member who had been trained as a NLP practitioner.

As in all NLP publishings, the book depends on its students, the readers, developing an understand on the content experientially. Since *Master Teaching Techniques* focuses on the development of long-term cross-curricular goals and a permanent change in teaching methodology, this sets it apart from the type of educational material that teachers are usually exposed to (i.e., subject, and lessons specific techniques). An individual teacher, working through the book on her/his own, may be more likely to read the theory and exercises (yes, I meant read the exercises), and then try to implement the learning strategies before they have acquired the background skills and knowledge required to successfully reach identified outcomes. It requires dedicated and motivated teachers to spend the time necessary to complete all of the exercises, as well as read the text. Since many of the change processes are for use with individual students, special education resource staff and guidance counselors may be the teachers who have a greater opportunity than regular classroom teachers to consistently implement all of the techniques.

With the emphasis in education shifting from content to process considerations and the number of NLP-based educators increasing, we may soon see the incorporation of the approaches found in NLP-based education writings into the pre-service and in-service education of our teachers. A copy of Cleveland's book is a valuable resource for systematically developing master teaching techniques.

Betty Pastushchyn is currently completing Master Practitioner training with the NLP Centre (Ottawa and Toronto). She is employed as a Learning Resources Counsellor (Special Education assessment, placement and programming) with the Niagara South Board of Education. Betty can be reached at 8156 Lynhurst Drive, Niagara Falls, ON L2H 2A2 CANADA or by calling (416) 356-0137 (work number).

CREATE AN ANCHOR FOR YOUR CHILD

Find a piece of music that your child finds relaxing. Every day for a week, several times a day, play this music when your child is relaxed, being cuddled, or being rocked. When the child has a hard time sleeping or wakes in the middle of the night, play this music selection without taking the child from his sleeping environment. The Anchor you have created will help to put the child back to sleep.

From an idea in RN, 680 Kinderkamack Rd., Oradell, NJ 07649

METAFORMATION INC.

Anne Kasman Entus, Ph.D., *Director*

Winter 1989 Highlights:

NEW HORIZONS IN NLP

Journey into Light: NLP and the Spiritual
January 20 - 22

New Applications

Health Applications for NLP Professionals
January 27 - 29

The Challenge of Living with AIDS
February 10 - 12

and Advanced Training Opportunities

Richard Bandler: Applied Neuro-Dynamics
March 31 - April 2

For information contact:
3538 Marlowe Ave., Montreal, Quebec, Canada H4A 3L7
(514) 486-1282

CHANGING ONE'S IDENTIFY: PURSUING OBSESSION: A JOURNEY THROUGH IMPERATIVE SELF THERAPY

By Marilyn J. Blank

If NLP promises state-of-the-art change, the Imperative Self Therapy delivers that which NLP dreamed of.

I have been living with a new Imperative Self for over 1 year now. The journey following this core structural changework was welcomed, at times unexpected, and always challenging. It's not every day that one embarks on such a pervasive journey of personal change. This article is intended to cast light upon learning how to dance with a better, very different self: a self based upon meeting healthy needs, wants, and desires--rather than a self based upon the random arrangement and rearrangement of early childhood, adolescence, and young adulthood.

With my new Imperative Self, I now possess the luxury to make my world a better place. I have been taking the time to come to know me, rather than pursuing obsessions which others installed in me in my early years. I am in the process of redesigning myself and my future--a future designed to include fulfilling experiences worth pursuing.

These are still somewhat foreign concepts to me. Up until last November 1987, the obsessions that ruled my direction in life demanded that I make this world a world free of pain, suffering, and violence, giving special attention to women and children. I was forever reminded of my failure by the eleven o'clock nightly news, by daily newspapers, and by my clients. Now, after a year of living with new obsessions, I can sit back and smile at my "small" undertaking of freeing the world of pain, suffering, and violence. My old Imperative Self had me competing with the giants of human change, agents like Gandhi and Mother Teresa.

