Anchor Point

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OCTOBER 1989 EARTHQUAKE SHAKES NLP COMMUNITY

By Diane Phillips

Just as we were going to press, the earthquake hit. The earthquake which shook the San Francisco, California area on October 17th could have been disastrous for the NLP Community. Santa Cruz (approximately 75 miles south of San Francisco) was the epicenter of this killer quake (6.9 on the Richter scale). As you may know, Santa Cruz is the home of many NLP developers and innovators.

Robert Dilts and Todd Epstein (Dynamic Learning Center) were together at the Dilt's home when the quake occurred. They quickly went outside where Robert was almost hit with parts of his chimney! Robert told us that he slept outside on his deck the night of the quake. He also commented, "A small number of people were hurt given the magnitude of what was going on."

John Grinder, one of the original co-developers of NLP (Grinder, DeLozier and Associates and Quantum Leap, Inc.), hiked out of the area to make contact with the outside world the day after the quake. He was reported saying that there was a real community spirt in Santa Cruz. Residents were sleeping on their lawns by candlelight literally rolling with the situation. Planning to leave the USA on the 19th, John's airplane tickets were buried among the rubble of the downtown shopping mall that was devastated.

Carmen Bostic-St. Clair (Quantum Leap, Inc.) who lives between San Francisco and Santa Cruz, told us that most of the communities turned off their electricity to prevent gas lines from starting fires. The greatest fear for the area is anticipated rains which could cause massive mudslides. Many are unable to leave the area because of extensive highway damage.

Further north of San Francisco in San Rafael is the home of FuturePace, Inc. FuturePace is the organization started by Leslie Cameron-Bandler (developer of the Imperative Self Model) and is now run by Metha Singleton. Carol Kress of FuturePace told us that Leslie was with them in the office yesterday, and she is fine. Carol also added that "the quake was pretty strong here but there wasn't a lot of damage in the North Bay area."

Others who are reported OK are, Robert MacDonald (an innovator in the codependence area), Laura Grinder (owner of Grinder Resource Center), and Judith DeLozier (of Grinder, DeLozier and Associates).

Anchor Point extends their helping hand by donating money to the American Red Cross in an effort to help our subscribers in California, the Carolinas, and Puerto Rico who have recently met with unfortunate circumstances. We encourage our readers to contribute to organizations which help individuals in these stricken areas.

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NLP APPLICATIONS TO SUBSTANCE ABUSE

By Matthew J. Tierney

Who is a substance abuser? Who is an alcoholic? The most common perception of a substance abuser is that of the burned out heroin addict and/or the skid row derelict. However, we know that the vast majority of substance abusers, including abusers of alcohol, are individuals in the mainstream of the population. This mainstream includes the stock broker who does cocaine and the president of the PTA who has been on valium for the past 2 years. It includes men, women, and children, rich and poor, black and white, oriental and Spanish, the abused and the pampered. Drug abuse knows no ethnic, socioeconomic boundaries. To quote a local pusher, "Everyone is a potential customer."

Now, ponder for a moment the feeling you have for the most meaningful person in your life. Multiple that feeling by 10. That "multiplied by 10 feeling" is about the strength of the bond between substance and abuser. To the abuser, the substance is a best friend, a lover, a savior. The substance is also a coping mechanism. It is a coping mechanism that worked. Even if only initially and temporarily, the drug did what it was supposed to do. It provided an escape. The drug or alcohol offered the opportunity to feel different from what the person was feeling, whether that was pain, depression, anxiety, or fear.

In addition, substance abusers when they start using drugs give no thought as to how they will "escape their escape." Rather, they typically deny even the possibility that they will someday need a way out.

Who is a substance abuser? Who is an alcoholic? Someone from any walk of life. Someone with an unbelievably strong bond between self and drug. Someone who has found a coping mechanism that worked for them. Someone who does little future pacing.

And there is more. Substance abusers, as a client population, are a group with an abundance of resources. Creativity, imagination, tenacity, intensity, adaptability, and flexibility are just some of the resources available to them. It is these resources that have made it possible for the substance abuser to maintain a network which most often includes work, family, and social activities as well as a drug habit.

Trust is developed as the counselor puts judgments of the client's behavior aside and searches for the person.

Consider the case of John D. In order to drink and keep his morning drinking supply hidden from his wife and boss, John hooked the windshield washer tank of his car to a hose with a release spout under the dashboard. John then kept the tank filled with vodka. In this way, John was able to drink each morning on his way to work and neither his wife or boss could find the alcohol. How is that for creativity?

An abundance of resources can be found in the behaviors that a substance abuser uses to maintain a drug habit. For example, Karen R. had limited monetary resources to sustain her drinking habit. What she did to maintain her supply of alcohol was to throw frequent BYOB parties. She would organize these get-togethers with friends and co-workers. Friends brought the food. Co-workers brought the alcohol. Karen kept the leftovers.

Finding The Resources

Most important to remember in working with substance abusers is that the wealth of resources available to them is camouflaged in behaviors with extremely negative outcomes. As counselors, we need to suspend judgment of the behaviors and look for the underlying resources and abilities which make the behaviors possible.

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In other words, we need to search for the positive resources in the limiting behaviors. The resources are hidden in the symptoms.

Substance abusers are unaware of the resources they have. Rather, they have a long history of having their limited and destructive behaviors highlighted for them. The task for the counselor becomes one of getting the client to recognize and take ownership of his or her resources. To do this, begin with a behavior the substance abuser or client presents. Chunk down the behavior into the underlying component parts (resources) which make the behavior possible. Ask yourself the question, "In order for this person to engage in this behavior what does he need? Creativity? Flexibility? Tenacity?" As the client is describing a behavior associated with maintaining the substance abuse, make a mental list of the resources behind the behavior. At the end of the client's description, applaud the resources which enable the client to engage in the behavior.

Cleo S. was told by her boss to call me for help with a drug problem. During our phone conversation, Cleo explained how she would not be able to work with me. After all, she lived in Brooklyn and I lived in Hartsdale. She didn't own a car and she didn't know how to drive. I asked her if she could get to my office if I had a Kilo of coke for her. She made and kept an appointment for the next day. Cleo got a friend to drive her into Manhattan, where she took a train to White Plains and then a taxi from there to my office. When Cleo arrived in my office, I enthusiastically complimented her on the creativity and flexibility that she demonstrated in getting to the office.

Then there was Peter J. He explained that his boss was stupid because he could fool the boss into believing that he was straight when he was high. I reminded Peter that to pull off that kind of deception required many resources. I pointed out to Peter that to be able to walk, talk, and function in a way that *looks straight* requires a tremendous amount of focused concentration and tenacity as well as self discipline. Then I stood up and literally applauded. Smiling, I said that I believe that with resources such as these, he would discover how easy it is to create new, more appropriate, and constructive behaviors.

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Recognition and ownership of the resources must become the client's.

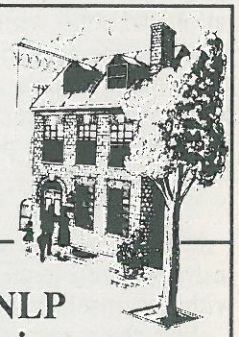
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The old behavior becomes a representation of resourcefulness. Work from the substance abuser's model of the world. Take the behavior presented and reframe it into positive resources. Recognize the client for having these resources. Link the positive resources to the possibility of different, more constructive future behaviors.

Recognition and ownership of the resources must become the client's. Only after ownership is taken can the client be assisted to future pace these resources to appropriate, constructive and long-lasting outcomes.

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Owning The Responsibility

Before change can occur (in addition to recognizing internal resources), one must take ownership of present behavior. Substance abusers are notorious for avoiding such ownership. A common way that substance abusers avoid responsibility for behavior is through blame frames. "I was an abused child;" "My doctor got me started;" "Viet Nam was terrible;" "Nobody understood me."

To begin to move a substance abuse client toward ownership of and responsibility for behavior, I use a series of questions. The questions are designed to shift the blame frames from the present to the past and to shift responsibility from others to self. The questioning procedure begins with "Why do you do drugs?" A litany of answers follow which I accept and do not challenge. "They make me feel normal;" "They get me through the day;" "They keep me with friends;" "They make things bearable."

Acceptance

Allowing the individual to vent their rationalizations without confrontation is in essence accepting their model of the world. Such acceptance is the beginning of the creation of a safe place from which the person can move toward change.

I then ask several questions which I instruct clients to answer silently - just within themselves. At some later point I elicit their responses aloud. This silent answering process is the beginning of making the individual accountable to him or herself. It allows the person to search for answers instead of responding defensively.

