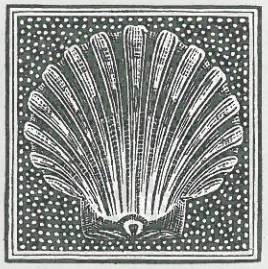
Anchor Point

Vol.3, No.9 (Septemeber 1989) The International Journal for Effective NLP Communicators $5.00

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By David Gordon

In the past, I have held that NLP is the study of the structure of subjective experience. That now strikes me as inaccurate and, worse, anemic. I think it is more accurate to say that NLP is the modeling of experience and behavior.

"Modeling" is a word often bandied about at NLP trainings. A certain reverential intonation usually accompanies its use, giving the impression that when speaking of modeling the trainer is referring to the Grail of NLP.

Modeling is not the Grail, however, but the quest itself. The Grails are the wholly amazing abilities and textures of experience that are found in seemingly inexhaustible supply in human beings. NLP started out as the quest to discover those golden nuggets of experience and behavior and bring them back to enrich the world. NLP has made available many such nuggets in the forms of distinctions, techniques, and applications. But these discoveries have been so effective and impressive they have overshadowed the pursuit that brought them to light, that is, modeling.

What is a Model?

Within the context of NLP, a model is a representation of an experience of behavior that makes it possible to UNDERSTAND, AFFECT, and REPLICATE in ourselves the dynamics of that experience or behavior. For example, Leslie Cameron-Bandler, Michael Lebeau and myself found certain patterns of thinking that are common to virtually every person who sticks to a diet. From these patterns we were able to generate a model of the experiential structure underlying the ability to diet successfully. (The model involves, in part, making long-term compelling representations of the cumulative consequences of both sticking to the diet and NOT sticking to it. For a detailed presentation of the model (as well as many others), see *Know How*, Real People Press.) This model allows us to:

- ☐ UNDERSTAND how it is possible that a person is or is not sticking to a diet (e.g., Joe makes appropriate future representation but they are not compelling),
- ☐ AFFECT the system, as it points to those critical "nodes" of subjective experience that need to be "tapped" in the context of dieting (e.g. the only intervention Joe needs it to be able to generate compelling futures), and
- ☐ REPLICATE the ability to successfully diet by installing the modeled structure in someone who needs it (e.g., making the model experientially available to Mary who wants to diet but presently has none of the necessary underlying structures).

Being able to stick to a diet, being patient with your children, spelling correctly, remembering names, appreciating your lover, and role identification are examples of life situations for which we have discovered "outcome-specific" models.

Models such as Strategies, the Structure of Emotions, and the Emprint Method are examples of "Meta-Models," that is, they are models of classes of experience and be-

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havior. Strategies is a model of how we sequence representations in order to make computations. The Structure of Emotions describes the dynamics that determine our states. And the Emprint Method is a way of representing the patterns of thinking that underlie abilities. (The Meta-Model is itself a mental model describing how language relates to subjective experience.)

Modeling, then, is the process of:

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, Rachel Hott, Steven Watson

NANLP Correspondent: Kris Johnson

Production Coordinator: Diane Phillips

Anchor Point (ISSN-0895-366X) is published monthly, 12 times per year by Cahill Mountain Press, Inc. 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.

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1. Discovering patterns in experience and behavior.

2. Describing those patterns (which sometimes requires making new distinctions) in such a way that we can understand how they relate to the outcomes they are connected to.

3. Discovering ways of using those patterns.

4. Creating formats for making those patterns available to other people.

No small task, even when modeling a highly specified outcome. Why bother going to the (considerable) time and trouble to learn modeling?

A good reason: Almost all the distinctions and techniques that are now taught as NLP originally came from modeling people just like you. Techniques are fish. Modeling is knowing how to fish. Modeling is not another thing on the list to learn. It is the source of that list. Surely that list has not been exhausted.

A better reason: Modeling is what makes it possible to fulfill the taunted NLP assertion that "if it is possible for one person, it is possible for anyone - it is only a matter of how." Modeling is the key that turns the tumblers, unlocking the countless corridors of human experience, ability, and behavior.

And yet the skill of modeling, a skill that is at the very heart of NLP, is hardly taught. Instead it is usually held out to students as something to be "done." Participants are not given the underlying conceptual frameworks and experiences they need to be able to operate as modelers. Rather, the necessary presuppositions, distinctions, and formats are scattered throughout current trainings, leaving most participants bewildered by it, and unable to do it.

If NLP trainings are to make this skill available, they will have to provide learning experiences that make the sub-skill of patterning a reality, as well as the sub-skills of being able to represent the subjective experiences of others, and of being able to understand how the dynamics of subjective experience relate to your behavior and outcomes.

Perhaps more importantly, such trainings need to be about modeling, steeping the participants in this skill from the moment they walk in -- allowing them to become students of human experience so they can eventually become teachers of choice.

The most precious thing that NLP has to offer individuals and the world is in danger of being trivialized out of existence. If NLP is to become vibrant and robust (rather that merely get bigger and seek a larger slice of the seminar pie), then modeling must become the focus of NLP training.

David Gordon is known internationally as a trainer of NLP and (with Leslie Cameron-Bandler and Michael Labeau) of mental aptitude patterning. In addition to his numerous papers on NLP and Ericksonian therapy he is the author and co-author of six books in the field including Therapeutic Metaphors, Know How, The Imprint Method, and the NLP Home Study Guide. Currently he is developing (with Graham Dawes) new models for NLP training. For details about his trainings contact FuturePace, Inc., P.O. Box 1173 - San Rafael, CA 94915 or call (415) 485-1200 for details.

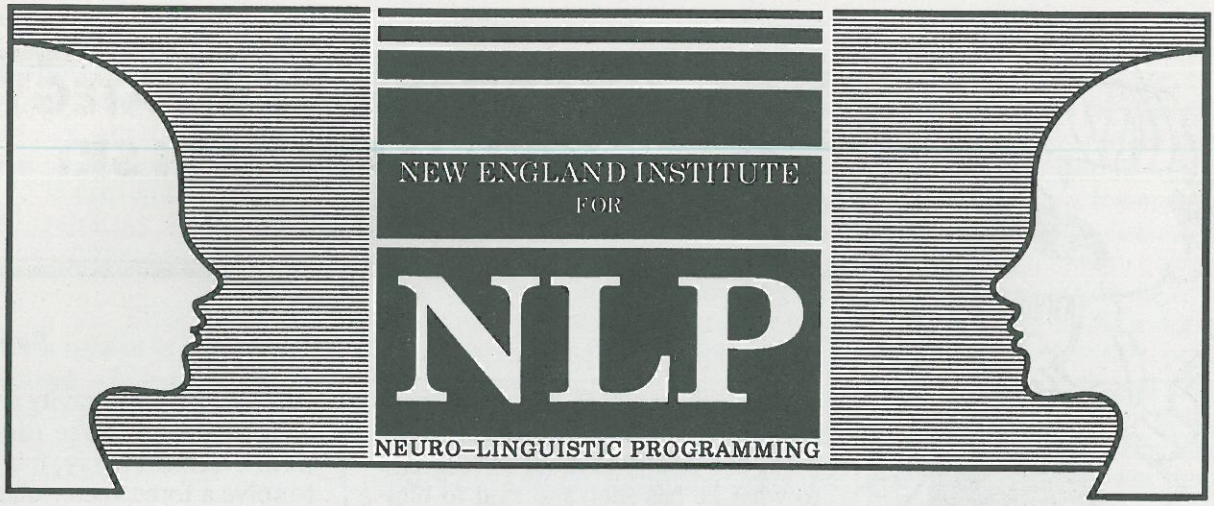
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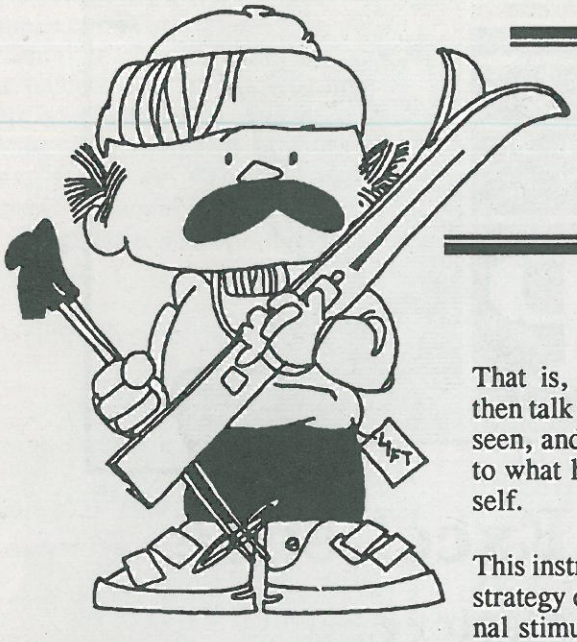
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UNCONSCIOUS STRATEGY INSTALLATION IN SKI INSTRUCTION

By Jack Heggie

When I first began skiing at age 19, the instruction followed a certain pattern. Although the details were different from one instructor to the next, there was a constant element. The ski instructor would usually demonstrate a move and then talk about it. After a certain amount of explanation and demonstration, the students would try to do the move themselves.

I found it difficult to learn this way. I progressed from novice to beginner to intermediate skier without much trouble, but then I became stuck. For a number of years, I was unable to improve.

Many years later (after studying NLP), I realized that the instructors were installing an unconscious strategy in the students. The students would first watch the instructor demonstrate the movement to be learned - visual external or V(E) - then listen to the explanation - auditory external or A(E) - and finally try out the movement themselves - kinesthetic external or K(E). Usually, the student would repeat the instructor's explanation to himself, and turn the A(E) into an A(I), or auditory internal. Thus, the strategy that would be installed was:

V(E) ► A(I) ► K(E)

That is, the student learns to look, then talk to himself about what he has seen, and finally to move in response to what he has seen and said to himself.

This instruction probably reinforces a strategy of physical response to external stimuli that is already present in many people.