Fortunately, I have been rescued from such an undertaking. I am now learning to pursue human personal obsessions based upon fulfillment and am beginning to successfully meet the

Imperative Self work is a specialized therapy which uses special techniques to represent all of the emotional patterns (deep structure) which affect the individual and make their behavior unique. The resulting model allows for profound personal understanding and allows for precise, effective interventions. Until now there hasn't been an effective way to delineate how each of these patterns *interact with each other to create a complex human individual*. The Imperative Self model explores the combination of these patterns and allows you to adjust how you function in your world.

Much of the Imperative Self was developed during the research done for Leslie Cameron-Bandler's book The Emotional Hostage. Leslie and her colleagues discovered that people have 8-10 emotions which they revert to repeatedly in their behaviors. While other emotions can be expressed, "*the regulars*" occur often enough to have structure and create observable patterns.

As the work progressed, Leslie added "perceptual bias" to embrace such things as obsession. When an individual's map of the world (established early in life) doesn't cross-over into other environments well (a.k.a., the real world) problems arise. Obsessions are **deeply** held criteria that an individual *really wants fulfilled*. They want this criteria fulfilled so badly that it becomes one of their filters between them and the world.

By using the Imperative Self, one can learn to emulate the "magical intuition" that Leslie has about people. By going through the structure of emotions, pieces that run throughout the emotions can be seen as patterns and represented on paper. The Imperative Self process lets you reach the core personality where *significant* changes can be made.

The model is complex. To learn it well, students need to study and practice with qualified trainers who will maintain the quality of the work.

Metha Singleton of FuturePace has been authorized by Leslie Cameron-Bandler to oversee the development of Imperative Self Trainings and Certification. Other certified instructors are:

Steve Gibson
Art Giser
Richard Clarke

(See the current events section in for upcoming trainings.)

challenge. Indeed, there are stages-developmental stages that I have been passing through as my new Imperative Self takes greater hold. Initially, there was a feeling of tremendous relief, relief from such a burdensome, impossible quest. I spent the first 2 to 3 months with my new Imperative Self watching the nightly news without feeling guilty and outraged by some of the horrific human experiences reported on the screen. I began to alter my thinking and feelings. I came to know that I was not responsible for undoing these disasters on earth. And, more importantly, I knew for the first time that I could not eliminate them by myself.

The next stage involved learning, relearning, and more learning. I have spent the past 6 months adding necessary components to my self concept, identifying and developing new criteria and core beliefs that are more congruent with my new identity. This continues to be a challenging task. Having been someone motivated by the needs of others, I now find it absolutely strange and exciting to become motivated by my own wants. For me this is dramatically different. The old internal pressure continues to dissipate, being replaced by curiosity, courage, and greater tenacity to pursue fulfillment for myself. I have learned to take trimester readings in me regarding changing internal states and cause/effect relationships. This has allowed me to build in necessary resources along the way. Readjusting and reworking components of my new Imperative Self has prevented my old Imperative Self from returning and taking control of me again. I did not, after all, want the old one to rear its lovely little head for too long.

As you can see and hear, learning to take the time really to know me, the new me, and having to pursue experiences I want to have has been motivating and guiding me. I more than suspect that Leslie Cameron-Bandler hasn't just stumbled upon an ancient secret. She has identified and given us the code to effect true deep-seated personality change. As a way to honor this gift, I am pursuing my new true friends--my obsessions.

I have been offering Imperative Self Therapy to others--it is the only changework I now want to do with and for others. My devotion to its possibilities includes research. I am fascinated by the developmental stages each person who takes on a new Imperative Self passes through. These developmental stages contain patterns for change and can serve as indicators and guides to all of us. It is my hope that the editors will invite me back to share more of our research and learning.