Keep in mind that the following questions serve only as a model which needs to be applied with flexibility according to the needs of the client.

"What was your reason for doing drugs?"

"What is your reason for continuing to do drugs?"

"When did that solution to your issue become this issue?"

"What do we need now that you were unaware of then?"

"Is it this time or next time we meet this spent solution that you'll walk away clean and free, making the solution a part of your past?"

I often state that I understand their reason for starting a behavior, but that I'm having difficulty understanding their reason for continuing a spent solution.

The manner of presentation of the questions is very important in eliciting new and different perspectives from the client. Tones and tempo are particularly important. Low, respectful tones and a slow pace are necessary. Essentially hypnotic tones and pacing works best. These create a relaxed, non-confrontive setting which facilitates a more thorough and honest transderivational search.

To the question "What was your reason for doing drugs?" Karen R. answered, "I needed to do something. I couldn't handle my marriage. I couldn't handle day to day life. Drugs made it okay." Her answer to the question about her reason for continuing to do drugs was, "I had to do something." In response to "When did that solution to your issue become this issue?" Karen said, "A long time ago." In answer to "What do we need now?" Karen cried, "Help!" "Now, it has to be now," was what Karen responded to the last question about when the spent solution would become part of the past.

Karen had begun taking ownership of her behavior. By accepting Karen's original solution (drugs) and by leaving judgments and confrontations out of our dialogue, a safe place had been created in which Karen could accept responsibility for herself and her behaviors.

I have developed a metaphor which I frequently use with substance abuse clients early in counseling to assist in the attainment of the goals discussed in this article. The metaphor encourages one to take ownership of behavior, to sort for spent solutions to be left behind, to recognize resources, and to future pace the application of resources in different and more constructive ways. "The Garden Peace," as I call the metaphor, is most effectively delivered with the client in a light trance state.

"Imagine a field with a small stream running through it. A bridge spans the stream and you are standing in the middle of the bridge. Imagine looking to your left and seeing this portion of the garden. It is grass and trees, shrubs, and thorns. It is in disarray. It is obvious this part of the garden has not been tended to. If you use a little bit more imagination you might even hear the stream running through the garden. We will call this portion of the garden your past. History. Turning to your right is the open portion of the garden. You now have the opportunity to plant what you choose in what is your future garden. Ponder what has been and as you stand on the bridge in the present ponder the future. You can now plant or build your life and garden. You can bring whatever you choose from the past or leave it there. It is your garden, your life. You tend it.

"The Garden Peace" is a powerful metaphor for several reasons. It utilizes the client's desires, allows the client to face their past from a safe distance, and offers the opportunity for the client to imagine their own change. For Karen R., drugs became one of the rocks she left in the past portion of her garden.

The techniques discussed in this article are tools. Before any change technique can be successful, a trusting relationship must be formed between client and counselor. Trust is developed as the counselor puts judgments of the client's behavior aside and searches for the person. The goal is to help a client create a model of the world for themselves that contains choices, utilizes their resources constructively, and is a good fit for them as individuals. With such a model, they are able to assume responsibility for creating and sustaining change.

Matthew J. Tierney is a counselor in private practice for over 10 years, Matthew specializes in working with addictions and adult children of dysfunctional households. He is a trained hypnotherapist and an international NLP trainer. He may be reached at the Wayne Organization of New Resources, 24 Anchung Road, Wayne, NJ 07470 USA (201) 694-2274.

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THE SUN MODEL - Part 1

By Gregg Baron, Liz Reisch, Ed & Maryann Reese

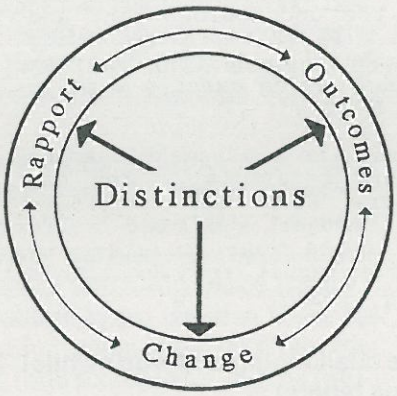
Have you ever found yourself adrift in a sea of NLP concepts, techniques, and jargon? Or floating in a confusion trance created by several hundred chunks (+ - 2) of information accumulated in a single day of NLP training? This experience is shared by many NLP practitioners, both old and new. Some of us even come to enjoy it, trusting that our unconscious will sort it out, store it, and retrieve it for us "somehow." It's that "somehow" factor that leaves new practitioners, and sometimes, experienced ones trying out new NLP skills with a certain degree of trepidation. In an effort to enhance the ability of your students to organize, retrieve, and utilize their NLP skills quickly and confidently, we developed the SUN Model.

The SUN Model was created during a Master Practitioner Group session in 1988 facilitated by Ed Reese, co-founder and president of the Southern Institute (SUN) of NLP. The group was debating a very simple question: "What is the essence of NLP?" In the process, we uncovered what we believe are both the basic fundamentals, and the meta process of NLP. The Model shows the interplay of these fundamental components, and the overall process at work.

The Model simplifies and organizes a huge body of NLP information and technique. It encourages a focus on the basic building blocks of that information and technique. Focusing on the basics of a skill and learning to recognize those basics within more and more complex forms, provides the foundation for artistry with that skill.

Simplification and a focus on the basics was the founation of NLP. By studying therapeutic artistry and simplifying it into basic components, Bandler and Grinder (and then others), were able to transform talents into skills. These were then taught to others who, in turn, could use them to create their own artistry.

Dancers move endlessly through the 5 positions; artists first learn about shape, line, and perspective; musicians practice notes and scales, all to achieve mastery, and then artistry. This Model highlights and moves through the essence, the basic steps of NLP.



DISTINCTIONS

The core process, underlying and driving all the other components in the Model, is the ability to compare and contrast pieces of information, to note the differences among them, and to make distinctions. *Making distinction is the process of identifying characteristics, from micro to macro structural levels, that differentiate one thing from another.* This comparing and contrasting of the characteristics of things is like a constant thread running between the programmer and the person being programmed. The programmer utilizing her/his sensory acuity during the change work process is making distinctions about the information the person being programmed presents.

Distinctions allow the person being programmed to identify which behaviors, resources, or states would better serve him/her. The ability of the programmer to utilize rapport skills, to set up behavioral loops with one's subject, to pace and then lead, rests on this ability to make distinctions. The process of eliciting well-formed outcomes also rests upon distinctions; although the conditions of well formedness are given against which the desired state is being measured.

NLP change techniques effect change by repeatedly comparing and contrasting the characteristics of the present and desired states. It is by noting the distinctions between them, and altering the critical distinctions of the present state (until they match those in the desired state) that change is brought about. Future pacing and testing the change rests upon making further distinctions about the initial present state and the desired state, and checking how the desired state is represented in the future.

Calibration is Reading Distinctions.

So, where do we start? Entrance into the Model usually begins with someone seeking an outcome, an ill formed one. These initial outcomes are either approach oriented (I want to do X) or avoidance oriented (Y creates problems for me. I've got to stop doing Y). If you are, or have been, interacting with this person you are probably already in the first phase of the Model.

RAPPORT

Physiology, Predicates, Strategies, Tempo, Tonality, Content, Cultural Norms

Pacing is linking yourself to another person's distinctions. "Pacing" is the NLP word for the process of linking

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ourselves to someone else's distinctions, or diminishing the differences between **their** physiology, tonality, predicates, and content (etc.), and **ours**.

"Leading" occurs when the other person indicates that they are linking themselves to your distinctions, and they shift to diminish any differences in content, in physiology, tonality, etc. that they have introduced. Establishing and maintaining rapport, is the first step in any NLP process.

While you are busy gaining and maintaining rapport, you are probably already gathering information and moving into the second phase of the Model.

OUTCOME

Presuppositions, Information Gathering Skills, Well-Formedness, Meta Model

The presuppositions of NLP and the conditions of well-formedness (stated in the positive, sensory specific, within the person's control - ecological and testable) are the standard of measure for any desired state. The process of defining and formalizing the desired state also results in further defining and formalizing of the present state. The distinctions between the two states are highlighted. *An outcome is the mutually agreed upon desired state, the yardstick against which all steps in the change process are measured.* The Meta Model is a tool which uncovers, and shapes the well-formed, mutually agreed upon outcome.

Through this process you have already moved into the third phase of the Model.