As long as the student moves slowly (as most beginners and early intermediates do), this unconscious pattern does not cause too much trouble. However, as soon as the student reaches a certain speed, the delay in the response caused by the extraneous A(I) portion of the pattern blocks further learning.

To give an example, the student is moving down the slope at a certain rate of speed and sees a bump just ahead - V(E). Then, he starts to say to himself something like, "Here comes a bump. I must bend my knees" - A(I). However, about halfway through the first sentence, the bump is upon him, his knees are stiff, and it's too late.

Sometimes the explanation given by the instructor is highly technical, and involves elements of college-level physics. An expert friend of mine took a lesson which consisted mostly of instructions about how to resolve a force vector diagram while making a parallel turn. The two force vector elements involved in the turn are the constant force of gravity and the variable centripetal force caused by the turn. Needless to say, it is impossible to solve a force vector diagram while in the middle of a parallel turn at high speed.

This type of instruction reinforces the A(I) portion of the strategy and actually makes skiing more difficult.

What is required is a qualitatively different kind of instruction which somehow bypasses the explanation phase and installs a different strategy:

V(E) ► K(E).

Talking with skiers about how they ski reinforces this idea that the better skiers act from a kinesthetic rather than an intellectual basis. When I question intermediate level skiers about how they ski, I usually get an intellectual explanation. They speak about forces, distances, and angles, and use technical ski terms like unweighting, blocking, and counterrotation.

However, when I question advanced and expert-level skiers (but not ski instructors) about how they ski, I usually get a kinesthetic explanation: "I just get on top of my skis and go." This leads me to believe that having a detailed (verbal) explanation of how to ski in mind while you are skiing is actually a hindrance to good skiing.

"I -- I hardly know, sir, just at present -- at least I know who I was when I got up this morning, but I think I must have changed several times since then."

- Lewis Carroll

This strategy of V(E) to A(I) to K(E) is unconscious, of course, and it completely blocks learning once a skier reaches a certain level of accomplishment or a certain speed down the hill. As long as this pattern is operating, no instruction (however good it is), will lead to improvement. The A(I) portion of the strategy slows down the response and throws the student out of control.

Thus, what is needed is a completely different kind of instruction that bypasses the explanation -- A(E,I) -- phase that is currently employed by virtually all ski instructors.

When I first tried a direct kinesthetic approach (based on the Feldenkrais Method of Awareness Through Movement) to learning to ski, I had a sudden breakthrough. For a few seconds, I skied in a completely different and much better way than I had ever skied before. Part of what happened during the breakthrough, I believe, is that I discarded the A(I) portion of the strategy so that I was able to respond much faster to the demands of skiing at speed. For someone like myself with a technical background who is used to thinking and analyzing a lot, it was a very powerful experience.

But how can skiing (or any other physical activity for that matter) be taught without explanation and demonstration? Surely the student must understand what he is to do before he can do it. The idea of doing without a previous (verbal) understanding of what is to be done seems foreign to our usual ways of teaching and learning. Until recently, there has not been a systematic way of bypassing the explanation or A(E,I) portion of the strategy used in athletic instruction.

"The present is an interlude -- a strange interlude in which we can call on past and fututre to bear witness we are living."

- Eugene O'Neill

"It's never too late to have a happy childhood."

- Tom Robbins

Following the lead of Moshe Feldenkrais (the Israeli scientist who devised a direct kinesthetic approach to learning), I have worked out a means of ski instruction that bypasses the A(E,I) portion of the usual strategy. Traditional instructors have had a difficult time understanding this new method because it contains very little explanation or description of the "right way to ski."

My approach is to systematically explore various combinations of movements required to execute a parallel turn. I have the student move very slowly so that he is free to try new movements and feel how the movements of one part of the body affect other parts. After a few lessons, the student will spontaneously shift to a new and better way of skiing. Usually, the student is unable to describe right away in words what he is doing differently.

Recently, one of my students performed his first successful bump run after about an hour of using this approach. His comment was, "I did it, but I don't know how I did it." That is, he was unable to explain in words what he had just done. The A(I) portion of the strategy had been discarded, and his skiing was much the better for it.

The more I teach and watch skiers, the more I become convinced that there is a fundamental, qualitative difference between the people who ski at the advanced and expert level, and those who get stuck at the intermediate level - "permanent intermediates" in ski parlance.

The experts appear to have a fundamentally different way of organizing themselves to make the movements required to ski well. Part of the explanation for this difference, I believe, is that they do not have the unnecessary A(I) step in their skiing strategy. However, this is not the whole story.

A skier who is thinking verbally about what he is doing as he skis is using the higher brain centers -- the evolutionarily new part of the brain -- to organize his movements. This part of the brain is further removed from the muscles and slower in its workings than the lower brain centers which directly control movement. However, the higher centers have the ability to override the lower centers, and thus block their action. I think that when the A(I) portion of the movement strategy is discarded, the control of the body shifts from the higher brain centers (which think in words) to the lower centers which control movement.

As an aside, it is interesting to recall Carlos Castaneda's adventures with the Yaqui brujo, Don Juan. Don Juan, although advanced in years, is continually amazing Carlos with his feats of physical prowess. The key to his sorcery and physical feats, asserts Don Juan, is the ability to shut off the "internal dialog." This is what I have called discarding the A(I) portion of the movement strategy.

From a functional standpoint, this makes a lot of sense. The lower centers of the brain supply the majority of the nerves which innervate the muscles; the lower centers are closer to the muscles and therefore faster in their response; and finally, the lower centers are designed to control movement.

(The author would like to thank Jonathan Rice for original ideas, and Connirae Andreas and Gerry Schmidt for comments and suggestions.)

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CRISIS IN EDUCATION: THE WASTING OF OUR CHILDREN

By Don A. Blackerby, Ph.D.

Since the report "A Nation At Risk" came out detailing the inadequacies of our educational system, there have been many other reports and studies screaming for public officials to solve the problems. The proposed solutions have been varied and numerous.

The Education Special Interest Section of the National Assoc. of Neuro-Linguistic Programming believes that practitioners of NLP have a unique opportunity to play a major role in this cause. The following is one NLP practitioner's attempt to use NLP modeling to find a solution to our educational crisis.

The Current Scenario

For many of the students in today's educational systems school is a price they pay to be with their friends. For many, school is some place to go because their parents and society say they must. Some are pretty good at the academics while others suffer through the time spent in the classroom in great agony, hoping against hope that somehow a miracle will occur and they will scrape through. Others rebel, refusing to go to class and drop out.

Many students sit for long periods of time just staring at their textbooks, going over and over the written material and realizing that not much is being retained--*frustrated and bored and not knowing what to do differently*. Many study for hours and then when test time comes they "blank out" and can't remember what they thought they had learned--*frustrated and bored not knowing what to do differently*. Many sit through countless hours of class lecturing not having any idea what the teacher is talking about or of the importance of the material to them--*frustrated and bored not knowing what to do differently*.

It's no wonder that so many of these students have bought into the non-learner labels that schools and society have assigned to them. Especially when they compare their actions and performance on the sports field and in their hobbies with their actions and performance in the classroom.

In sports and in their hobbies, they learn or are coached in HOW to do the skills necessary to achieve the desired outcome. In the classroom, it is often "assumed" they know how to learn, read, comprehend, memorize, listen, and make any subject interesting. And, if they don't know these things, something must be wrong with them. But when were they coached in academic skills? And, if they were not, shouldn't they have been?

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The Cause of the Current Scenario

In my research, at about the 5th-grade level, a major shift occurs in the academic experience of many students. It appears that the learning and reading strategy most students had learned in the earlier grades quits working. Many students, to their credit, keep trying to make it work by applying it more and more, but it usually doesn't help.

Why does the student's learning and reading strategy quit working around the 5th grade? I don't know for sure but I have a theory.

Most students learn to ready by sounding out the words of their reading material. The reading instructors are not intending this, but it is the net result of the way reading is taught. Think about it. If you were told to help a child read, what would you do? Most of us would sit with the child and listen to them sound out the words. We would correct the words they would stumble over--right? If they could sound out all the words without any problem, we would consider the task accomplished.

In the lower grades, the books had a lot of pictures and the material they were reading was usually about common and everyday experiences. There was, therefore, a natural phenomena which connected the sound of the word with an image of the experience. As the child progresses to about the 5th grade, the pictures in the books decline and the content is more symbolic and complex. The child does not have a natural connection between the sound of the word and an internal image. *And nobody tells the child he or she can make one up!* The child reads the material and realizes it is not understood and does what he or she knows to do--go back and sound out the words s-l-o-w-l-y. This becomes boring, is very ineffective, and the typical child will tire.

"Love is not measured by how many times you touch each other, but by how many times you reach each other."

- Cathy Morancy

If the student is really diligent, they will try harder and harder (usually over long periods of time) until they are frustrated and fall behind the other students — resulting in frustration, behavior problems, and loss of self-esteem.

This phenomenon is happening to a large number of our students. We call them "the underachievers." Some other labels they are sometimes given are: stupid, learning disabled, rebellious, and apathetic. What they are also given is a lot of pressure from family, teachers, peers and society to do better. Pressure to do better without the necessary instructions on HOW to improve.

In one sense, some are lucky when they find something to turn to in which they can succeed -- an activity, hobby or sport. This helps preserve the student's self-esteem. Other students do not find such an opportunity and they lose self-esteem and drop out, and/or turn to drugs, and/or become behavior problems.

Examples of alternative forums in which students can perform and feel good about themselves are: athletics, scouting, cars, peers, skateboarding, etc. When they find one, it is an easy choice to concentrate on the alternative, to spend more time on it and to spend less time on academics. For these it is an easy down hill slide to get further and further behind in academics. And, as they get further behind yet higher on the academic ladder, the courses get harder and the academic skills which are needed get more sophisticated. The inevitable happens, and they give up in frustration.

What is needed are new reading and learning strategies which will fit the more sophisticated material they are learning. Strategies which will enable students to succeed in school by incorporating the necessary neurological skills. I call the neurological skills "Academic Success Skills."