Marilyn J. Blank is a Certified Imperative Self Analyst. You may contact her at: NLP Institute of San Diego; 2264 Fifth Avenue; San Diego, CA 92101 USA or you may phone (619) 696-7666

ADVANCES IN NLP SERIES

STEVE ANDREAS

A NEW WORKSHOP ON :

GUILT-SHAME BELIEFS-TIME*

*RICHARD BANDLER'S LATEST WORK ON GENERALIZATIONS

SUNDAY-MONDAY
MARCH 12-13, 1989

IN ALEXANDRIA, VIRGINIA
(near Washington National Airport)

Workshop Fee:	Before February 1, 1989	$200.00
	Before March 1, 1989	$225.00
	At the Door	$250.00
	Sunday Only	$125.00

Send non-refundable registration of $50.00
(applicable to workshop fee) to:

NLP Training Division, Family Therapy Institute of Alexandria
220 S. Washington Street
Alexandria, Virginia 22314
703/549-6000

SPECIAL EAST COAST APPEARANCE

"The public will believe anything so long as it is not founded on truth."

- Dame Edith Sitwell

"As we acquire more knowledge, things do not become more comprehensible but more mysterious."

- Albert Schweitzer

Still reading a friend's pass along copy of Anchor Point?

Treat and honor yourself this year... get your very own subscription.

Fill out the order blank on the back page today!

ZERMATT SWITZERLAND

SUMMER PLAYGROUND OF EUROPE

LEAVE JULY 1, 1989,
RETURN JULY 24, 1989

If environment enhances learning, this years
INTERNATIONAL V NLP CONFERENCE
is the PLACE TO BE!

Can you imagine yourself awaking each morning to the sight of skiers on the *Matterhorn* or walking in a valley of *Switzerland* breathing in the *clean, fresh mountain air?*

The cuisine is — ***French Gourmet.*** The lodging — ***at the base of the Matterhorn.***

Companionship will be international with over *fifteen countries* represented. You will have the opportunity for *tennis, squash, swimming, hiking, skiing and fitness rooms.*

$3395.00 Includes:
21 day training and certification *on Practitioner or Master or Trainer Level*
Lodging and 2 gourmet meals
Air transportation *from New York, Atlanta, Orlando, Houston or Chicago*

Additional Courses:

10 Day Hypnosis Certification	*July 3-14*
8 Day Business Certification	*July 16-23*

$2495.00
Air - Lodging - 2 meals and Course

Ceu's and Graduate College credit available

For Details:
International V NLP
Box 529
Indian Rocks Beach, Florida 34635
(813) 596-4891

Early registration is suggested because of space limitations. All training is approved by the Society of Neuro Linguistic Programming.



MODELING THE HEALING TOUCH
FINBAR NOLAN: 7th Sons of the 7th Son

In the Irish tradition, the 7th son of a 7th son is born a *healer*. When Finbar Nolan was born (the 7th son of a 7th son) his mother was immediately beseeched by villagers. She thought the attention was an annoyance, but conceded that when he was 2-years old she would let him attempt to heal. In his first demonstration, Finbar's small hands were placed on a a person with a skin disorder. Within a few days the disorder was healed.

From then on Finbar was recognized as a healer. He is known throughout Europe and in England where his unique abilities have stimulated considerable medical and psychological research. As his renowned grew, the British Broadcasting Corporation also created a documentary about his healing works. The list of aliment cures attributed to Finbar Nolan is impressive: epilepsy, cancer, skin disorders, myopia, tumors and various internal disorders. He has also had success treating race horses in the U.S.

During a healing session, Finbar places his right hand directly on the skin over the inflicted area. Actual contact is only for a short time although he likes to work on a patient at least 3 times. Finbar makes his rounds regularly to a number of clinics and towns in Ireland. In Ireland his percentage of cures is on the order of around 50%.

NLP and Modeling

In 1985, John Grinder led a modeling seminar in Florida. Of the persons being modeled, Finbar Nolan turned out to be the one individual who's skills were the most verifiable and could be modeled.

During the experiment in 1985, a few participants successfully obtained his gift through the processes of modeling via a deep trance identification with Finbar. According to Richard Clarke, Past President of NANLP, there are two approaches to modeling:

1. Modeling from the conscious level where the subject is able to transmit through words and behavior consciously what he/she does.