CHANGE

Submodalities, Anchoring, Behavior Generator, Reframing, Metaphor, Change History, V/K Dissociation, Reimprinting, Time Line, Future Pacing

NLP change techniques are the processes by which the distinctions made between the present and desired states are altered and diminished. The techniques range from micro (i.e. submodality shifts) to macro structural (i.e. metaphors) interventions. Many of the change techniques impact multiple levels of a person's reality structure simultaneously (i.e., time line therapy).

Most of the change techniques involve specific steps, each of which alters specific distinctions made about the present states and takes it closer to approximating the desired state. NLP practitioners choose their interventions and change techniques based on the distinctions they have been making about the client and her/his outcome.

When the former desired state becomes the current present state, and is also similarly represented in an ecological sound manner in the future, the outcome has been achieved. The SUN Model is exited.

"Great!", You say, "So how does all this work?"

Go back to the last time you did a piece of change work with someone,

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closed a sale, or negotiated an agreement between two parties. Did you begin with some kind of general outcome in mind? And did you move into gaining rapport and gathering information to get a specific well-formed outcome? Were you utilizing the distinctions you were making about the person(s), and using your skills to get a mutually agreed outcome? Think about the steps you took to achieve that.

And once the distinctions between the present state and desired state were sharply contrasted, were you ready to utilize change techniques to effect that outcome? What techniques did you use to obtain the distinctions between the present state and the desired state? How did you choose the particular change technique that you used?

If you got stuck somewhere in the process, did you return to make a further distinction about rapport? Or perhaps, further sharpen the distinctions about the outcome and it's well-formedness? Or did you perhaps return to the outcome and refine distinctions you made about the specific change intervention?

When you began the actual change technique, how did you and the person you were working with know that some change was taking place? And how, specifically, did you know when you were done?

Think about it. Within the complexity of your own artistry of using NLP to produce change or enhance communication, did you find yourself utilizing the various forms of these basic components and moving through the phases of the Model?

That is the essence of NLP.

This is the first of three articles on the SUN Model and it's application. The article was written as a collaboration between Gregg Baron, President of Success Sciences (Tampa, FL); Liz Reisch, Associate Trainer with the Society of NLP; Ed and Maryann Reese, Founders, Southern Institute of NLP. They invite your questions and/or comments: Write: Box 529, Indian Rocks Beach., FL 34635 USA Or call, 1(813-596-4891) 1(800) 633-4891.

Meta Model Sentence Exercise

By Robert McCrory

The Meta Model tends to be a neglected tool in NLP learning and seems difficult for most people to master. A game I devised to assist in the learning process is to make up sentences which include all the Meta Model violations. In a class or group, the shortest acceptable sentence wins.

Stimulation of thought is the outcome rather than absolute accuracy. The sentence below is the shortest example I recall and kept in my notebook. It has some 'stretched' interpretations which can be useful for discussion when the class compares and challenges each other's work.

Example Sentence:

People[1] are always[2] surprised[3] by learning[4] their efforts equal the best[5] that others[6] believe must[7] be achieved[8] by experimentation[9].

Reference Key:

1. Lack of Referential Index - Who? What - Which people?
2. Universal Quantifier - Always???
3. Deletion - How specifically are they surprised?
4. Cause & Effect - How specifically does learning surprise people?
5. Comparative Deletion - Best as compared to what?
6. Mind Reading - How do you know what others believe?
7. Modal Operator of Necessity - What if achieved by another method?
8. Unspecified Verb - How specifically achieved? Evidence?
9. Nominalization - Experimentation achieves? How so?
10. Lost Performative - The entire sentence - According to whom?

Various rules can be considered such as whether the sentence has to make sense, whether a Meta Model example of dual qualification is allowed to be counted in both categories,etc. There is a lack of consensus as to what "the list" of Meta Model categories should consist of. Group participants might be advised to reach agreement on these points at the outset. Too many rules can inhibit creativity, discussion, and learning. *But then again, how many is too many?*

Robert McCrory is a retired corporate executive, a Master Practitioner since 1985 and is self-employed as a Personal and Personnel Consultant. You can contact him at P.O. Box 1383, Ardmore, OK 73402 or phone (405) 223-3384.

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.**

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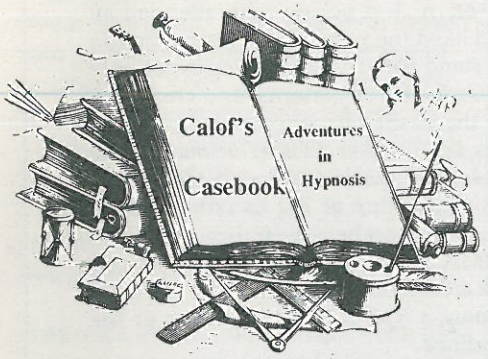
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"I'm so Mad I Could Shit!"

By David L. Calof

One day a woman called me on the phone asking for an appointment saying that I had been recommended by a friend. I asked her what the nature of her problem was and she indicated that she'd rather not talk about it on the phone since it was rather embarrassing. I responded that I'd have to have some kind of an idea about what her problem was before I would consent to making an appointment for her. She said that she'd been depressed lately and felt that therapy would be useful for her.

It was clear that she didn't want to let me know what the nature of the problem was, however I became interested and consented to see her following day. Generally there would have been a longer wait for the appointment but she seemed fairly desperate on the phone.

When she arrived the next day she was dressed very chic - her hair was very neat and parted down the middle; her makeup was flawless; the creases in her slacks were fresh. As soon as she walked into the office she immediately sat down, crossed her legs, folded her arms in her lap and said "I don't think I can be hypnotized." Her voice was very high and seemed to be strained.

My response was, "Well if that's true, there's probably some other things that you can't do either. Do you care to tell me about those?" As soon as I said this she looked away and at the floor. She began to breathe faster. Her eyes began to water and in a very quiet high-pitched voice she said "but it's so embarrassing." I responded, "well that's why you want to get it out quickly." As soon as I said that she blurted out "Well, I'm constipated; I've been constipated for 5 weeks. I haven't eaten anything but liquid protein and fruit juices in the last 2 weeks. I'm feeling sick and tired and sluggish and I have a bad headache. I've had to leave my job in the last 2 weeks on sick leave because I haven't been able to concentrate. My doctor says they may have to operate. I'm very scared and all I want to do is to be able to go to the bathroom again."

Then she broke into tears and cried very violently for the next couple of moments. As she cried, I thought about what approach to use with her. It was clear that her situation was desperate and that she couldn't go on much longer with her condition. If some intervention didn't work in the short period of time, she might be faced with major surgery. I also knew that she probably would resist any attempts at overt hypnosis even though she believed the hypnosis was her last resort.

First, it was important to establish in her mind that I had the ability to help her with her problem. So when she stopped crying long enough to look at me, I returned her stare for a few moments, fixated on her eyes and said, "Well I think you can go into a state of hypnosis but that isn't what you need."

As I said these words I saw characteristic signs of trance beginning to develop on her face and her stare remained fixed on my eyes. I proceeded. "I can help you but you're going to have to do exactly what I say. If you don't do exactly what I say, then this will be of no use to you and I frankly have my doubts whether you'll be willing to do what I ask you." Now as I said this, I noticed that her head was nodding slowly in an affirmative manner. The movement appeared to be unconscious in nature.

I went on. "Do you own a tape recorder?" She responded that she did. I told her that she was to leave my office, get the tape recorder from her home and to have it with her 24-hours a day over the next 3 days. She was to turn on the tape recorder randomly and to bring back 2 hours worth of recordings for her next session (scheduled 3 days later). With this I told her to leave and come back in 3 days.

I thought that she had been giving herself lots of suggestions unconsciously through organ language and by her disbelief in her ability to solve her problem, (e.g., I don't think I can be hypnotized, I'm not sure hypnosis will help me, I don't think I'll be able to get over this problem, I'm sure they'll have to cut me open, etc., etc.) I guessed that her unconscious mind was regularly providing information which would be helpful in therapy and that was outside of her conscious knowledge. By having her record herself, certain meanings, such as organ language would become clear.

After 3 days, she came back and looked "looser.". By this I mean that her dress wasn't quite as neat, her hair wasn't' quite as well arranged, she sat down and crossed her legs but let her arms lay relaxed on the arms of the chair. She took the tape recording out and thrust it toward me and said, "Here's your silly tape. I sure don't understand how it's going to help me, but here it is all 2 hours worth."

We listened to the tape for about 30 minutes, skipping around from section to section until we'd gotten a good sample of the entire tape. It contained a plethora of idioms and phrases, words and sentences which all seemed to have some bearing in a literal sense to her problem. Examples of these included: "I just can't let things go;" "I have to hold things inside;" "I'm really up-tight about that;" "Sometimes I just sit and get so bound up that I can't move;" "I just can't get loose;" "I've got to hold on too tight." etc.