The Solution

It seems to be obvious from the above scenario that the solution lies in the acquisition of the necessary "Academic Success Skills." These skills are not the normal type of reading and learning skills taught in our schools. Until the development of NLP, accessing the skills was not possible except on an intuitive or psychic level. It could not, therefore, be done on an intentional and comprehensive level. The development of NLP and the application of it to this type of cause has enormous possibilities.

The normal types of skills (while they may be helpful in some isolated cases) have proven over and over again *not* to be the skills that will make the difference in the underachiever. The types of skills that will make the difference are at a more basic neurological level. They are more in the process of *how* knowledge, information and comprehension is stored in the mind, and in *how* interest in learning and school is engaged.

So, how do we find these basic, neurological processes? The answer lies within the vast pool of underachievers who are having problems in school. Finding these answers is relatively simple. Doing it requires sophisticated skills. Teaching the student the skills is also sophisticated -- and achievable. And the goal of acquiring the skills is worthy when you consider the vast wasting of the underachievers in our schools today.

As the practitioners of NLP know, the answer lies in the analysis of the differences in when the student learns well and when he or she does not learn well. The differences need to be found at the neurological processing level--and this can *now* be done with NLP. I have yet to find a student that cannot or does not learn *something* well (noting that I have not yet studied all students and assuming certain basic neurological and physiological conditions). It may be a sport or a hobby or how to get along with his or her peers. It is always amazing that underachiev-

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ing students can learn very complicated skills like language, social skills, walking, driving a car and sports and yet we assume they cannot learn in the classroom.

How do we find these "Academic Success Skills?" In NLP, we call it modeling."Once we know where the student learns well and where he or she does not learn well, we start asking questions and giving assignments in the two subjects. We then look and listen for *very minute* verbal and non-verbal responses which reveal to us the student's unconscious neurological processing in each subject. We then analyze the two responses for differences.

Many students, for example, when reading a subject in which they are not interested, will cock their head in a classic auditory position, sometimes even prop their head up on one of their hands and allow their eyes to pass over the words. You can sometimes see their lips move. Their eyes will move over the words in a steady rhythm and the pupils will not dilate.

When you give the student a book or magazine in which they are interested, they will look over the reading material and dilate their pupils. As they read, they will periodically pause and dilate their pupils. My conclusion has been that in the first instance, the student is sounding out the words and in the second the student is forming visual images of the material.

Think about our students of today and how they were reared. Is the visual a major part of their life? They have been reared on TV, videos, movies and computers. The visual field seems to be what is interesting to the students of today. And yet they learn to read by sounding out the words.

These types of differences (there are other types of differences involving submodalities and meta programs) tell us what the student is doing effectively in the one subject and ineffectively in the other. What he or she is doing effectively are natural "Academic Success Skills" that are personal to them and that *they already know how to do!* We then teach them to use the effective learning skills in the subjects in which they are having trouble. We are teaching the students to utilize his or her own natural resources. After finding these skills in the subjects in which the student already does well, *the turn around can be amazingly fast because they already know how to do it.*

One of the most revealing findings of this research has been the fact that every student visualizes when learning well and resorts to some other major modality (auditory or kinesthetic) when doing poorly. A supportive finding is that every excellent student visualizes in all their subjects (and, they visualize well). In fact, in the rare times when the excellent student is having trouble, the problem has always been traced back to the discovery that for some reason, they failed to visualize in that particular instance. As soon as this was pointed out to them, they instantly started doing better.

Some examples of the more common and necessary academic skills we find in students are: the ability to form visual images; the ability to visualize

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what they are listening to or reading; the ability to visualize in a way that promotes comprehension; the ability to visualize facts and information and to recall them accurately for exams; the ability to make any subject interesting (although this one is more elusive for many students).

For those who wonder about the auditory and/or kinesthetic learners and where they fit into this scheme: the answer is that they have a very hard time in our schools. If they are to thrive and/or even survive, it is incumbent upon us as professional educators to teach them how to visually learn or they won't and don't survive. For the most part, they are the classic underachievers! Or at the very least, they are the students that struggle valiantly to get decent grades. The auditory and kinesthetic modalities are useful in certain contexts and as backup learning modalities. The visual modality, however, needs to carry the primary load *to succeed in our schools.*

When you examine some of the skills necessary to become an athlete or to play video games or many of the other activities which captivate an underachiever's attention and interest, the visualization skill is very basic. Think about it. Can eye/hand coordination activities and/or the mental practicing and anticipation be done well without visual images? The answer is NO. So the basic skill needed for academic success, the ability to form visual images, is already present in most students. All they need is some coaching on how to apply that skill to the academic area.

There is a second level of utilization coming out of this research. There are some students who have learned some pretty amazing and efficient learning strategies in the various subject fields--at the neurological processing level. By modeling these students with NLP, we can then teach other students these learning strategies thereby making school and learning even more interesting and effective.

This can even be helpful for average and above average students since it translates into better grades and time saved which can be committed to other pursuits. The result is happier, more effective learners with higher self-esteem, less drug and behavior problems, and fewer drop-outs.

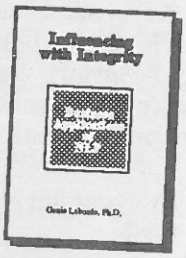
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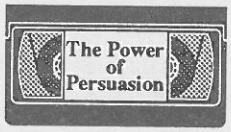
The good students visualize extensively in their academic pursuits, often out of conscious awareness. The students who are having trouble in school don't visualize in the subjects with which they are struggling. They do visualize in the books, magazines, and subjects they enjoy learning. Most students, even the good ones, aren't aware of how they learn. Just like a good athlete is not aware of how he or she executes the minor points of a finely tuned athletic performance. If they don't learn the "Academic Success Skills," we are indeed wasting them. They deserve the opportunity.

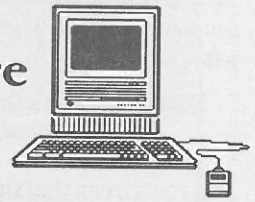
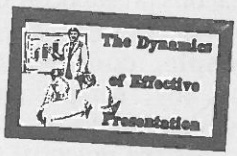
Practitioners of NLP have a unique opportunity to help the vast number of underachievers in our schools today. With the modeling technology of NLP, even more of these natural "Academic Success Skills" can be elicited from the "excellent" students and taught to the underachievers in a way that has not been possible before.

Don Blackerby, Ph.D. is a certified NLP master practitioner who has been involved in education for 25 years. He formed Success Skills in 1981 to use NLP in classes and in one-to-one coaching. Success Skills also conducts staff development workshops in schools for teachers, administrators, and counselors sharing his results on research in Academic Success Skills. He can be reached at 5400 N. Grand Blvd., Ste. 100, Oklahoma City, OK 73112 or by calling (405) 942-4371.

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- King Alfonso X of Spain

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Presupposition on the NLP Planet - Part 2

By Rachel Hott

Editors Note: This is Part 2 of the column which was begun in the July 1989 issue of Anchor Point.

Some of you may recall a visit we took to the NLP planet to discover five presuppositions of the NLP model. On our first visit we learned that *Communication is the response you get no matter what your intention* and *There is a positive intention for every behavior.* We are now traveling back to the planet to explore three more presuppositions:

- **Everyone has all the resources they need.**
- **There is no such thing as failure only feedback.**
- **We are making the best possible choices at the time.**

Your spaceship gently lands on the soft green grass. Once again your automatic door slides open and the whisperings begin...

Everyone has all the resources they need:

The resources that this presupposition is describing are one's inner resources. For example, confidence, patience, humor, joy, perspective, capability and passion (all the resources, each person has the potential to become and do). However, many times people do not feel resourceful, instead they feel resourceless. If you integrate the belief that you have all the resources you need, then even when you feel resourceless you will have the ability to reach deep into yourself and find resources when you need them.

I worked with a manager who had received feedback about his communication style. He was not going to be promoted unless he improved. I observed him in his staff meetings and noticed that his presentation lacked energy. When I gave him this feedback, he told me about another meeting (with peers and superiors) where he was told he was almost too energetic. He discovered that he had enough flexibility (a resource) to choose different behavior in different contexts. I recommended he bring his "high energy" resource into his staff meeting. When he did, he had much better results with his people.

Sometimes you might say to yourself, "Well I would like to be confident, but I really know there has never been a time that I experienced confidence. You now have a couple of choices. You could break down the concept and figure out what components make up confidence. For example, courage, intelligence and risk taking. Now reevaluate and ask yourself if you have ever experienced these three components. If not, keep breaking them down until you have a strong yes. Anchor each experience separately. After all three are anchored, say the word confidence and fire off the three anchors simultaneously. OR you can imagine someone you know who has confidence and model their behavior.

Another way to rekindle your resources is to do the Reclaim Personal History technique. In this technique you identify a resource you want or need more of. Anchor that experience to a specific time that you had that resource. Then fire the anchor. Your unconscious will discover all the other times you had this resource. This technique is an excellent way to replenish yourself. The key point in this presupposition is that within your personal experience are all the resources you need to become or do whatever it is that you desire.

There is no such thing as failure only feedback.

If only I had this presupposition when I was growing up. (Does that mean I have grown up?!) Between the ages of 11 and 15 while some people were riding horses, I was falling off of them. I was told that when I fall off I am supposed to get right back on the horse. So I did and would continue to *fall/fail*. My internal voice said, "You are a klutz on a horse." Several years later I challenged myself to ride a horse and I stayed on. The reason I managed to remain on the saddle was because I finally reviewed and analyzed what had occurred in my past. I used the past as feedback to improve my present and future. Initially just following the old "get back on the saddle" philosophy did not teach me anything.

When you use real life experiences as feedback you open more possibilities for growth and personal success. It has helped me to accept feedback as

"The imagination is the power of the mind over the possibilities of things."

- Wallace Stevens

"The end of the human race will be that it will eventually die of civilization."

