Anchor Point

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This issue marks *Anchor Point's* 3rd anniversary. It has been an amazing journey so far. Thank you to all who have helped us grow and get the message out while striving for excellence.

And this month Lyle Chubb debuts with his new series Unlocking Pandora's Box. Welome aboard!

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THE SPLICE INTERVENTION

An Exercise in Joining Previously Unrelated Concepts

By Gregory K. Popcak

Imagine the following scenarios:

- A woman returns home from work to find herself yelling at her husband and children only to "feel bad about it later."
- A child engages in violent temper tantrums only to congruently apologize after the damage is done.
- An overweight individual, though full from a recent meal, seeks out more food only to realize he has greatly overextended himself after the additional food is eaten.

Each of the above examples is what Drs. Abigail Lipson and David Perkins call "counterintentional behaviors."[1] That is to say, though a person desires change in an area, he repeatedly defeats his own efforts only to experience an emotional reaction to the consequences of the behavior when it is "too late." Thus, the client does not learn from the experience and tends to repeat the behavior even though he states he does not want to.

In situations such as these, there is a distinct possibility that the images and/or movies which guide a client's behavior are either literally out of order (improperly sequenced), or actually two, separate, disjointed movies in which the client is completely unaware of the consequences or they are "inconsequential"—at the time of initiating the problem behavior. In either case, the decreased awareness of behavioral consequences retards the client's ability to "learn from his mistakes."

We can easily recognize such people by our reaction to them. We may say of a person; "Won't she ever learn?" or "How many times have I told you...?" Such queries seem to do little good and most likely serve only to frustrate the target of the remarks since, in the clients mind and experience, they really are trying.

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Anchor Point

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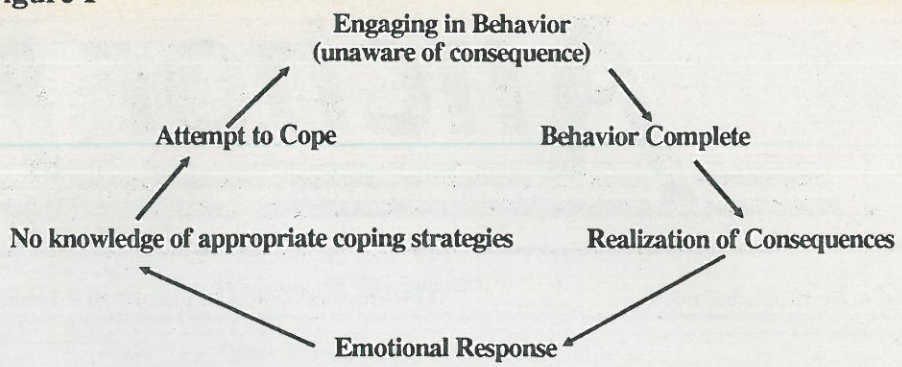
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Figure 1



It is my contention that the emotional response mentioned in each of the above cases (and the ones which will be discussed later) are the result of a belated realization of behavioral consequences. In other words, a person will frequently engage in an undesirable behavior often honestly and completely unaware of the consequences (positive or negative) until the undesirable behavior has been completed.

As suggested above, the emotional response which results from this belated realization only frustrates the client and acts as a catalyst to initiate the very behavior they wish to avoid (see Figure 1).

Even if a client is aware of the consequences at the time of engaging in the undesirable behavior, the client will often state that the consequences will seem "distant," "remote," or "inconsequential."

It is important to note that all behaviors/responses have consequences, many of which are quite pleasant. The word "consequence" literally means "with sequence." The Splice Intervention places events in a more efficient sequence that enables the client to develop well-informed choices and act on more appropriate and fulfilling behaviors.

THE TECHNIQUE:

Step 1. Assessment and Determination of Technique Validity.

In this step, the programmer will ascertain the client's level of awareness regarding the behavioral consequences. In addition, you will identify the positive intention of the behavior and initiate a discussion of alternatives to the old behavior ("X").

a. Are consequences personal or public? i.e., Does the person experience them for himself.

-OR-

Is he told of them by another.

b. What is the client's level of awareness at the time of initiating the behavior?

- Does the client enter the behavior oblivious then realize the consequences?

-OR-

- Is the urge to "X" stronger than the influence of the consequences at time of "Xing?"

-OR-

- Is the client COMPLETELY unaware of any consequences (positive or negative) of the behavior.

c. What is the positive intention of "X"? (to be used in Step 5B)

d. What alternatives are there to "X." i.e. What would you do if NOT "X."

Step 2. Establish Double Dissociation.

In this exceptionally important step, you will establish a dissociation in which the client will imagine himself in an editing suite or the projectionist booth of a movie theater (in either case, make sure a movie screen in available).

The client will watch his dissociated image through a sheet of Plexiglass as the dissociated image creates the new behavioral movie.

a. "Imagine that you (client) are sitting with me (programmer) looking at him (the dissociated image of client) through a large sheet of Plexiglass as he stands in the projectionist booth of a movie theater. In the room with him are a projector, several shelves of film, and editing equipment (or scissors and splicing tape).

b. Have the client remember a time when he "X ed." Then have the client watch the dissociated image as that image watches a black and white movie of that experience (as per the V-K Dissociation[2]) from a point where the "movie star" (image on screen) is "thinking about Xing" to the point where "the movie star" is experiencing the consequences (if the consequences are attached)."