"I find the greatest thing in this world is not so much where we stand, as in what direction we are moving."

- Goethe

As we listened, I knew that I couldn't use a formal trance in order to give her suggestions. Instead I would have to produce a state where she would be susceptible to my suggestion. I also had to deal with the suggestions she was giving to herself which were working counter to her therapeutic objective.

So I told her that I was going to definitely help her. That what she needed was shock therapy. I explained that I would administer a very severe psychological shock and that then she would be cured. Told her that I would leave her in the room for a period of time (about 5 minutes) and that while I was out of the room, she was supposed to seriously consider whether she'd be willing to undergo rather severe psychological shock. Then, I walked out of the room.

When I walked back into the room, I saw that she was perspiring, shaky. In a very quiet voice, she said that she would be willing to undergo any kind of treatment to solve her constipation. I then changed my tone to an authoritative tone, lowered my voice, talked slower and said to her, "Now, there won't be any need, any need for you to become any tenser than you are as you sit down in the chair here," and I pointed to the empty chair next to me. Now this was a chair that neither she nor I had sat in at the previous session. And it was also a chair which was of a different construction than the rest of the chairs in the office. It seemed to have a special quality to it.

Once she was seated in the chair I said to her, "Now as you hold on very tightly to the chair I want you to promise me that during the time that I'm administering the shock and then immediately --- and then for the time afterwards before you leave the office, I want you to promise that you will be silent. She responded by nodding her head yes. Her face was beginning to show signs of trance. As this was happening, she held on tightly to the bottom of the chair, (although the rest of her body seemed to be relaxing somewhat). I also noticed the beads of perspiration on her forehead had stopped forming.

I glazed directly on bridge of her nose (letting my eyes defocus to appear I was looking into her) and I said, "You've come here because you haven't been able to make a bowel movement in many weeks. You are scared, you are desperate, you think this is your last resort. You know that if this doesn't work you're facing surgery in which you could carry around a scar that for the rest of your life would make you uncomfortable about wearing a bikini. You are feeling very ill, your head is throbbing constantly, you have no energy, you've not been able to work, you are an absolute wreck but you want to be helped. And you can be helped too. It's really very simple. There's only one thing that you have to do and you will do this. During this week when you leave here, beginning when you leave here, every time you find yourself with other people and experience yourself being angry, I want you to say, as loud as you'll allow yourself out loud, 'I'm so mad I could shit.'"

After saying this, I continued to stare into her eyes for another 5 seconds and then slowly raised my right arm and pointed toward the door without breaking my gaze and said to her, "Don't call me for at least 3 days." And then looked at the door. She jumped out of the chair after a moment's hesitation and went out the door without closing it, ran into the waiting room, and out the waiting room door without closing it.

3 days later she called me and said, "I don't think I have to make another appointment." I said to her, "You don't need to be embarrassed now." and she said, "That's right. I can wear my bikini on the beach now. Thank you very much." She had a massive bowel movement at the end of the second day and surgery was called off. She eventually entered a Gestalt therapy group and began to work on her compulsiveness. But at least she'd avoided that surgery.

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.

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NLP Dialogue: Exploring Codependence

By Sally Chamberlaine and Jan Prince

On Boundaries:

Edward Heidicker, from Cheshire, Connecticut, contributes the following perceptions in response to our September article.

People who "violate" other peoples' boundaries use the word "you" frequently, and people with weak or non-existent personal boundaries often are not aware of how the use of this word can be a violation. Statements that begin with "you are," "you should," "you can't," or variations of the same often trigger confusion and self doubt. I have found that codependents often find themselves defending their ideas, their emotions, and their entire personal philosophy. The enemy is inside their castle before they know it.

The word "you" can be used to induce a trance. Parents who were accusatory or who were constantly blaming their children for their own feelings induced trances which are then triggered in adult life when the words "you are" are spoken. If somehow something could be developed that had those words trigger a different response rather than inducing the "old" trance, the individual would be able to wake up before they went to sleep.

Steve and Connirae Andreas' *Strategy for Responding to Criticism* in *Change Your Mind and Keep the Change* is one approach to intercepting this trigger before the trance induction. Readers: What other interventions have your tried?

Edward brings up another point which we consider important for people working with codependents to keep in mind:

Some codependents want someone to give them a map, because they were never taught how to construct one in the first place. There is a real and present danger that if this basic and fundamental problem is not addressed, we will find people simply "selling" better survival maps and feeding on the basic issue of codependency. [Codependents] will simply become dependent on whoever it is that seems to have the best answer or the best model to use.

We thank Edward Heidicker for his contribution, and encourage you all to send in yours.

§

How can I help my clients appreciate their assets and trust their own judgment?

Two techniques which we found successful in our women's group address this outcome.

Timeline/Belief System Technique

Instruct the client to complete the steps below:

1. Recall a time when you were two or three. Watch yourself as that child and notice a quality you like or admire about her or him. (Examples include playfulness, spontaneity, curiosity...) Write down that quality.
2. What belief must your have about yourself in order to demonstrate that quality? (Examples include I can enjoy life, I am responsive, I can learn...) Write the belief next to the quality.
3. Appreciate that belief in yourself, and notice where in your present life you experience it. (Therapist can anchor this, or, in a group, self or auditory anchoring works.)

   You can further enhance this by using the anchor to do a transderivational search finding several experiences of this positive belief throughout the client's life.
4. Repeat steps 1, 2, and 3 moving along the timeline stopping at ages 6-8, early teens, 20's, and the present, accumulating at least 5 qualities/beliefs.
5. Acknowledge each positive belief as an asset belonging to and generated by you.
6. Create a circle of excellence or other powerful anchor composed of the qualities listed.

If the client has created a sanctuary as described in September article, have them include the resources as a part of that special place.

This powerful resource anchor facilitates building self esteem and internal reference systems, and maintaining a positive state during therapy. It also helps to integrate the younger and more mature selves. We encourage clients to fire their anchor whenever they notice themselves having self-deprecating thoughts or

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internal dialogue, or to install "tapes" of the positive beliefs to replace the often noisy parent voices playing in their minds.

We have found that some clients are so distracted by negative beliefs that they have difficulty focusing on the positive ones revealed in the above experience. If the client has a specific limiting belief he or she wishes to address, a visual squash may be used.

Visual Squash

1. Visualize the beliefs you derived from the timeline exercise. You may see yourself as a person possessing powerful and positive qualities; or you may see the beliefs as a separate entity taking whatever form is appropriate to their content.

2. Allow the image to appear in whichever of your hands is appropriate. See it there now.

3. In the other hand, visualize the self deprecating belief you wish to change. Notice the difference in the way your hands feel.

4. Have the images in your hands acknowledge one another as you watch their interaction. Derive the positive intention of the limiting belief.

5. Bring your hands together slowly, noticing the feeling of integration. Bring this integrated part into your body.

We find that a visual squash is not usually a sufficient enough intervention to change beliefs, but used with the first technique, it helps to soften their rigidity. The client is more self-accepting and therefore more willing to believe something new.

Congruence

The second intervention we found useful provides an internal reference system of congruence. Many codependents are unsure what they want, having devoted their lives to assessing and meeting the needs of others. They have difficulty distinguishing between their wishes and those of others, as Edward Heidicker pointed out. A strategy for beginning to build an internal reference system follows.

1. Have the client go back to a time when s/he was extremely clear about something s/he wanted. Examples: Doing well on a test, protecting a child, getting a driver's license renewed before the deadline, etc.

2. Describe the feelings, sounds, pictures (including submodalities) of that experience.

3. Anchor.

4. Do a transderivational search using that anchor to access a number of experiences. (If the client is unable to find any, use the new behavior generator to create this experience. One example that could be used is the experience of knowing s/he desired food.)

5. Break state.

6. Access an experience in which the client's wishes were based upon another person's needs or desires.

7. Describe the feelings, sounds, pictures (including submodalities) of that experience.

8. Identify situations in which this ability is useful.

9. Compare the two experiences.

10. Establish a means of controlling whether one bases behavior on internal or external referents according to the individual. This may be the door to the sanctuary which only the client can control, a sound warning imbalance, or whatever strategy is useful to the individual to allow him or her to choose an appropriate response.

11. Use this strategy to re-experience situations in which the client was externally motivated and have him/her notice the difference.

12. Future pace by assigning tasks of noticing the difference in life experiences.

It is important to realize that codependence is a pattern of behavior practiced over many years and in all present situations. Clients should be made aware of the pervasiveness of these behaviors and be patient and gentle with their interventions. A major step toward the treatment of codependence is taken when the client becomes aware of its existence.