- Ralph Waldo Emerson

information. This allows me to separate personally from the mistake. When I don't take the feedback personally I am able to evaluate the situation better. Of course there may be experiences that touch personal issues. In those cases, I concentrate on all of my NLP skills to help my sensitive part maintain the separation. One thing that helps is if I repeat the phrase, "Don't take it personally, it's information it's not about *you*." After receiving the feedback I then can choose new actions and options.

One of my friends designed a toy product. Although new to the toy industry, she was able to present her product to one of the largest toy companies for a possible buy out. The company declined to take her product. At first this was looked upon as a major set back, then she researched why they had not accepted her product. She utilized the information from the research in her own campaign to manufacture the product on her own. Rather than giving up, she used the experience to give her a greater edge on the outside world. Her ability to utilize the experience as feedback enabled her to do an even better job.

Whether or not you fully believe that there is no such thing as failure is not important. The main point is to pay attention to the responses you get as feedback (information) and then utilize this feedback to achieve your desired goal(s).

We are making the best possible choices at the time.

This presupposition is a statement total *acceptance* of yourself and others. Although I may not like the choices or someone else has made, if I believe that they are the best "they can do at the time," then I am presupposing that there can be better choices made at another time.

When I think back to my relationship with my father, I wish that I could have known him better. If I had only related differently with him perhaps I now could say I knew him. This presupposition supports me in knowing that whatever choices I made during his lifetime were the best choices for me. In learning from those choices, I can make changes with other people in my personal life. Knowing that I chose and continue to choose allows me to feel more resolved about my actions.

The whisperings stop. You say to yourself these ideas are new to me and a lot to digest at once. So you leave the planet taking with you what is useful.

These presuppositions form a basic framework for the NLP model. A practitioner does not need to believe them. However they do need to act as if they believe them.

Rachel Beth Hott is Co-Director of Advanced Communications Training, Inc. (ACT) with Steven Leeds. ACT offers practitioner and master practitioner trainings, business consultations, and private therapy work. Rachel can be reached at 31 Washington Square West, Penthouse B - New York, NY 10011 or you can call her at (212) 529-9227 or (201) 509-9599.



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MY FAVORITE PHOBIA CONTEST

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Examples

- **Lostlusteraphobia**: Fear someone sneaks in and tarnishs your silverware when you aren't looking.
- **10-Gallonaphobia:** Fear your company will demand you wear a cowboy hat on the job.
- **Daytimeraphobia**: Fear that 'today' is actually the wrong day and that everyone else switched to a different time zone last night without telling you.
- **Catercrackeraphobia**: Fear that crackers are actually "designed" to choke people who eat them at parties.
- **MaxWaxTraxaphobia**: Fear that ear wax is really a sign that your brain is leaking out.
- **Contestaphobia:** Fear of winning an Anchor Point Contest (Rush to your local NLP practitioner and get fixed NOW)

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

3) Entries must be legible (typed copy preferable) and in English. You must include your name, addresss, and phone number in order to claim the prize. (Entries "just for fun" can be entered anonymously).

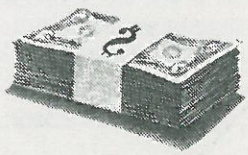
4) The winning entry will be selected based on originality, outrageousness, and must tickle the judges' funny bone. **The winner will receive a $100.00 gift certificate for books/products from Metamorphous Press.**

5) Entries must be POSTMARKED by October 31,1989.

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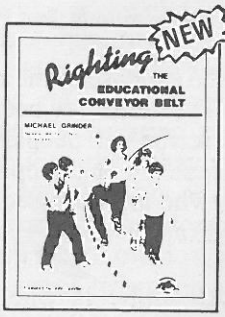


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HURRY ...IT ALL ENDS OCTOBER 31, 1989 ! (the contest that is...)

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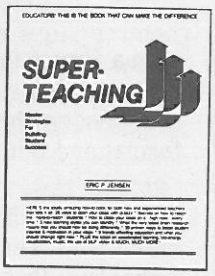


The belief is common in children that they "have to" feel a certain way "because of" what happens. As long as they attribute the quality of their emotional state to some force outside themselves, they remain blind to their role in creating their day and feel powerless to change it. Based on concepts 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. The Foundation for Self-Esteem gave Jill Anderson it's Golden Apple Award for her outstanding contribution towards the development and furtherance of self esteem in education.
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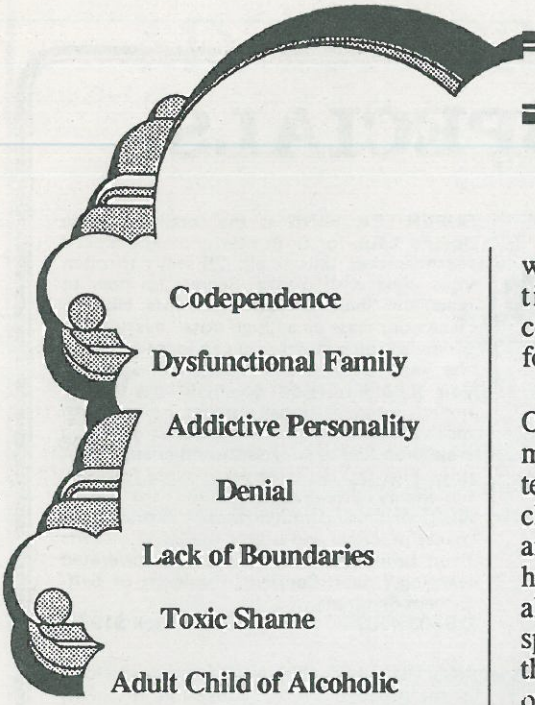
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NLP Dialogue: Exploring Codependence

By Sally Chamberlaine & Jan Prince



Codependence

Dysfunctional Family

Addictive Personality

Denial

Lack of Boundaries

Toxic Shame

Adult Child of Alcoholic

Recovery

Most of you have probably encountered these words recently. They describe a rapidly growing field in the study of human experience. Dozens of books have been written describing the origins and symptoms of codependence and addiction. Few, however, offer practical guidelines and skills for altering the destructive behavior and beliefs behind them.

More and more Neuro-Linguistic Programmers are finding that NLP techniques are very effective in helping people involved in codependent and addictive relationships and lifestyles.

We, Sally Chamberlaine and Jan Prince, hope to use this column to share the successes that we and other practitioners have experienced using NLP techniques to treat issues involving codependence.

In 1988, we combined resources and experience with Lara Amber Ewing to conduct an ongoing women's group addressing codependence. An average of 10 women attended our bi-monthly meetings providing us with a forum in which to learn effective techniques for changing codependent behaviors in the group format and with individuals.

Our goal in this column is to document and share those cases and techniques that demonstrate effective change patterns. Many of our ideas are adapted from other sources which have evolved as they have been passed along, each practitioner adding inspiration and personal touches, so that it is often hard to identify the originator of a specific technique. We will, when possible, credit those individuals whose insight, skills, and tools we have found useful.

Sources we have found most helpful to date include:

Lara Amber Ewing and Robert MacDonald. "Beyond Codependence" Workshop, 1989.

Melody Beattie. *Codependent No More*. Harper & Row, 1987.

John Bradshaw. *Healing the Shame That Binds You*, Health Communications, 1988.

Harriet Lerner. *The Dance of Anger*. Harper & Row, 1985.

We hope that you will write to us with questions, suggestions or anecdotes for publication. Our column will serve as a dialog of ideas on the subject. Please join us.

The terms listed at the beginning of this article are briefly defined below. You will find more completed definitions in the books cited above.

Codependence is a term originally used by counselors in the chemical dependency field to describe dysfunctional relationships with an addict or alcoholic. Codependents attempt to rescue, defend, and change the addict ultimately at the expense of their own well-being. The term has been expanded to describe all people who base their self esteem on the opinions of others and who are obsessed with seeking outside approval.

An Addict/Alcoholic is one who compulsively uses drugs or other stimulus to alter thoughts or feelings. Diane Fassel, co-author of The Addictive Organization, states that, "there are 18 million alcoholics in the United States and that each addict intimately affects 5 other people."

A Dysfunctional Family is a family which discourages individuality. Feelings, expression, and desires are minimized or ignored, and family problems are disavowed.

Toxic Shame is described by John Bradshaw as the feeling that one is flawed and must hide his feelings, thoughts, and deeds from others so that he will not be abandoned.

Denial is the process of failing to acknowledge that a problem exists.

Lack of Boundaries exists when an individual allows herself to be defined by the opinions and responses of others and has difficulty differentiating between her needs and those of others.

An Adult Child of an Alcoholic is a person who was raised in a family in which one or both parents were alcoholic. The adult child symptomology extends to any adult who grew up in a family in which denial and compulsive behavior existed. The adult continues to be limited to behaviors which were necessary for survival as a child, yet cause pain and anxiety in adulthood.

Recovery is the process of becoming free of rigid and limiting behaviors, building a positive sense of self, and regaining a relationship with the child within.

How do you know when you are dealing with codependent behavior? One common quality of Codependents is their tendency to focus on their weaknesses rather than their strengths, frequently berating themselves for being less than they should be. In order to help them attain goals, it is necessary to develop a strong self esteem which often requires building an internal reference system. Fundamental to such qualities is a strong sense of personal boundaries which the exercise below helps to develop.

(The following exercise is adapted from John Bradshaw, Robert MacDonald, and Lara Ewing. While this particular example takes the female viewpoint, the symptoms and processes for recovery are essentially genderless.)

The Sanctuary

Begin in a trance state by having the client imagine herself walking in a park on a pleasant day, enjoying the sights, smells, and sounds inherent in such an experience. Off in the distance she becomes aware of children playing, (possibly on a playground) which she approaches as she walks. As she nears the children, she notices one child (apart from the others), who seems special to her, and she realizes as she comes closer, that this child is her younger self.

Continue the induction...