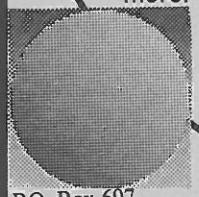
Next Page ►

EFFECTIVE PARENTING
Learn skills that you can use to: Increase your children's self esteem & confidence; Ease parental fustration; Get your child to listen; Make family interactions more harmonious; and much more...Call the Institute for more information

CHOICE POINT
Feel more confident and less defensive. A powerful transforming experience led by Linda Sommer at the Princeton Marriot in Forrestal Village, Princeton, NJ on February 25 & 26, 1989.

4th ANNUAL CAMP NLP RETURNS!!
Our unique 16 day certification training designed for those who want a FUN way: to learn about and change yourself; to learn NLP from the state-of-the-art Trainers; plus much more. July 22-Aug. 6, 1989 at the Princeton Marriot, Forrestal Village.

Trainings authorized by the **Society of NLP.**
CEU's via NBCC



P.O. Box 697
Newtown, PA 18940

EASTERN NLP INSTITUTE
(215)860-0911

2. Modeling via a trance state to identify with the subject. This method is used when "the skill" is out of the subject's conscious understanding.

The second method was used with Finbar. "Every question we asked him such as, 'what are you thinking of while you are healing, do you prepare yourself in a special way, is there a certain concentration that you have to develop,' etc. would receive the answer-- I don't know," said Clarke. "During the trance state, I was very attentive to him and followed everything that he did."

"We also discovered that Finbar's unconscious mind knew whether or not other participants had the gift of healing. Finbar was taught to allow his unconscious to give a signal of yes or no (using finger movements). Then, we had Finbar test for the healing gift in others.

We put ourselves into what we felt was the healing state and then touched Finbar. Although consciously his answer was "I don't know," his unconscious would answer yes or no (via the finger movement) telling if each participant had the gift.

What a Participant Says about the Experiment

Linda Shapiro, a psychotherapist, attended the 1985 seminar and now uses healing touch with her therapy. She was one of the participants picked out by Finbar as having the gift of healing. Ms. Shapiro shares some of her thoughts on the experience:

"In the process of modeling healers, it is my belief that it is not simply a transfer of receiving the healers touch; but rather one in which we get in touch with our own innate abilities to heal through a receptive process of observation and "modeling." I also free that it is crucial to the healing process that the person doing the healing be clear about their intentions. It is my belief that the intention must always be to heal that which is meant or ready to be healed. It is not the healers responsibility to heal everything."

THE RESULTS

Richard Clarke estimated that approximately 85% of the 40 patients examined in the Florida experiment had successful healings. For example, one woman in the group, had suffered with ulcerative colitis for 10 years. She reportedly hadn't had a full nights sleep in 10 years. After Finbar worked with her, the woman had her first full night's sleep.

Apparently, being healed was not a matter of belief. A couple of patients in Florida were quite skeptical and still experienced a healing.

Finbar does not have any particular theory about what causes the healing. Being a very simple and humble man, he is just satisfied that it works. He is simply concerned for people who are suffering and is glad to be able to help them. Finbar doesn't have any strong religious beliefs and doesn't believe the healing has a religious base. Nor does he follow any particular rituals.

Upcoming Opportunity

Finbar will return to the US (*see the Coming Events section*) this spring. Attendees at the presentation will participate in various exercises, to create a state to get in touch with the gift. This is not a didactic presentation at all, it is experiential.

The Hartford CT seminar will be a gathering of people who want to avail themselves of Finbar's healing. Subject follow up work will be initiated to study the effectiveness of Finbar's gift. Paperwork before and after the experience will document the results.

For Richard Clarke, the experience with Finbar was one of validation. "We have many capacities which we bar ourselves from. Either we believe these abilities are not possible or we just have not allowed time for them to manifest. This is just one more example of the multi-capability of the human being."