Since codependents tend to be very impatient with themselves, we find it helpful to remind clients that codependence is a pattern of behavior practiced over a lifetime and that patience and gentleness are important to their healing. The interventions above can be repeated often to enhance self-esteem and congruence, and to help reinforce in the client the ability to appreciate themselves.

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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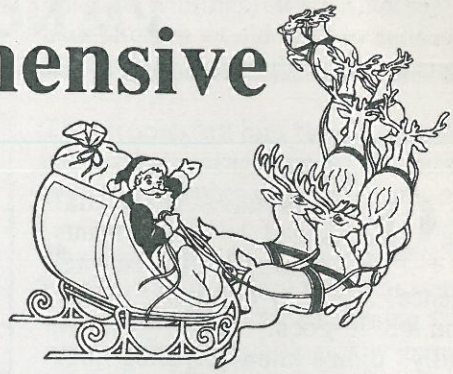
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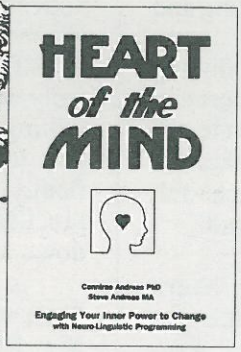
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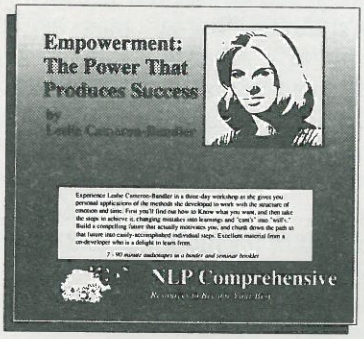


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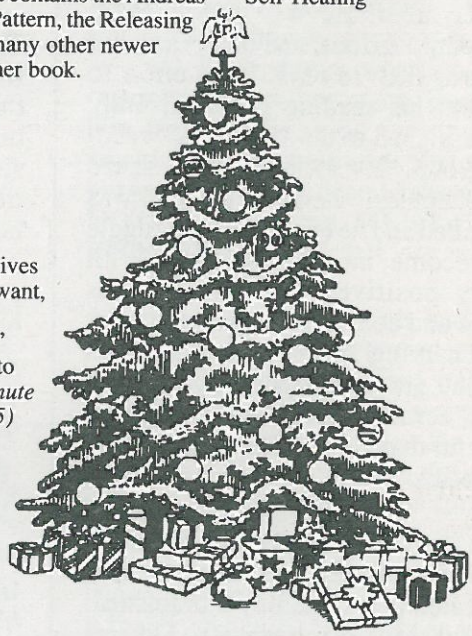
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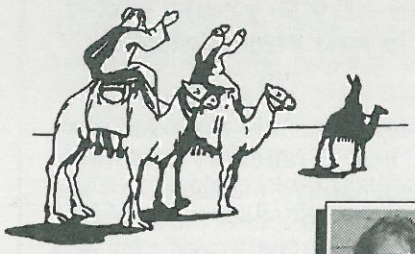
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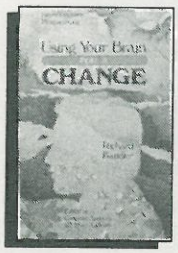




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I'M NOT MENTALLY RETARDED!!

By Diane D. Famiano, MBA

I.Q. tests have been challenged on many fronts. Do they really test intelligence? Are they culturally biased? And on it goes. Eight-year old "Billy" didn't know anything about this debate when he challenged his I.Q. test results. However, this is not an article about I.Q. tests. It is a true story of one child's struggle to learn and feel self-esteem and how he succeeded.

Billy started school as a normal 1st grader, having gone to day-care and kindergarten. He was cute, stocky, outgoing, curious, and observant; but he struggled to read. In an effort to address his reading problem, Billy was assigned to the "blue bird" reading group. "Everyone know those are the dummies," he said. His ego was assaulted and he continued to struggle as become more frustrated. With every positive intention, he was tested and considered appropriate for the Learning Disabilities (LD) class for 2nd grade. His parents, who had two "normal" daughters, were very hopeful that Billy would get the help he needed.

Perhaps Billy was not developmentally ready for reading. Studies have indicated that some boy's brains mature for reading as late as 9 to 11 years of age. One can be VERY far behind, very steeped in failure by 9-years old if this is not recognized. We can only guess at this point "why" Billy did poorly. We do know that his ability to process information in an academic setting grew progressively worse.

Losers fix the blame.
Winners fix the situation.
- Unknown

"A day of worry is more exhausting than a week of work."
- John Lubback

By the end of the 3rd grade, Billy seemed to be getting progressively worse in his ability to learn. He was retested. I.Q. - 75. Mentally retarded. The test "proved" it.

As we know in NLP, the more emotional Billy became about reading and (consequently) other types of learning, the more his natural thinking strategies would "glitch" or short circuit. His "glitch" included an internal auditory interference that blocked his visual processing. The result: he felt "dumber and dumber" in school.

There is an old Chinese proverb which states, "Treat a man as if he has the wisdom to understand." Fortunately for Billy, his two grown sisters and his parents did just that--treated him "as if" he were smart. At home, he was clever and glib, even quite humorous at times. What happened when he went to school? Did his "lights go out?"

One can be VERY far behind, very steeped in failure by 9-years old if this is not recognized.

In his confusion and embarrassment about being labeled "Mentally Retarded," Billy "pitched a fit" and refused to go to school the next year if they were going to put him in a "retarded class." He was adamant and quite vocal. His anguished parents brought him to counseling, hoping to effect an "attitude adjustment" so he would understand that the MR class would be "best" for him.

I began my sessions with a sullen, depressed looking little boy. He reminded me of a little cornered animal. As rapport increased and we talked about subjects other than school, I found him to be talkative and he appeared bright and alert. If I hadn't known his diagnosis, I would not have suspected mental retardation by observing his behaviors and following his patterns of thought.

I decided to check out his processing with a basic spelling exercise. I had noticed a great deal of visual accessing and wondered if spelling would be as difficult for him as reading reportedly was. I asked him if he would be willing to spell for me." (I never use "try to" spell as it presupposes difficulty.) He said, "Yes," but his chin practically hit his chest as he looked down and heaved a great sigh.

Since we had discussed my horse earlier, I chose the word "horse." His eyes moved about rapidly and randomly and he did not get any closer to spelling "horse" than beginning with "H"! After a few rapid-fire attempts at various versions of the word "horse," he slumped back in his chair, looking like I had just fed him creamed spinach. In sensory-based terms, his eyes stayed down, the corners of his mouth turned down, his facial muscles sagged and his shoulders slumped.

I attempted to take him through the NLP spelling strategy process (See January and February 1988 issues of Anchor Point), however, at this point, his beliefs about learning and his emotions prevented a simple intervention. As the session was nearing a close, I opted to re-establish rapport. Having discovered that he liked and collected match box cars, I asked him to bring some in for me to see at the next session. He happily agreed.

At the next session, he arrived proudly bearing two boxes (24 in each) of his match box cars. We inspected his favorites, and I "oohed" and "aahed" appropriately. We had them all over the office floor when I suggested they be put away for another day. Being helpful, I stuck the cars in the little

"egg-crate"-type carton in a random fashion. Quickly, Billy corrected me and said, "The yellow Vet goes here and the silver truck goes here...": "Hmmm," I thought, "Billy really has a pattern coded for some of these cars."

I asked Billy if he knew where EACH car "lived." He said, "Yes." I asked him how many spaces he could identify with the correct car. He said, "How much will you pay me?" (A budding entrepreneur!) "A nickle each," I said. "Make it a quarter." (Math must be his stronger suit!) He visualized the box by defocusing his eyes on the lid and following each space with his finger.

He proceeded to name ALL of them! No mean feat for someone who is mentally retarded!

I explained to Billy that picturing words and letters in his head was much like remembering how his cars went into their cases. He could "run a video" of cars or words or old movies or whatever he chose. He wasn't too sure about this at first, and every time I even mentioned school or learning or thinking, he got the "creamed spinach" expression again.

In order to change this unresourceful state into one that would allow Billy to think more clearly, I began with anchors or "magic buttons." Anchors pair a stimulus with a response in order to "turn on" to another feeling state. I asked him what was the funniest thing that every happened to him. As he retold the tale and began to belly laugh, I squeezed his shoulder. The squeeze was the anchor or trigger for the state of "belly laugh," which I considerd a resource for learning! (You learn four times faster when having fun!) I squeezed his shoulder in the same manner several more times--as he relived a proud moment, a successful one, and a curious state. This is called "stacking anchors" and compounds the positive effects of the one squeeze to give Billy resources more conducive to learning.