Respectfully approach the child, your younger self, and communicate with her. Let her know that you are from her future and that you want to be with her and bring her happiness. Ask her to tell you what she needs, what she wants, and in what ways you can make her feel safe. Reach out to her and hold her. Listen to her, and assure her that you will never leave her, no matter what happens.

Explain to her that together you will create a safe place to go whenever you choose. Stand next to your child, and build your sanctuaries together:

§

- Reach out into the space before you and draw the outline of a door. Create whatever kind of door you choose. It may be made of any material, latched with whatever locks and hinges seem safest, and bolted securely from the inside.
- Create a window within this door through which you can see out but allows no one else to see in. It may contain unbreakable, one-way glass. Only you can see through it; people attempting to look in see only their own mirrored reflections.
- Place a handle on the inside of the door, insuring that it is operable easily and only from the inside. Only you can open this door. You can also lock it.
- When you are satisfied that your door is perfect for your needs, look at it and realize that this door will provide a boundary between you and others when you need one.

Next Page ►

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- Now, notice that through the window you see a person you love standing there. You may choose to open the door (just a crack) and notice how that feels. You may choose to open it wider and experience that feeling too. But the person on the other side of the door cannot enter. They must stay outside. Close the door.

- This time the person outside the door is a person you dislike or fear. Watch the person through the window, and decide if you wish to open the door (just a crack) knowing you can close it easily. Experience the feeling with the door open slightly, and closed. Close the door.

- Imagine situations in the past when you could have benefitted by closing the door or by opening it. Experience two or three of those situations in memory and notice your feelings as you do.

- Imagine 2 or 3 situations you expect to encounter in the future in which you may use your door to serve as a resource to maintain your boundaries. Visualize those situations.

- Now turn around and see your sanctuary. It is a place you create in which you feel exquisitely safe and serene. It may be any shape or size you choose and contain whatever items suit you. Choose the colors, sounds, and "furnishings" you desire until you have created an ideal retreat where you are perfectly at home. Enjoy being in your sanctuary.

- When you are ready, reach down to your child, hold her to your heart and take her gently inside yourself. Fully experience the integration of your child within yourself, promising to always respectfully care for her.

- With your child safely within yourself, notice the surroundings of the park; hear the sound of children playing; become aware of the sights and smells accompanying the day. Slowly begin walking away from the playground back in the direction you came. Gradually return to your waking consciousness.

When the client has returned to normal consciousness, discuss the experience, and future pace situations in which she anticipates using her door in the future.

This sanctuary induction builds a sense of boundaries which are flexible, allowing the individual to open and close them as appropriate to the situation. This avoids the rigid walls often built by people who feel too vulnerable to others, and still allows them the safety of closing a door if the need arises.

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Readers: What techniques have you used to help build healthy boundaries? Please let us know and we will share them. Contact us at the addresses or phone numbers below.

Sally Chamberlaine, NLP Master Practitioner, combines 7 years NLP experience with 3 years focus on codependence. Sally has an M.A. in English Education. Her experience includes teaching, NLP training, and counseling. She has a private practice. Send correspondence to 1830 Lehigh Street, Boulder, CO 80303 USA or call (303) 494-1908

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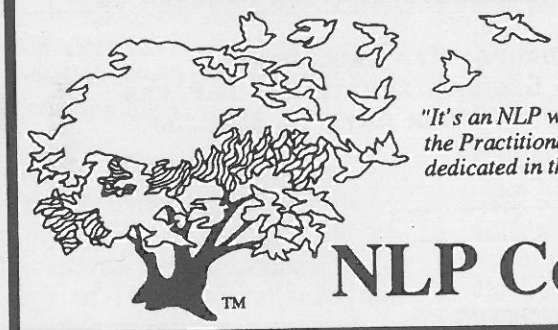
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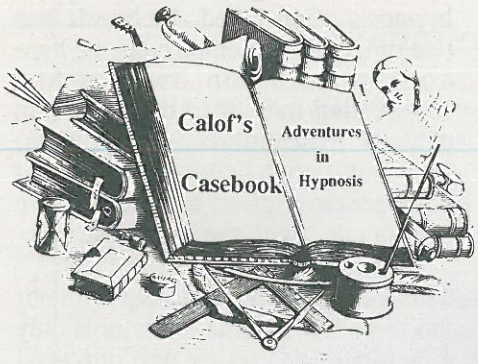


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Historical Notes on Hypnosis: From the Dawn of Hypnosis to the Dawn of Psychoanalysis

By David L. Calof

Part Two: The Development of the Nancy School of Liebeault and Bernheim

Another great French hypnotist and contemporary of Charcot was instrumental in the development of an opposing school of thought to Charcot's Paris (Salpetriere) School. Ambroise A. Liebeault (1823 - 1904) was an unpretentious French country doctor who lived and worked in Nancy, France. He began using hypnotism in his clinical practice as early as 1860 but did not to come to prominence until 1884 after Charcot had broken the mainstream medical prejudice toward hypnosis.

Having achieved significant cures on his patients using hypnotic suggestion beginning in 1860, Liebeault quickly retired from his medical practice and set up a free clinic in his garden shed. He treated the poor for free if they were willing to submit to his hypnotic clinical experimentation. (Your author fondly remembers offering his own free hypnosis clinics through experimental colleges and the like at the beginning of his lay practice of hypnotism in 1972.)

Liebeault, much more than Braid or Charcot, emphasized mental mechanisms in hypnosis. Quite distinct from the view at the Salpetriere, Liebeault found that his nervous and hysterical patients were his most refractory subjects.

About 12 years before Charcot brought the practice of hypnosis to the Salpetriere Hospital, Liebeault published a book on hypnosis (*Concerning Sleep and Analogous States, Considered from the Angle of the Mind-body Relationship* [*Du sommeil et des etats analogues consideres surtout au point de vue de l'action morale sur le physique 1866*]). In his book, Liebeault sought to demonstrate that hypnotic states were psychological and not just physiological ("the effects of a mental action ... the action of the morale upon the physique." Owen, p. 181) This was an early departure from the fluidist or physiological agency explanations of the day.

Unfortunately, he sold only one copy! (And, boy, would I love to have it!) Regrettably, this book's important contribution to the study of hypnosis was delayed in the languishing of the study of hypnosis during the post-Braid era. During this time, the practice was temporarily relegated to "secret (lay) magnetizers and ... quacks and impresarios who put on public performances." (Owen, p. 181) It would be nearly 25 years later that suggestion would come to be generally recognized as an agency in hypnosis after the publication of his famous disciple Bernheim's Suggestive Therapeutics. Retrospectively, Bernheim called Liebeault's 1866 book, ". . . the most important work that has ever been published on Braidism." (Ehrenwald, p. 251)

Liebeault was instrumental in identifying suggestion as a primary agency in hypnosis and hypnotic phenomena. An early experiment of his involving the use of placebos seems to have been critical in his early abandonment of the mesmeric notion of an invisible fluid of influence in favor of the idea of suggestion as the key. Like the typical accounts given by Esdaile and other medical magnetizers of the day, Liebeault used "mesmerized" jugs of water (see May 1989 column) to treat a variety of pernicious conditions. He became curious about the actual influence on the patients and so conducted a series of "controlled experiments" using ordinary spring water to clarify the matter.

He placed a bottle of this plain water conspicuously in his consulting room where mothers brought their children for treatment. Once he had examined the children, he would point the bottle out to the parent explaining it was a potent remedy. He spent some time on this procedure to impress firmly on the minds of the child and the parent that the remedy was indeed potent and would surely work. He obtained 19 cures in 26 cases, concluding that suggestion alone had been effective. (Owen, p. 182)

Liebeault was regarded as a remarkably good hypnotist. There are accounts of amazement by visiting practitioners of how facile Liebeault was with his patients in the informal atmosphere of his clinic with just a few words. He is generally regarded as having been able to hypnotize 90% of his subjects.

Note: The reader will remember that "depths" of hypnosis had not been classified at the time. The old (Braid's) criterion for hypnosis was spontaneous amnesia---a deep trance phenomena. The implication here is that he was able to put 90% of his subjects in deep trance! This is an unusually high figure. Today's conventional wisdom is that it is easy to induce deep trance in about 20% of the population.

Liebeault's methods were very modern. He directed the subject to concentrate their attention to shut out the distractions of sensory stimuli and inhibit (voluntary muscle) movement. Once the patient was so immobilized, Liebeault used verbal suggestion to complete the induction. This was a new practice. The reader will recall that up to and including Braid, the technique was primarily a non-verbal practice (i.e., magnetic passes, prolonged eye fixation). While there had been plenty of indirect suggestion involved in the non-verbal methods, this form of suggestion was not recognized at the time.

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"Love your enemies, for they tell you your faults."

- Benjamin Franklin

Here, in his own words is Liebeault's description of his induction procedure circa 1881:

"The subject ... keeps his gaze fixed on our eyes. While doing so his senses are shut off from both internal and external stimuli, (he) becomes increasingly sluggish and accessible to our suggestion ... .. Throughout this procedure we impress on him to think of nothing but of falling asleep and of getting well. We announce to him the premonitory symptoms of sleep: the bodily relaxation, drowsiness, heaviness of eyelids, general anesthesia, etc. Soon we begin to note that his eyelids begin to twitch or become heavy, his eyes assume a surprised expression, his pupils fluctuate in size or dilate. Then we utter the magic word: 'Sleep!' If the eyes fail to close at once ... we repeat the same litany of assurances, if need be several times. Finally, we press down the upper lids with our thumbs which have been held in position on both sides of the eyes beforehand, all the time continuing with our suggestions. Workmen, peasants, children and former military men, accustomed to obeying commands, close their eyes readily as soon as we utter the word 'Sleep.' Failing to achieve the desired result after a minute or so we adjourn the hypnotic session till the next day. After a few days of this procedure, a few seconds suffice as a rule for our patients to pass into some degree of sleep (trance). Soon they develop hypnotic states of increasing depth."