For more information contact Richard Clarke; New England Institute for NLP; RFD #3, Pratt Corner Road; Amherst, Massachusetts 01002-9805 USA or Phone (413) 259-1248.



More information on NLP and Healing will be available in the near future. *Leaves Before the Wind* (Edited by John Grinder, Judith DeLozier and Charlotte Bretto) is a casebook with contains thirteen articles on four different focus areas: NLP and Healing, NLP and Hypnosis, NLP and Artistry, and New Ground. This publication is scheduled for release in February 1989.

"The large brain, like large government, may not be able to do simple things in a simple way."

- Donald O. Hebb

"I don't know who my grandfather was; I am much more concerned to know what his grandson will be."

- Abraham Lincoln

NLP

Workshop For Training Professionals

"ONE STEP BEYOND. . . TRADITIONAL TRAINING SKILLS."

Learn skills for:

- Discovering and matching trainees learning preferences
- Preparing yourself for peak performance
- Understanding and utilizing resistance - The power of convincing
- Creating and maintaining participant involvement
- Ensuring the changes you make take place in your work setting
- State-of-the-art presentations
- Gaining support for your programs, within your organization or with outside clients

Past Attendees

AT&T, Collier County Government, State University of New York, Florida Power Corporation, & Cellular One.

"The addition of NLP into your training curriculum may very will be the single best thing you can do for your programs, as well as for your career. Now my programs are better attended, the participants feel like they learn more and I have greater support from senior management."

Michael Saggese
Director of Training
Midlantic National Bank

Place: **Days Inn on Rocky Point, Tampa.**
Date: **February 7-10, 1989**
Time: **10am to 5pm**

Four Full Days of Training presented by our Internationally recognized staff for only $399.00

For more information about preview dates, in-house seminars and this 4 day program in February, call Luanne Reese or Gregg Baron at: (813) 985-8683

Success Sciences, Inc.
or write to us at: 5202 E. Fowler Ave. Suite 125
Tampa, FL 33617

AVANTA NETWORK
139 Forest Avenue - Palo Alto, CA 94301 (415) 327-1424

CENTRE QUEBECOIS DE PRGRAMMATION NEURO LINGUISTIQUE
180 Victoria, Longueuil, (Quebec J4H 2J5 CANADA (514)679-3571

Jan. 21-23	Ericksonian Hypnosis, I
Jan. 27-29	Basic NLP Training, I
Feb. 3-5	Ericksonian Hypnosis, II
Feb. 24-26	Basic NLP Training, II
Mar. 17-19	Advanced Strategy

DYNAMIC LEARNING CENTER FOR NLP
P.O. Box 1112 - Ben Lomond, CA 95005 (408) 336-3457

Jan. 26-30	Belief Systems, Health and Longevity
Feb. 16-20	5th Annual Dynamic Learning Seminar
Mar. 9-13	Unified Field Theory & Trainer Training

FELDENKRAIS MIDWEST INC.
P.O. Box 090211 - Rochester, MI 48308 (313) 263-7702

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

Jan. 20	MasterTrack Begins
Jan. 20-22	Imperative Self Interventions - Self Concept
Jan. 26	Practitioner Training Begins
Feb. 10-12	Imperative Self Interventions - Success in Love
Mar. 10-12	Imperative Self Interventions - Empowerment

GEORGIAN BAY NLP CENTRE
Box 1210 - Meaford, Ontario N0H 1Y0 Canada (519) 538-1194 (Classes are held in Toronto)

Jan. 19-22	Master Practitioner Certification

GRINDER, DELOZIER & ASSOCIATES
200 7th Avenue, Suite 100 - Santa Cruz, CA 95062 (408) 475-8540

Feb. 24-26	Syntax I (Grinder & Gilligan) (Monterey, CA)
Mar. 10-12	John Grinder Models Finbar Nolan (San Francisco, CA)