Next, I put the anchors in his control. As I squeezed his shoulder, I asked him to make a fist with his left hand. I had noticed he did this when he tried to "think hard," so it would be natural for him to do the same in school. We tested the anchor by having Billy think of spelling a word for me and squeezing his fist. For the first time he lost that "creamed spinach" expression and was thrilled he could "make the knot in my stomach go away."



Billy began to have some success spelling names and words he previously could not spell. However, it was just the beginning. Billy is a very kinesthetic learner--he "feels" his way through the material, so to speak. Unfortunately, his LD teacher did not recognize that the amount of time Billy took to answer was directly related to this type of processing. When Billy was asked a question, he would take a deep breath, look up then down to the right, take another deep breath and then look down to the left and THEN (maybe) he would answer the question. Billy reported that his teacher, who taught him for 2nd AND 3rd grade, would get in my face and yell 'just think Billy, just think.'" Anyone who has had to think under pressure can understand that Billy could not think at that point.

Billy could not "think" with this kind of pressure, because the motions and the yelling would short circuit (change) his thinking strategy. The visual and kinesthetic components of his thinking (internal pictures and positive feelings) were interrupted and he often would shift to auditory, his weakest link at that time.

This process left him "blank," feeling bad, and guessing at answers--sounding very learning disabled.

The Director of Guidance at a well-known private school in Dallas stated that as high as 80% of Learning Disabilities (not-psychologically based) are induced by behavior or ignorance such as Billy experienced. I have seen it over and over. And I have seen teachers and counselors effect "miracles" with the approaches taught through The Learner's Edge and other NLP-based trainings for educators.

We continued to work on building his self-esteem, showing him how easily he DID learn things when he was comfortable and thoroughly teaching him new coping skills for stressful situations. He began to feel confident, but was STILL angry and determined NOT to go to the MENTALLY RETARDED CLASS!!!!

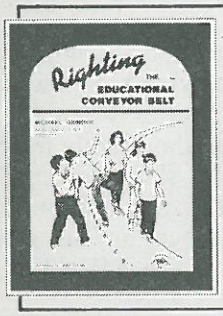
At my request, his parents had him retested in August. He scored an 85. His basic knowledge still needed remediation, although his strategies were now more effective. He was placed in a LD class with a different teacher. This teacher was willing to listen to the work Billy had done with me and to support his positive self-image. He blossomed. This year Billy is in the 9th grade. He has been in the mainstream for 3 years, making B's and C's! I'm glad he was heard when he said, "I'M NOT MENTALLY RETARDED!"

Diane D. Faminao, MBA is President and Developer of The Learner's Edge Programs for students and teachers. Diane is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education. Diane, who has taught nationally, internationally and on television, uses humor and accelerated learning to create a successful learning environment. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA

NEWEST NLP RELEASES



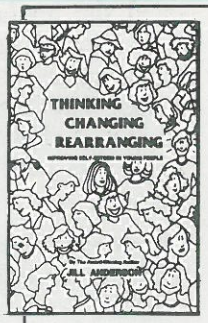
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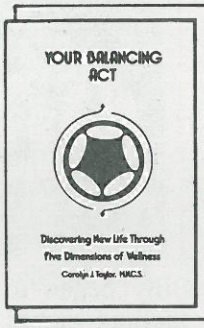
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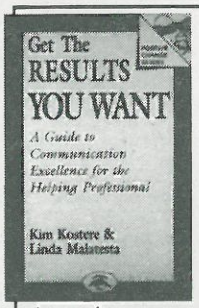
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NANLP Happenings

By Kris Johnson

Quality Results through NLP was the theme for the National Association of Neuro-Linguistic Programming Central Regional Conference held recently in Indianapolis, Indiana. Business consultant Lucy Freedman, who is nationally recognized for her skills and organizational trainings was the Keynote Speaker.

A variety of workshops were offered which included such topics as: solution focused therapy, self esteem, business, health related issues, clinical applications, surveying meta programs and working with the addictive personality.

One evening, professional story teller Robert Sanders mesmerized NANLP guests and members with his stories. It was an experience in which people became more aware of the powerful psychological effect of storytelling. Just as music can heal, so can stories.

According to NANLP President Kay Grask, the trust of NANLP is to bring quality results through NLP by modeling excellence. By modeling the most effective patterns in the areas of education, business, health, training, personal performance and clinical work, the best of these skills can be extracted and transferred to others.

"NLP has the potential of being a primary change agent in the world by understanding and elucidating the structure of our subjective experiences, and thereby changing the limiting beliefs and self destructive behaviors among individuals, organizations and nations," she said.

"Quality results at this conference were demonstrated behaviorally by all of the presenters, organizers, and participants providing an outstanding array of opportunities for learning, networking and changing in a cooperative frame," said Grask.

Kris Johnson is a certified Practitioner and Counselor for Rocky Mountain Consultants, and for Counseling and Education Associates. She is the NANLP Correspondent for Anchor Point. She can be reached at 740 E. 3rd Avenue, Salt Lake City, UT 84103 USA or by phone at (801) 521-0543.

Congo Trip Planned for 1991

Judith DeLozier, Charlotte Bretto and Ta Titos Sompa are planning a trip to the Congo to enter the Congolese community to sing, dance and build a model of the process of developing a multi-cultural community. Specific modeling tools will be offered to participants so they can more easily enter the culture. This is a unique opportunity to develop deep ties with the community, learn languages (several choices) and to sing and dance in West Africa.

Costs, time of year the visit will occur, etc. are still unknown at this time. If you are interested in learning more about this opportunity, send your name, address, and phone number to:

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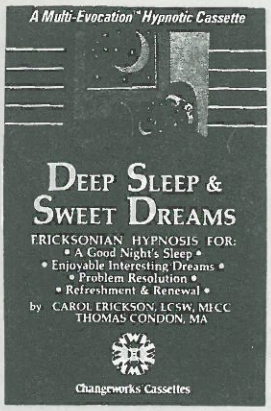
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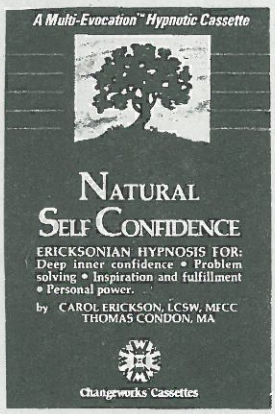
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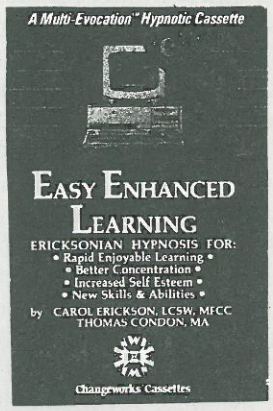
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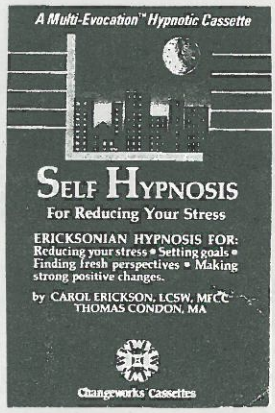
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BACK TO BASICS
ASPECTS OF AN EFFECTIVE COMMUNICATOR

By Rachel Beth Hott

For those of you unfamiliar with this column, we are about to recover the foundations of your NLP learnings. If you are new to NLP, then this column will become one of your first foundations. Legend has it that when the founders of NLP were in the creation period, they modeled effective communicators Virginia Satir, Fritz Perls, Gregory Bateson, and Milton Erickson. During this process many behaviors and beliefs were codified. In this article, I will focus on the three aspects of effective communicators which were derived from these individuals. The three aspects are: FLEXIBILITY, SENSORY SPECIFICITY, AND OUTCOMES. Although you or I may have additional aspects on our list, these three are the ones that are emphasized in a practitioner certification training.

FLEXIBILITY

What is so important about flexibility? "I ask someone to do something, they don't do it. I tell them again and they still don't do it. They really have a problem. Finally I yell and sometimes they do it. (Not always the way I wanted it done.) People really have a problem taking directives." This scene may not be your exact scenario. However, similar situations in personal and professional relationships do exist.

It is easier to behave the way we always behave because it is safe and familiar. As communicators, we tend to repeat our behaviors with others and this in turn repeats the responses we receive from them. A flexible communicator is one who adapts to the moment. Rather than working from an established pattern, the flexible communicator responds to the environment and changes their behavior when necessary.