"As you can see, here, again there is nothing new under the sun. We simply add the method of suggestion ... to the practices of the magnetisers." (Ehrenwald, pp. 251 - 252)

Liebeault was perhaps the first to incorporate the use of the phrase, "SLEEP!" He placed great emphasis on the similarity of sleep and hypnosis, the latter which he regarded as a kind of "artificial sleep." Both states, he observed, resulted from a withdrawal of the person's attention from external reality. He further noted that both rely on the subject's willingness or consent to fall asleep.

Liebeault didn't see hypnosis as a wholly autocratic procedure though, as most had before him. He emphasized more than anyone before the "rapport" between subject and operator---the mutually sympathetic relationship of cooperation between operator and subject. Without rapport hypnosis often failed. Liebeault was one of the first to emphasize the hypnotic relationship itself. While recognizing individual differences in patients' susceptibility to hypnosis, Liebeault concluded everyone could be hypnotized given a sincere desire to cooperate with the hypnotist.

This view is more consistant with our modern view that the operator is only a facilitator and trance as a universal phenomena (resource) that virtually every person is capable of manifesting and regularly does so as a natural part of daily life. (Twilight sleep, day dreaming, "spacing out," long-distance driving, runner's high, playing music, etc., etc., etc.)

(Note: Not until Milton H. Erickson and his interpreters such as Jay Haley, Paul Watzlavick and others in the second half of the 20th Century would hypnosis again be studied in the context of the hetero-hypnotic relationship. Erickson practiced a client-centered (rapport oriented) approach, emphasizing the importance of "the individuality of subjects, their varying capacities to learn and to respond, and their differing attitudes, frames of reference ... (which are) both contingent and dependent upon the intrapsychic (and) intrapersonal relationships of the subject." (Erickson, 1952)

Liebeault was also the first to note the value of hypnotizing patients in groups (he experimented with groups of 15-20) to potentiate his inductions. He realized the power of indirect suggestion in the group context. He saw that group dynamics could influence individual members because of "the compulsive nature of imitation, as well as the sleep inducing power of rest and idleness ... " (Ehrenwald, p. 253) Generally, he would make the groups wait for 1 or 2 hours before commencing the induction to build what today is called response potential. He wrote a very astute description of these relational and motivational dynamics and how subjects are thus conditioned to respond in an 1881 article in the Journal du Magnetisme. The language of the passage is marvelously hypnotic itself:

"During this period of waiting, they have time to adjust themselves to our ways. They make themselves comfortable, chat with their neighbors, get

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used to their environment, take an interest in our success, forget all about themselves and obey gently and unconsciously a powerful urge to yield by way of imitation to the desire to sleep as it continuously enfolds itself before their very eyes. They are all the more inclined to yield to this urge since they are well aware of the fact that falling asleep is to their best advantage, holding, as it does the promise of cure." (Ehrenwald, p. 253)

Liebeault labored as an unknown until 1882, when he attracted the attention of Professor Hippolyte Bernheim (a professor of Medicine at the famous University of Nancy) by curing one of the latter's patients of a recalcitrant case of sciatica. At first, Bernheim was (you guessed it) skeptical of hypnosis but soon became an enthusiastic convert and disciple after seeing Liebeault's work.

Thereafter, Bernheim began to attempt to use hypnosis with every patient who came into his clinic. Also at this time Bernheim's colleagues, Beaunis and Liegeois (Professors of Physiology and Jurisprudence), began investigations into the psychological and legal facets of hypnosis. Bernheim claimed that hypnosis was successfully induced in 75% of 5,000 patients during the period 1882-1886. (Note: Over the course of his long career at the University of Nancy, Bernheim hypnotized close to 10,000 subjects!)

Liebeault and Bernheim became famous with the publication in 1884 of the first edition of Bernheim's book, *De la suggestion dans l'etat hypnotique* (later revised to *Suggestive Therapeutics: A treatise on the Nature and Uses of Hypnotism in 1866* and in later editions).

Like Liebeault, Bernheim perpetuated some confusion regarding hypnosis and sleep or "spontaneous and induced sleep" as he called it. Bernheim advocated however, that hypnosis occurred in normal individuals---not just in hysterically diseased individuals as Charcot postulated. Bernheim, reflecting Liebeault's influence, said that hypnosis was explainable in terms of exaggeration of normal suggestibility. At that time in France, there was considerable interest among psychologists in the subject of suggestibility. Writers of the time also described the role of suggestion in mob rule and in the social contagion of panic. The emphasis given to suggestion became known as the Nancy School. This would become the foundation for the current view of suggestion as a key feature of hypnosis.

Hypnosis over the last half of the 19th Century did much to establish the emotional basis of hysteria and paved the way for the discovery of the unconscious and the birth of dynamic psychiatry. In the next column, we'll rejoin the story of hypnosis with Freud's interest in the work of Charcot and Bernheim and of his fateful decision to study with Charcot.

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David Calof is an internationally known clinician, lecturer and consultant who has practiced family hypnotherapy for 16 years. He studied with the late Milton H. Erickson, M.D. and trained with leading family therapists. He specializes in the use of hypnosis in marital and family therapy and in the treatment of adult survivors of incest and child abuse.

Book Review:

Not Pulling Strings-
A Book About Instrumental Teaching and Music Education
By Joseph O' Conner

Metamorphous Press, Inc., Softcover, $9.95, 167 pgs.

The subtitle of this book, A book About Instrumental Teaching and Music Education, may limit the number of people who would pick it off the shelf as a book they would be interested in reading. The subtitle implies that the book was written for those who are involved in the field of music education or instrumental teaching. In actuality, this is a very fine book about learning -- one of the finest that I have read in some time. The book also explores the application of NLP to teaching.

Joseph O'Conner does an excellent job of tying the principles he teaches in the book in with the presuppositions of NLP. In the first chapter, he states "Learning is building up and connecting knowledge and skills with what is already known. It increases the range of choices available in any field of activity, when you learn something new you have widened your awareness. You now have another possibly better way to do something."

The first two chapters of the book contain a practical explanation of representation systems, rapport, and language patterns. Someone reading this book who has no prior knowledge or training in NLP would be able to utilize the ideas presented in these chapters to develop a greater understanding with another person.

O'Conner's description of the Meta Model is very straightforward and easy to follow. He states that the Meta Model is about gathering information, giving choices, and clarifying meanings. He uses many examples in each categories. The way he explains them, as a reader you get the patterns in experience rather than merely being told about them. Here are some of the examples:

"I played really badly." ● "How do you play badly?"

"Carulli was a poor composer." ● "Compared with whom. Beethoven?"

"I can't sing." ● "How do you know?"

"The guitar is considered to be a hard instrument." ● "Who specifically thinks this?"

"Music is hard." ● "What specific piece do you find hard?"

"I'll never be able to play that piece." ● "What, you'll never, ever be able to do it under any circumstances?"

"I've got a bad memory." ● "What do you have trouble memorizing?"

"I can't play this piece." ● "Which particular part of the piece can't you play or when does it go wrong?"

"I can't relax my hand." ● "How would you know if it were relaxed?"

"I should do more practice." ● "What would happen if you did not?"

The author states that he uses the Meta Model questions to find out exactly how a student plays. For instance, if the student is making a mistake, O'-Conner wants to find out if it has to do with misreading a note, missing a fret, not counting out the rhythm correctly, etc. so that he knows exactly how the student makes the mistake. He wants to make sure he has specific enough instructions so that he make the mistake

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too -- that understanding assists him in finding a way to correct the mistake. He also uses the Meta Model in modeling a skill from a successful learner so that he can teach their successful strategies to his other students.

After the basic introduction to NLP processes, the author goes on to demonstration how he uses the basic NLP presuppositions in his teaching. I got very excited about the way Joseph O'Conner is applying NLP in a practical way to get excellent results with his students. I began studying music formally at the age of 5. As I was reading this book, I realized how much more enjoyable my early music experiences could have been, had my teachers been using NLP (as O'Conner is) in their teaching.

O'Conner mentions research has shown that facts are best remembered when they occur in the first or last few minutes of a lesson. This is when the most important points can be made. We are also obviously most likely to recall anything that seems unusual or strange. (Think of all the application for this piece of information in many different settings.) Taking this even further, he recommends playing time be broken down into small periods (15 to 45 minutes) with a break of 5 to 10 minutes between them. Taking a break makes the most of the fact that we best remember beginnings and endings of sessions.

The author suggests several ideas that are useful in memorization. He talks about chunking things down, organizing material into meaningful groups or patterns, and sequencing. He discovered that mnemonics (establishing an association between two things hitherto unconnected) works best if it is simple, unique, exaggerated, and utilizes all three representation systems.

He has another suggestion for memorization. He has noted that it is easiest for most people to start by visualizing playing a piece with an associated image. They can then overlap to other senses, feeling the actual sensations, posture, breathing, etc. while adding in the sound track. This is all enhanced by using submodalities. He makes the very valid point that if you, as a student of anything, have only coded something in one representation system, and that system happens to get disrupted in any way, you have a greater chance of forgetting. This seems very practical, considering the stress involved in performing, you can use all the back up possible.

I especially appreciated the author's treatment of "practice." He discovered that his students had many different definitions for that "word" and for most of them it implied working very hard and elicited a negative state. He discovered that many students did not seem to believe that practice was actually making music. "Practice" was not always pleasant while "playing" usually was. Simply by using a different word, he found he could put students in a more positive frame of mind. The meaning of the communication is the response it evokes.

Getting down to specifics again, O'Conner suggests that how to play is the most important missing information. We need to pay attention to each and every repetition, listening carefully, and making corrections as we go along. I know that for myself, I have been guilty of not utilizing the feedback I'm getting while "playing" or "practicing" in any area to improve my performance. The author points out that, "learning is not a 'hit or miss,' but a 'hit and miss' affair. Learning by feedback and paying attention to what we do is more economical; a miss is not a 'failure'."

There are so many "gems" in this book that it is difficult to mention them all in one brief review. I would strongly suggest that you pick up a copy of this fine book and discover all the additional "gems" yourself. I found this book difficult to put down once I began reading it. May you find it equally as delightful.