NLP PRODUCTS AND PROMOTIONS
13223 Black Mountain Rd. #1-429 - San Diego, CA 92129 (619) 538-6216

Jan. 20-22	New Patterns in NLP (Houston, TX)
Feb. 13-25	Practitioner Intensive Certification Program (San Diego, CA)
Mar. 17-19	New Patterns in NLP (Dallas, TX)

METAFORMATION, INC.
3538 Marlowe Ave. - Montreal, PQ H4A 3L7 Canada (514) 486-1282

Jan. 20-22	Journey into Light
Jan. 27-29	Health Applications for NLP Professionals
Feb. 25-26	Introduction to NLP
Mar. 3-5	Anchoring Formats
Mar. 10-12	Introduction to Submodalities
Mar. 17-19	Reframing Formats
Mar. 31-Apr.2	Richard Bandler: Applied Neuro-Dynamics

THE MILTON ERICKSON INSTITUTE OF CHICAGO
5242 Grand Avenue - Downers Grove, IL 60515 Call Carol Sommer at (312) 852-1799

Jan 21-22	Ericksonian Hypnotherapy Training -Intermediate Level Begins

NEW ENGLAND INSTITUTE FOR NLP
RFD #3-AN, Pratt Corner Road - Amherst, MA 01002-9805 (413) 259-1248

Feb. 17	Imperative Self Training Begins
Feb 10-11	Advance Topics in NLP with Ropbert Dilts
Mar. 3-5	John Grinder and Finbar Nolan - The Healing Touch

NEW YORK TRAINING INSTITUTE FOR NLP

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

Jan. 28-29	Stress Management Using NLP
Feb. 18-19	Exploring Creativity
Feb. 24-26	Pain Control and Time Phenomena
Feb. 25-26	Freedom from Compulsive Eating/Dieting
Mar. 4-5	Advanced Anchoring Techniques
Mar. 8	Open House
Mar. 11-12	NLP Strategic Selling Skills
Mar. 18-19	The Magic of Metaphor
Mar. 31-Apr. 2	Intro to Ericksonian Hypnosis

NLP CENTRE

338 First Avenue - Ottawa, Ontario, K1S 2G9 CANADA (613) 232-7782 or (416) 283-3461

Jan. 23-26	Ericksonian Techniques
Feb. 8-22	NLP Centres Visits Africa
Feb. 20-23	Stories of Power
Mar. 13-16	Classroom Magic

NLP COMPREHENSIVE

2897 Valmont Rd. - Boulder, CO 80301 (303) 442-1102

Jan.19-22	Master Practitioner Training (Toronto, Canada)
Jan. 20	Trainer Training Begins (Boulder, CO)
Jan. 27	12-Day Adv. Submodality Training Begins (Salt Lake City, UT)
Jan. 27-29	Beyond Co-dependency (Boulder, CO)
Feb. 3-5	Master Practitioner Training Begins (Austin, TX)
Feb. 9	Free Preview (Lakewood, CO)
Feb. 10	Practitioner Training Begins (Omaha, NE)
Feb. 11	Parenting Made Positive (Boulder, CO)
Feb. 25-26	Business Influence & Excellence (Boulder, CO)
Mar. 4-6	Health & Well Being (Boulder, CO)
Mar. 17-20	Master Practitioner Training Begins (Chicago, IL)
Mar. 18	Using Your Brain with NLP (Boulder, CO)

NLP INSTITUTE

633 Bay Street, Suite 2223 - Toronto, ON M5G 2G4 Canada (416) 977-7810 or (800) 663-6730 in Canada

Jan. 13-15	Advanced Consulting
Feb. 17-19	Methods of Milton Erickson
Mar. 17-19	Format and Techniques for Expert Modeling

NLP INSTITUTE OF SAN DIEGO

2264 Fifth Ave. - San Diego, CA 92101 (619) 696-7666

Jan. 20-22	Imperative Self Weekend Residential
Mar. 3-5	Imperative Self Weekend Residential