"Every minute I am angry, I lose sixty seconds of happiness."

- S.F. Shaw

"The actions of men are the best interpreters of their thoughts."

- Locke

An example of my own flexibility occurred with my son, Daniel, age 3. He has been brushing his teeth for over a year and a half. Although he wets and places toothpaste on the brush, he never adequately brushes. I tried to help him brush without any success. After several attempts, I finally changed my behavior. I told him that Mr. Rogers and all the Sesame Street characters wanted to watch me brush his teeth. Instantly, I received full cooperation which lasted for over a month. Now, I pretend I am the 9 year old neighbor, who he adores, and again he allows her (me) to help him brush.

Another example was when I worked with a manager who was concerned about a subordinate's inability to stay seated when he, the manager, was giving assignments and feedback. The subordinate was constantly fidgeting and moving around the office. I recommended that these meetings be conducted as they walked around the plant. This flexible solution provided the manager with a more satisfactory meeting experience.

"If you always do what you're always done, you will always get what you've always got. If it's not working, try something else."

When maintaining a flexible style, you really have to be open to change. When you are in a stuck situation, take a quick assessment of your self and notice whether you are locked into a fixed position or demonstrating flexibility. If you need to be flexible, identify anything you can do differently. Perhaps it will be your tone of voice, a gesture or key word. Notice the response you get and continue experimenting until you get the response you want.

SENSORY SPECIFICITY

You will not know which behavior(s) to change or continue unless you know about sensory specificity. In my management trainings, participants often say that an effective communicator is one who demonstrates honesty, sensitivity, listening skills, and clarity. These may be important aspects; but, how do they know when someone is demonstrating those behaviors?

In the NLP model, the way we *know* is through our senses; visual, auditory, kinesthetic, gustatory, and olfactory. More specifically, in interpersonal communication, we are aware of the visual and auditory senses. If honesty is important to you, what do you have to *see or hear* in someone's behavior to let you know that they are being honest. Perhaps it is their body posture or tone of voice.

Visually you can be aware of: postures, gestures, facial expressions, skin color changes, musculature changes, lip size and breathing (rate and location). Auditorially you can be aware of voice qualities; tone, volume, tempo, or cadences. Key words or phrases can be marked out by one of the voice qualities.

Kinesthetically you can also be aware of your own internal emotional feelings and sensations (pressure, and location). However, it is not sensory specific to say someone is being sensitive because they give you a good

Next Page ►

feeling inside. The kinesthetic aspects only apply if the person touched you and their skin had a particular roughness or smooth quality, if they had a particular temperature, or if they touched you in a specific location.

A primary objective in learning about sensory specificity is to become aware of your own interpretations. Ineffective communicators make statements, ask questions and/or react based on **interpretation**. Before labeling behavior, first identify what you see, hear, and possibly feel. An effective communicator identifies behaviors and looks for patterns **before** labeling.

Suppose there is a training participant who sits with arms folded, body leaning back, ankles crossed, and head tilted, with eyebrows coming together. If I interpret their behavior, I might say this means they are closed minded. Someone else may say they are bored. However, if I am being sensory specific, I identify the behaviors and say to myself, "I do not know what this means."

Rather than labeling, I maintain an awareness of their behaviors and when there is an opportunity, I check it out. One way to check it out is to say to the individual: "...these are the behaviors I see or hear. I have the feeling you are _____. Is this true?"

Another way is to give them sensory specific feedback without labeling: "When you asked me that question, your tone of voice was very low and your volume was soft." Now pause and let them fill in the space. The person can take the feedback and if they choose, give you more information. Once a man called me for information regarding our workshops. He was speaking very quietly. After I gave him our information, I offered him feedback about his low volume. He then explained that he worked at a correctional facility and did not want the inmates to hear his home address. If I had not been aware of sensory specificity, I might have labeled him shy.

Awareness of your own behavior and how it impacts others is important to becoming an effective communicator. Reverse the awareness on yourself. What is it that you do, say, or feel in your communications with others?

A valuable piece of feedback that I received about my training style was that when the audience asked me questions, I brought my eyebrows together which created lines in my forehead. This behavior gave people the impression that I was confused or that their question was not important. For me it was a way to concentrate on the question.

A primary objective in learning about sensory specificity is to become aware of your own interpretations.



With this feedback, I decided to erase the lines. I looked in the mirror and imagined an audience. I had several of these imagined participants ask me questions. First, I did my habitual response then I began working on smoothing the lines. Sometimes I had to place my hand on my forehead to feel the difference. Eventually I erased the lines. Now when a participant asks a question, I concentrate with eyebrows spaced and a smooth forehead.

One way of working on your own behavior is to review a situation and identify your behaviors. Then rehearse the situation with a different facial expression, voice quality, etc.

OUTCOMES

What will demonstrating flexibility or being sensory specific get you? It should get you what you want. Firstly, an effective communicator has an outcome (result or response) that they want. Outcomes are similar to goals, however, there are more specific steps to ensure that your outcome will be achieved. The steps for a well-formed outcome are:

1. **State in Positive and Be Specific.**
   Remember when you were deciding what you wanted to be when you "grew up." Many of us were able to say, "Well I don't want to be a cabby, window washer, or D.J." What did we really want!

   Sometimes it is easier to begin by stating what you don't want and then ask yourself again, "Well if I don't want that, what do I want?" Many times I catch myself about to yell at my son to stop throwing toys. Instead, I ask myself what do I want him to do instead. Then I say, "Please keep the toys on the floor." Now he knows what to do. By stating your outcomes in the negative, you are offering the unconscious a message to do what you actually have said not to do.... "stop throwing toys" is computed as throw toys.

2. **Be Sensory Based.**
   Perhaps your outcome statement is, "I want to improve my relationship with my children. In this step, you would then identify what will you have to see, hear, and/or feel to know that you have achieved this outcome. Your outcome becomes measurable when you clearly identify these features. In the absence of this evidence, you know the outcome hasn't been achieved. For example: **I will see myself playing with the kids. We will have intimate discussions and my stomach will feel relaxed.**

3. **Context.**
   To continue with the statement, "I want to improve my relationship with my children," you then would say, when, where, and with who specifically. **I want to improve my relationship with my children when we are at home.** This takes care of the when and where and the who is already stated in the outcome statement. Many times people's statements are not clear (i.e. I want to improve my communication skills). When you ask context questions, you will get valuable specific information.

4. **Within Your Control.**
   Many times our outcomes are really for other people. For example: *I want my boss to be more*

understanding. This is not within your control. What is within your control is your own behavior, internal pictures, thoughts, and feelings. If your statement is not within your control, restate it. If you can't restate it, then be prepared to work on an outcome that may not be met because you cannot control someone else.

5. **Ecological.**
Is this outcome really best for you? If you achieve your outcome, how will your life be effected? When I improve my relationship with my children, will I be giving anything up? If there is something unecological about your outcome statement, this step provides an opportunity for you to change your outcome.

Several managers with whom I work want to get promotions. When they ask themselves how will this effect their lives, they realize that they will have less leisure time because their jobs will be more demanding. They then have to decide if they are ready to give up their leisure time.

6. **Present State/Next Step.**
After Step#5 , you are ready for the final step. Where are you now and what is your first step toward achieving this outcome. Identifying the present state can offer some valuable information which will help you help strategize for the final outcome. Taking the first step is essential to putting the outcome into action.

These steps are guidelines for developing a well-formed outcome when you have time to plan. What about when you are in an interaction how do you utilize outcomes there? Although our interpersonal interactions are not pre-planned, you can still utilize the outcome format. When you are in an interaction, ask yourself internally, "What do I want?" You can tell the other person what it is that you want which will also allow the interaction to be specific. Remember the other person also has outcomes. (They may not be conscious of them.) You can ask, "What do you want?"

Many times your outcome and the other person's outcome becomes compromised. This is the time to demonstrate flexibility with your outcomes. My partner, Steven Leeds, illustrates this point with a story: There was a couple who came to him because they were arguing about their work. Together they led trips to Machu Picchu. When they were designing their ads, they were having a lot of disagreements. Steven asked them what they wanted. George said he wanted it to look simple, not cluttered. Joyce wanted to list all the dates of their trip so it would be informative. Once their outcomes were stated, they began working together to design an ad that was simple as well as informative. They came up with the idea of "treks monthly" which satisfied each of their outcomes.