Suzi Smith has been involved in music since the age of 5. She has formally studied voice, viola, and has a B.S. in Piano Performance from the University of Utah. She also has a MS in Counseling from VPI in Blacksburg, VA. Suzi is a Certified NLP Trainer who conducts Practitioner and Master Practitioner Training programs with Western States Training/NLP of Utah.



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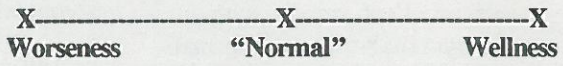
Donald B. Ardell

Most people, with any exposure to the *concept of wellness*, would probably agree that it is a mighty good thing. Most would also agree that it leads to positive outcomes, such as a more attractive body, less illness, longer life, more fun, and increased confidence. The trick is to find a way to reach people who need to hear about it. It seems only those already healthy pay much attention ... unless, you offer a test.

Almost everybody likes the challenge of a test, especially if it is self-scoring and isn't likely to embarrass them. That's where the WELLNESS TEST comes in. Persons skilled in NLP can use this test with clients to get more people to consider wellness as an option.

You don't have to PASS this particular test, unlike most exams you took in school. The purpose of the following questions is to probe the extent of the challenge that pursuing an EXCEPTIONAL approach to life (i.e., wellness) will entail. *It's always a good idea to know where you are NOW before deciding where you want to go.*

Think of health as a continuum. In the middle is "normal" health. At one end is WELLNESS and at the other is something I call WORSENESS! This test will show where you (or a client) stand today — so you can resolve to move along to someplace else, if it seems desirable to do so.



The Worseness/Wellness Continuum

Be aware also that there are many dimensions in wellness. The WELLNESS TEST explores five of the most obvious dimensions. Simply circle the number which best represents the way you generally feel about each statement. "5" indicates STRONG AGREEMENT and "1" STRONG DISAGREEMENT. *Take a deep breath, smile, and begin.*

HOW HEALTHY ARE YOU, REALLY? THE WELLNESS TEST

Self Responsibility

1. I am responsible for my health, far more than doctors, luck, heredity, the weather, or anything else.

   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I try to minimize the use of medications of all kinds. When I do feel it is necessary to use a drug, I try to wean myself from it as soon as possible.

   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I know quite a few things about self-care, including CPR, the Heimlich maneuver, and the basics of emergency skills — e.g., how to respond to shock.

   Strongly Disagree 1 2 3 4 5 Strongly Agree

Nutrition and Fitness

1. I mostly choose meals that are high in bulk and fiber (e.g., whole grains, rice, beans, etc.) and I enjoy fruits and vegetables nearly every day.

   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I am conscious of the need to moderate my consumption of fatty/greasy/deep fried foods and I actually do so. What's

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Plan to drop by the Institute (155 Prince Street - New York, NY 10012) on October 1st between 2:00 - 6:00 p.m. Anne Linden is hosting an Anniversary Open House to commemorate 10 years in business. This festive occasion will feature cocktails and finger foods. "Anne would like to see people that she has taught over the years and find out where they have been and catch up their on how NLP has affected them. Please come as you are, come comfortable...Just come." commented Catherine Granton (The Institute's Office Manager).

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Ed & Maryann Reese began their adventure into the world of NLP in New York with Generations. They then moved their Institute to Florida. Each November, Southern Institute sponsors a certification meeting for their students and their affiliate's students from other states and around the world. Specialized workshops are offered at this event. In honor of their 10 year anniversary, the Reese's are opening this event to the NLP community (Both presenters and participants are welcome). Come and join the fun, learn, and network November 9-12 in Tampa Florida.

more, I am aware of my cholesterol level and HDL/LDL ratio.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I exercise vigorously at least an hour a day or every second day.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Stress Management and Boredom Avoidance

1. Whenever I feel bored or stressed, I do something about it — and I have quite a repertoire of options.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I take a few moments most days to take a few deep breaths to calm myself and/or to "quiet" my mind. I'm also alert to the subtle (and dramatic!) ways that my body indicates the build-up of stress.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I believe that the way I respond to something, whether it be job pressure, a family setback, horrible weather, an illness or anything positive or negative has more effect on me than the thing or situation itself.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Norms or Cultures

1. Most people I know and with whom I associate are highly conscious about practicing positive health behaviors.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. If I were to engage in any abusive health practices — smoking, overconsumption of alcohol, apparent reliance upon medications, sedentary behaviors, junk food binges, etc. — my friends would be concerned about me and would probably try to discover what's bothering me.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I think that the habits and customs we take for granted have as much or more impact on our lifestyle patterns and health status as the lessons we learn about nutrition, fitness, stress management, and all the rest.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Ethics, Values, and Purposes

1. The amount of fun I'm having, my interest in my work, the quality of my friendships and how well I like myself, among other psychological or spiritual matters, are vital determinants of my health — and I'm doing very well in these regards, thank you!

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. Having a clear set of purposes in life which give meaning and consequence to my existence is a vital part of being a healthy and whole person in my opinion.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. While I don't pretend to have all the answers to the "meaning of life" and other deep philosophical questions of a spiritual and existential nature, I'm comfortable with my thinking on such matters so far.

Strongly Disagree 1 2 3 4 5 Strongly Agree

INTERPRETING YOUR SCOPE

This is not a scientific test! It was not developed at the Mayo Clinic or another high-tech establishment with mega-bucks and geniuses everywhere in white coats. It underwent no double-blind, cross-over trials. So, if you are nervous about reading the analysis of your score, relax. No need to worry, in fact, that's one of the last things I want you to do. After all, this is a wellness test!

Actually, it's pretty easy to interpret this test. Since the idea is to help you decide how healthy you are, all you need to do is add up and look at your point totals. THE WELLNESS TEST indicates where you are now on the continuum. Where you choose to be in the weeks and months to come is the most useful application of the test results.

56-75 - Exceptional. A high wellness lifestyle performance. Congratulations. You are a model of a modern health conscious consumer. Good show.

41-55 - Quite good. You are on track and have obviously mastered the basics. Just continue your interest in these issues (nutrition, stress management, etc.) and you will keep advancing toward the far right side of the continuum.

19-40 - About average. You are "normal." You can do better. Pay attention to those areas with marks of 3 to 5, and learn more about specific wellness strategies in these areas. You have a head start toward wellness — make the most of it.

0-18 - Not so good. Caution! Your lifestyle needs more attention. However, you cared enough about what you can do to better your own health to take this test so you can no doubt take the steps needed to shape healthier habit patterns that will also prove to be satisfying and enjoyable.

Now, if that was painless and fun, interesting and revealing, and so on, why not see if you can get someone to take it who does not seem to be living a wellness lifestyle. Maybe you will give a client or a friend a few good ideas in doing so. Be well.

Donald B. Ardell was the keynoter at this year's annual NANLP convention in San Francisco. He wrote HIGH LEVEL WELLNESS and publishes the ARDELL WELLNESS REPORT. For a sample copy, send a self-addressed, stamped ($0.48) envelope to ARDELL WELLNESS REPORT, 9901 Lake Georgia Drive, Orlando, FL 32817.

Neu·ro–Lin·guis·tic Pro·gram·ming, NLP, n. 1. *original:* a field of study for modeling experience and behavior. 2. *common usage:* the set of powerful communication and behavioral change techniques that were the by-product of modeling. **(Unfortunately, the original meaning has nearly been lost over the years with only a few developers remaining who actually model.)**

NLP Prac·ti·tion·er, n. 1. a person who has attended an NLP training and learned a hodgepodge of distinctions and techniques to do to others. 2. a person skilled in NLP communication and change techniques; knows "what to do when" to facilitate profound change. **(Unfortunately 1 and 2 are often very different.)**

NLP Mod·el·er, n. 1. a person who attended an NLP training and liked the word. 2. a person who can detect and understand patterns underlying experience and behavior, describe those patterns, and create formats for making the desired experience and behavior available to others, i.e., transfer skills. **(*Fortunately,* one of the early developers, David Gordon, NLP Trainer, NLP Modeler, and co-author of *The Emprint Method,* has designed a new comprehensive training, EXPERIENTIAL DYNAMICS, with two tracks—one for learning the nearly lost art of modeling and another for learning how to become a SKILLED Practitioner of the powerful applications.**

EXPERIENTIAL DYNAMICS

	Extended Training	Intensive Training
■ **BASIC DISTINCTIONS:**		
Segment 1: Fundamentals of NLP	Jan 24-28, 1990	May 29-June 2, 1990
Segment 2: Experiential Array	Feb 21-25	June 11-15
■ **CHANGE TRACK:**		
Segment 3: Techniques	March 28-April 1	June 4-8
Segment 4: Intervention Protocol	May 16-20	June 18-22
■ **MODELER TRACK:**		
Segment 5: Underlying Structures	Feb 28-March 4	June 25-29
Segment 6: Reference Experiences	April 4-8	July 2-6
Segment 7: Modeling	May 23-27	July 9-13

■ **TRAINERS:** David Gordon, Metha Singleton, Graham Dawes

■ **CERTIFICATIONS:**

NLP Practitioner: Segments 1, 2, 3, 4 ..... Fee: $2,000
NLP Modeler: Segments 1, 2, 5, 6, 7 ..... Fee: $2,500
NLP Modeler (for cert. practitioners): Segments 2, 5, 6, 7 ..... Fee: $2,000
NLP Practitioner and Modeler: Segments 1, 2, 3, 4, 5, 6, 7 ..... Fee: $3,500
NLP Master Practitioner and Modeler: Segments 2, 4, 5, 6, 7 ..... Fee: $2,500
Individual Segments: ..... Fee: $ 500

(Deduct $200 for registration before December 1st, 1989.)

FUTUREPACE, INC.

presents

INTRODUCTION TO MODELING

Attend a one-day training with developer, David Gordon, and discover the art of modeling.