SHERLCO CORPORATION

2022 31 St. S.W. - Calgary, Alberta T3E 2N2 CANADA (403) 240-3565

Jan. 20	Master Practitioner Training Begins
Jan 27	Practitioner Training Begins
Jan 27-29	Communication for Success (NLP Intro Workshop)

SOUTHERN INSTITUTE OF NLP

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

Jan. 21	Practitioner Training Begins (Tampa, FL)
Feb. 4	Practitioner Training Begins (Jacksonville, FL)
Feb. 4	Practitioner Training Begins (Ft. Lauderdale, FL)
Feb. 7-10	One Step Beyond Trainer Training
Mar. 17	10-Day Ericksonian Hypnosis Certification Begins

CONFERENCES

NANLP 1989 Annual Conference - Wellness: Body, Mind, Business

April 28-30, 1989 - San Francisco, CA
For information: National Association of NLP
310 N. Alabama, Suite A100
Indianapolis, IN 46204
(317) 636-6059

The Anchor Point Want's to Know Contest

Ok bear with me for a moment while I set this up. It could mean $50.00 US cash dollars to you.

You know those supermarket tabloids that millions read and no one admits to buying? Sleaze sheets, Gossip rags, Yellow Journalism, Sensational Slime...you know, the ones that expose the sex lives of the stars and how fat everyone is. That's right, the ones with all the unflattering photographs and titillating headlines.

I personally wouldn't line a birdcage with one, but suppose one of those tacky tabloids offered me an embarrassingly large sum of money for Anchor Point. What would Anchor Point become? Can you imagine the articles and headlines:

2 HEADED NLPER SWISHED TO DEATH

ELVIS LIVES!
"THE KING" SEEN IN VERMONT DEVELOPING NEW SUBMODALITIES

RICHARD BANDLER KIDNAPPED BY UFO ALIENS REPORTED, " VERY CONFUSED"

GIANT TURTLE CHANNELS MILTON ERICKSON SAYS, "THAT'S RIGHT...GO WITH THE FLOW! "

NLP STUDENT FUTURE PACES SELF OUT OF EXISTENCE

Ok here's how *you can win $50.00 US dollars*. Send us an irrelevant headline (like the ones above) which could be used after some big, faceless corporation buys us out. Entries will judged on their humor, originality, and slightly bent point of view.

1) Headlines must be 15 words or less, humorous, and somehow NLP and/or hypnosis related.

2) Your entry into this contest automatically acknowledges your permission for your entry to be published by Cahill Mountain Press.

3) Entries must be legible, (typed copy preferable) and in English.

4) There is no limit to the number of times you may enter but entries must be postmarked by March 31, 1989.

Mail to:

Anchor Point Headline Contest
P.O. Box 26790
Lakewood, CO 80226 USA

That's about it. Give yourself permission to get a little wild -- to enjoy and share your humor...**mail your entry today**. In the meantime, I heard about a story we might cover next issue, it seems there is this tranced out author/trainer who walks across warmed up, twice cooked spaghetti and makes lots of money...

Order Form

_____Yes Enter my Personal Subscription below
_____Enter a gift subscription for the person on the order form below. Please send a gift card in the name of:

Name (1/89)

Address

City

State Zip

Country

Phone Number

Check _____ Visa_____ MasterCard_____

Telephone Orders: (303) 985-3522
- (Charge Card Orders Only) -

Card Number

Exp. Date

One Year Subscription (12 Monthly issues)		**$35.00**
Candian Subscribers add (1st Class - Air Mail Delivery)	$10.00	
Other Foreign add (1st Class - Air Mail Delivery)	$20.00	
TAX (Colorado Residents only)	$1.26	
Total	(See note below) ***	

Please make checks Payable to Anchor Point and mail completed form to:

Anchor Point
P.O. Box 26790
Lakewood, CO 80226-0790
USA

***** All subscriptions must be paid in advance in U.S. currency. Subscriptions must be paid by one of the designated charge cards above, or with funds drawn against a U.S. bank.**