Pulling it Together

In order to integrate outcomes, flexibility, and sensory specificity into your behavior, I offer you this brief exercise. Imagine a future situation where you will be interrelating with another person. As you step into this situation, ask yourself these internal questions. "What do I want?" (This includes the 6 steps for a well-formed outcome.) "Am I being flexible?" or "Is there anything I could do differently?" and "How do I know?" After you answer these questions, allow the situation to unfold from start to finish. When you have completed the scenario, come back to the here and now. Review what occurred. If you want to change, add, or delete something, go through the scenario until you are pleasantly satisfied.

Rachel Beth Hott is Co-Director of Advanced Communication 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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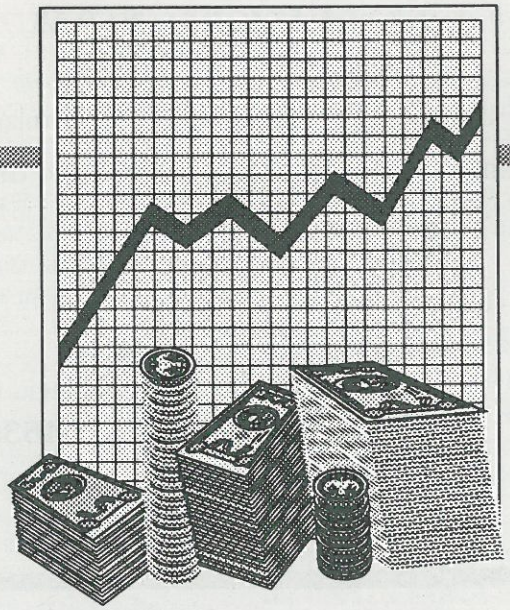
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The **power of NLP** comes from modeling experts, capturing their expertise, and presenting the skills through comprehensive training programs. Dr. Wyatt Woodsmall and Mr. Richard Graves, the developers of Advanced Behavioral Modeling[SM], have spent the past several years modeling successful business people.

This **information-crammed training program** reveals the techniques and strategies of the most successful business professionals. The training will focus on the models actually used by successful marketers, negotiators, salespeople, and management consultants.

The result is a training program **brimming with practical information** you can act on immediately to improve your marketing, sales and negotiation skills.

Increase your productivity, performance and profitability from modeling research that shows how top business professionals succeed.

Coming Events

AMERICAN HYPNOSIS TRAINING ACADEMY, INC.
8750 Georgia Ave., Ste 125E - Silver Spring, MD 20910 (800) 343-9915 or (301) 565-9179

Nov. 9-12 and Dec. 7-10	8-Day Training on Ericksonian Approaches to Hypnosis and Brief Psychotherapy

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

Nov. 3	Photoreading Begins (Brussells, Belgium)

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

Nov. 3-5	Basic NLP, I (Montreal)
Nov. 17-19	Practitioner (Quebec)
Nov. 24-26	Basic NLP, II (Montreal)

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

Dec. 1	Ericksonian Hypnosis Certification Begins

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

Dec. 1-3	Self-Concept
Jan. 24-28	Basic Distinctions Begins
Feb. 28	Modeler Track Begins
Mar.28	Change Track Begins
May 29	Basic Distinctions Intensive Begins
June 4-8	Change Track Intensive Begins
June 25	Modeler Track Intensive Begins

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

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

Jan. 27	NLP Intro (San Francisco, CA))
Jan. 28	NLP Intro (Los Angeles, CA)
Feb. 3-4	Practitioner Training Begins (San Francisco, CA)
Feb. 10-11	Practitioner Training Begins (Los Angeles, CA)

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

Practitioner, Master Practitioner, and Trainer Training (Titisee, West Germany)

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

Nov. 3-5	Meta Systems & Meta Programs
Nov. 10-12	Practitioner 2 (Winnipeg)
Nov. 17-19	Practitioner and Master Practitioner Apprentice 2 (Montreal)
Dec. 1-3	Beliefs, Values & Criteria
Dec. 8-10	Practitioner 3 (Winnipeg)
Dec. 15-17	Practitioner & Master Practioner Apprentice 3 (Montreal)

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

Nov. 10	Practitioner Training Begins (Chicago & Indianapolis)

NATIONAL TRAINING INSTITUTE FOR NLP
801 So. 20th Street - Arlington, VA 22202 (703) 979-3835

Dec. 2-10	NLP Business Certrification Training
Feb. 24-Mar.11	Modeling/Master Practitioner Training

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

Nov. 11-12	Body Sensing - Get the Message
Dec. 9-11	Finbarr Nolan - Renowned Irish Healer
Jan. 12-14	Robert Dilts - Group Systems, An NLP Frontier

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

Nov. 14-18	Hypnosis Certification Training (Brussels)
Nov. 18-19	Stress Management
Dec. 16-17	Improve Your Memory
Jan. 19-20	Learning Self-Hypnosis
Jan. 27-28	Strategies of Negotiation

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

Mar. 22	Clinical Master Practitioner Training (Jonathan Rice)

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

Ottawa Region (613) 232-7782
Toronto Region (416) 283-3030

Nov. 4-5	The Mainspring Seminar
Nov. 14-17	Ericksonian Patterns
Nov. 25-26	Health/Lifestyle I &II
Dec. 8-11	Patterns of Excellence
Dec. 10	One Day NLP Seminar

Water-Wellington Region (519) 741-5740

Nov. 18-19	Living Together I & II
Dec. 2-3	The Mainspring Seminar
Dec. 17	One-Day NLP Seminar

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

Nov. 10-13	The Genius of Richard Bandler
Feb. 2-5	Trainers Training
Mar. 16-17	Language Patterns Submodalities Refresher
Mar. 18	6-Day Andreas Intensive Begins
May 11-14	The Genius of Richard Bandler

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

Nov. 27	Free Introduction Evening
Dec. 8-11	Strategies for Health and Well-Being
Dec. 13	Free Introduction Evening
Jan. 12	Practitioner Training Begins

NLP INSTITUTE OF WESTERN CANADA
2021 Columbia St. - Vancouver, BC V5Y 3C9 CANADA (604) 872-1185

Toronto, ON (800) 668-8235 or (416) 977-7810

Nov.10-12	Fall '89 Practitioner Certification Module #1
Nov. 14	The Science of Effective Selling, #1
Nov. 25-26	The Revolving Mastertrack/Advanced Meta Program Applications

Vancouver, BC (604) 872-1185

Nov. 17-18	Dynamics of Choice, an Introduction to NLP
Nov. 24-26	Fall '89 Practitioner Certification Module #1

Windsor, ON (519) 735-2688

Nov. 10-12	Fall'89 Practitioner Certification Module #1

NLP PRODUCTS AND PROMOTIONS/RICHARD BANDLER
13223 Black Mountain #1-429 - San Diego, CA 92129

Feb. 12-24	NLP Practitioner Intensive Certification
July 9-21	Excellerated Master Track
July 9-21	Excellerated Trainers Training

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

Nov. 11-12	Mapping New Territory (John Grinder Workshop)
Dec. 9-10	Imperative Self Demonstration and Introduction
Feb. 9-11	Robert Dilts - Advanced Patterns: The Latest Developments

OTHER THAN CONSCIOUS COMMUNICATION
P.O. Box 697 - Friday Harbor, WA 98250

Nov. 11-12	Fall Funshop (San Francisco, CA)

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

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

SOUTHERN CALIFORNIA CENTER FOR NLP
2075 P.V. Drive North, Ste. 200 - Lomita, CA 90717-3726 (213) 833-4234

Jan. 13	Hypnosis Certification 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
Jan. 6	Practitioner Training Begins (Jacksonville, FL and Ft Lauderdale, FL)
Jan. 13	Practitioner Training Begins (Huntsville, AL)
Jan. 13	Practitioner Training Begins (Miami, FL)
Jan. 20	Practitioner Training Begins (Tampa, FL; Atlanta, GA; and Huntington, WV)
Jan. 27	Practitioner Training Begins (Birmingham, AL)
Feb. 7	Begins Residential Ericksonian Modeling Hypnosis begins
Feb. 23	10-Day Intensive Residential Modeling Masters Begins

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

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

Nov. 10	Free NLP Evening Preview

CONFERENCES

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

Annual NANLP Conference

April 27-29 - Baltimore, Maryland
For information: Laura Shaw
National Association of NLP
310 N. Alabama, Suite A100
Indianapolis, IN 46204
(317) 636-6059

Listings in this Coming Events Calendar are free (as space permits). To have your NLP-related training/seminar listed, send information to:

Anchor Point Events Calendar
P.O. Box 26790
Lakewood, CO 80226 USA

(Please send listings in 3-4 months prior to the event. Deadline is the 15th of the month to appear in the following month's issue.)



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