Date: October 7, 1989 **Time:** 9:30 a.m. - 5:00 p.m. **Fee:** $35.00
Location: Corte Madera Inn, Highway 101, Corte Madera, CA

For information and reservations, contact:

FuturePace, Inc.

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

Coming Events

ACCELERATED LEARNING INSTITUTE OF NEW ENGLAND
79 Westchester Road - Newton, MA 02158 (617) 964-0160

Oct. 20	PhotoReading Begins

ADVANCED COMMUNICATION TRAINING, INC.
31 Washington Square West Penthouse B - New York, NY 10011 (212) 529-9227 or (201) 509-9599

Oct 16	4-Day Introductory NLP Workshop Begins (New York, NY)
Oct 16	Practitioner Certification Training Begins (New York, NY)
Oct 21-22	Master Practitioner Training Begins
Oct. 28	4-Day Introductory NLP Workshop Begins (New Paltz, NY)
Oct 28	Practitioner Certification Training Begins (New Paltz, NY)

BRAIN GENERATION
Dept. du Chemin International asbl, chee' de Waterloo 1511 dte 11 - 1180 Brussels, Belgium Phone: 011 322-374-78-64

Oct. 31	Photoreading Begins (Nice, France)
Nov. 3	Photoreading Begins (Brussells, Belgium)

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE
3826 Saint-Hubert, - Montreal, Quebec H2L SA5 CANADA (514) 281-7553

Sept. 22-24	Practitioner Training (Montreal)
Sept. 30-Oct. 1	Basic NLP, I (Quebec)
Oct. 7-8	Basic NLP, II (Quebec)
Oct. 13-15	Health and Belief System (Montreal)
Oct. 28-29	Basic NLP, III (Quebec)
Nov. 3-5	Basic NLP, I (Montreal)
Nov. 17-19	Practitioner (Quebec)
Nov. 24-26	Basic NLP, II (Montreal)

DYNAMIC CHOICE
3116 Kimlee Drive - San Jose, CA 95132 (408) 929-8635

Nov. 4	Photoreading Begins

EASTERN NLP INSTITUTE
P.O. 697 - Newtown, PA 18940 (215) 860-0911

Oct. 7	Interpersonal Influence
Oct. 21	Practitioner Training Begins (Princeton, NJ)

FAMILY PSYCHOTHERAPY PRACTICE OF SEATTLE
2722 Eastlake Ave. E., Suite 300 - Seattle, WA 98102 (206) 329-9101

Sept. 29 - Oct. 1	Treatment of Adult Survivors of Incest and Child Abuse

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

Oct. 7	Introduction to Modeling (David Gordon)
Nov. 3-5	Success in Love

GEORGIAN BAY NLP CENTRE
Box 1210 - Meaford, ON N0H 1Y0 CANADA (519) 538-1194

Sept. 30-31	Practitioner Training (Toronto)
Nov. 22-23	LAB Profile: Hiring and Managing for Peak Performance (Regina)
Nov. 24-25	Empower Yourself with NLP: NLP Intro - The Basics
Nov. 30-Dec. 4	Robert Dilts - Advanced Training with Groups

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

Sept. 20-24	Reach for the Sky - NLP Technical Climbing (Devils Tower, WY)
Oct. 21-23	Modeling the Healing Process (San Diego, CA)

LEARNING STRATEGIES CORPORATION
6490 Excelsior Blvd., Ste. W302 - Minneapolis, MN 55426 (612) 925-5565

Oct. 21	PhotoReading Begins

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

Sept. 23-24	Introduction to NLP
Oct. 13-15	Practitioner 1 (Winnipeg)



Oct. 19-22	Practitioner and Master Practitioner Appprentice 1 (Montreal)
Nov. 3-5	Meta Systems & Meta Programs
Nov. 10-12	Practitioner 2 (Winnipeg)
Nov. 17-19	Practitioner and Master Practitioner Apprentice 2 (Montreal)

THE MIDWEST INSTITUTE OF NLP
702 West Colfax, South Bend, IN 46601 (219) 232-9636 or (312) 222-8968

Oct. 7-8	Successful Communication Skills (Chicago, IL)
Oct. 14-15	Successful Communication Skills (South Bend, IN)
Nov. 10	Practitioner Training Begins (Chicago & Indianapolis)

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

Sept. 23-24	Metaphor Construction and Use
Sept. 23-24	NLP Horizons in Education
Nov. 11-12	Body Sensing - Get the Message

NEW YORK TRAINING INSTITUTE FOR NLP
155 Prince Street - New York, NY 10012 (212) 473-2852

Sept. 22	Master Practitioner Training Begins
Sept. 28	Beyond Master Practitioner Training Begins
Oct. 1	Open House Celebration
Oct. 1	Cold Calls Without Cold Sweat
Oct. 6-9	Practitioner Certification Training Begins
Oct 13-15	Ericksonian Hypnosis Intro
Oct. 18-25	Practitioner & Master Practitioner Training (Brussels, Belgium)
Oct. 21-22	The Child Within
Oct. 28-29	Advanced Reframing
Nov. 2	Open House
Nov. 14-18	Hypnosis Certification Training (Brussels)
Nov. 18-19	Stress Management

NLP AUSTIN
Rt. 3, Box 236-D - Leander, TX 78641 (512) 328-3333

Sept. 23-24	Health & Wellbeing (Tim Hallbom & Suzi Smith)
Oct. 27	Practitioner Training Begins
Oct. 21	Advanced Submodalities Begins

NLP CENTER FOR COUNSELING AND TRAINING
1703 Waterview - Richardson, TX 75080 (214) 234-5699

Sept. 23	NLP Programmer Training Begins (Larry & Arlene Koeppen)

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

Ottawa Region (613) 232-7782	
Sept. 23	One-Day NLP Seminar
Oct. 21	One-Day NLP Seminar
Nov. 3-6	Practitioner Training Begins
Nov. 3-6	Master Practitioner Training Begins
Toronto Region (416) 283-3030	
Sept. 23-24	Career Enhancement I & II
Sept. 30	One-Day NLP Seminar
Oct. 2-5	Presentational Skills
Oct. 7-8	Living Together I & II
Oct. 12-16	Trainers Training Begins
Oct 13-16	Practitioner Training Begins
Oct 13-16	Master Practitioner Training Begins
Oct 22	Learning Successfully Begins
Nov. 4-5	The Mainspring Seminar
Nov. 14-17	Ericksonian Patterns
Nov. 25-26	Health/Lifestyle I &II
Water-Wellington Region (519) 741-5740	
Sept. 17	Career Enhancement Begins
Oct. 10	Living Together Begins
Oct. 21	Learning Successfully Begins
Oct. 25	Health/Lifestyle Begins

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

Sept. 23-24	Choices: NLP Intro
Sept. 29	Addiction Counselors Training Begins

Sept. 30 & Oct. 14	Parenting Made Positive
Oct. 6	Beyond Co-dependence Begins
Oct. 14	Master Practitioner Training Begins
Oct. 20	Practitioner Training Begins

NLP INSTITUTE OF CHICAGO
1940 N. Sheffield - Chicago, IL 60614 (312) 271-9578

Sept. 30-Oct. 1	The NLP Grief Resolution Process (Virginia Brubaker)
Oct. 13-16	Trance-Formations
Oct. 13-16	Beyond Co-Dependency - Healing the Trauma (Lara Ewing)
Nov. 3-6	Trance-Formations - An Intensive in Ericksonian and NLP Therapy (Michael J. Banks, Ph.D.)
Nov. 4-5	NLP: The Present State (Virginia Brubaker)

NLP OF OHIO
676 Everwood Avenue - Columbus, OH 43214 (614) 457-6766

Sept. 29 - Oct. 2	Beyond Co-dependence (Robert McDonald)
Oct. 20	27-day Practitioner Certification Training Begins

NLP RESOURCE CENTER/FAMILY THERAPY INST. OF ALEXANDRIA
220 So. Washington St - Alexandria, VA 22314 (703) 549-6000

Sept. 23	One Day Intro to NLP
Oct. 5	90-hr. Advanced Certification Training Begins
Oct. 23	90-hr Basic Certification Training Begins
Nov. 11-12	Mapping New Territory (John Grinder Workshop)

PROFITABILITY GROUP
1001 Bishop Street, Suite 702 - Honolulu, HI 96813 (808) 521-0057

Nov. 1-14	Master Practitioner Certification
Nov. 10-12	Time Line Therapy Certification
Nov. 12-14	NLP & Ericksonian Hypnosis Certification

SOUTH EAST CENTER OF NEURO-LINGUISTIC PROGRAMMING
P.O. Box 1140 - Pawleys Island, SC 29585 (803) 546-2255

Sept. 15	Practitioners Training Begins

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

Nov. 9-12	10th Birthday Celebration Conference/Recertification

SPECTRUM
938 West Fifth Street - Winston-Salem, NC 2710tcw1 (919) 761-0650

Sept. 29	Practitioner Training Begins
Oct. 7-8	Intorcutions to Hypnosis Workshop
Nov. 17-18	Making an Impact on Systems

SUCCESS DYNAMICS
67-17 Fresh Meadow Land, Ste. 2 - New York, NY 11365 (718) 461-3220

Nov. 14	PhotoReading Begins

WESTERN STATES TRAINING ASSOC./NLP OF UTAH
1569 East Waterbury Drive - Salt Lake City, UT 84121 (801) 278-1022

Oct. 6	Practitioner Certification Begins
Oct. 13-16	Master Practitioner Certification Begins
Nov. 10	Free NLP Evening Preview

CONFERENCES
1989 Destination: Canada - 3rd Canadian NLP Conference

October 28 & 29 - Ottawa, Ontario, Canada
For information: Patricia M. O'Reilly
2082 Tawney Road
Ottawa, ON K1G 1B8
Canada
(613) 523-3791

Take a Risk & Keep the Change - Northeastern NANLP Conference

November 18-19 - Atlantic City, New Jersey
For information: Tom Salter
Eastern Connecticut State University
Willimantic, CT 06226
(203) 429-7850

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