The following steps (c & d) will be necessary if you wish to clarify or further examine the consequences. Do so gently.

c. Ask the client what things were like for "the movie star" after he did "X." How were things for others with whom the "star" was associated?

d. IF CLIENT IS STILL UNAWARE of any consequences, use pretending in Step 2c (i.e., If there were consequences, what might they be?). Repeat movie. —OR— If the film that contains the consequences is detached and exists as a separate film altogether, run this consequence movie immediately after the behavior movie.

Step 3. Film Editor Metaphor

This is the body of the technique. In the following steps, the dissociated image will edit the old movie to make the new, more appealing behavioral movie.

a. "Imagine for a moment that he (the person in the booth) is a film editor. It is his job to make movies run more smoothly thus making more sense to the viewer. He has watched the movie from beginning to end and is ready to do the part of his job that he enjoys most. Watch as he rewinds the film in the projector to the beginning (you may use this opportunity to de-phobe if you wish).

"The past is a work of art, free of irrelevancies and loose ends."

- Max Beerbohm

b. "When the film is completely rewound, watch as the editor removes the film from the projector, takes the film in his hands and examines it, frame by frame from the beginning until he gets to the point between where "the movie star" is "thinking about Xing" and "actually engaged in Xing." As he finds this point, he marks it.

c. "Now the editor finds the scissors on a shelf and uses them to make a cut on his mark between the frames where the *star* is "thinking about X" and "doing X."

At this point, the client's dissociated image has severed the film between thinking about the behavior and actually doing it. In the next step, the dissociated image will connect the consequence film to the end of the segment where the "movie star" is thinking about "doing X."

Step 4. Find Movie of Consequences

a. IF CONSEQUENCE FILM IS ATTACHED TO THE BEHAVIOR MOVIE.

"Now watch as the editor moves ahead on the film until he gets to the point where the *star* has "just finished Xing" and is experiencing the consequences. As the editor finds this point, he makes a cut between these two frames, takes the consequence part of the film and fuses it to the part of the film where the *star* was "just thinking about Xing." (magically or with splicing tape, etc.)

b. IF THE CONSEQUENCE MOVIE IS NOT ATTACHED, IN SEPARATE FILM CAN, ETC.

"Watch as the editor finds the can of film which contains the film of the consequences for the *star*. As he finds this part of the new movie, watch as he joins the consequence portion to the part of the movie where the *star* is 'just thinking about Xing.'"

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Step 5. Creating a New Ending.

a. If the client has a specific behavior that he wants to add instead of the old behavior, use the New Behavior Generator technique[3] so that the client can see the "movie star" act out the new behavior. Instead of having the client step into the new behavior at this point, have the dissociated image connect this new ending to the end of the segment in which the "movie star" is aware of the consequences of "X."

b. If the client would simply like to have more choices, develop with the client the new self image portion of the Swish pattern[5]. Have the client make a film of the new self image appearing to the "movie star" and leading the "star" to new and more exciting ways of behaving. (For example, the way Obiwan Kenobi appeared to Luke Skywalker in *StarWars*, etc. be creative.) Make sure this new self image fulfills the requirements set by the positive intention in Step 1c.

Once this has been developed, join this new ending to the portion of the film where the "star" has experienced the consequences of the old behavior. (See Figure 2.)

Step 6. Watch and Listen to New Movie

a. Watch the editor as he watches and listens to the new movie. Does he like this movie? What does he think would make it flow even more smoothly?

Step 7. Step Into the New Movie

a. Have the film editor rejoin the client's body. Then ask the client to enter the new film at the beginning and run through it as an associated experience.

b. ECOLOGY CHECK / FINAL REVISIONS

Once the client has actually entered and run through the new movie, ask the client if any of his parts object to the movie. If the client says there are objections, find them and deal with them accordingly.

Step 8. Future Pace

In this section, you will future pace the change to a similar experience in the future so that the client can see how he will behave differently in the future.

a. "Image a time in the future (1 month, 6 months, 1 year, 5 years) when you USED TO DO X and see how you NOW RESPOND with the new choices and behaviors."

b. "Imagine a time 5-years hence, and look back on the present and see how far you have come, and how many exciting things you have done with the changes that were put in place today.

c. Re-orient to present.

Step 9. Finalization

a. Instruct the client to find the remaining piece of film (the part of actually doing the behavior) and burn it (or destroy it in some other fashion).

b. Tell the client that unless the old behavior has an excellent reason to return, he is free to act on more exciting choices. This will provide the opportunity to do work on any remaining "secondary gain" the client may yet experience.

Figure 2

OLD MOVIE

a. (When the consequences are attached.)

thinking of Xing	client is Xing	realizes consequences

-OR-

b. (When the consequence movie is disjointed.)

thinking of Xing	client is Xing

consequences film

NEW MOVIE

c. (Consequences attached, new choices intact.)

thinking of Xing	realize Consequences	more Pleasing Options	New Behaviors

DISCUSSION

The Splice Intervention can be used in any number of situations where clients do not attach positive or negative consequences to actions or thoughts. A very nice example of how the Splice Intervention could be used in the case of positive consequences was provided in the July issue of Anchor Point in an article entitled "*The Successful Treatment of Kleptomania*"[6].

In the above article, the author writes of a woman who would experience being alone and sad, recalled a childhood experience in which she shoplifted and was treated in an unusually kind fashion by her mother. Then later, when engaging in shoplifting, the client subsequently felt loved. If one were to use the Splice Intervention in this case, one would connect the feelings of being loved to the experience of sadness and being alone. Then one would develop a new self image of a woman who could find new and exciting ways to experience love, and destroy the film segment of shoplifting. Now the woman is able to experience this feeling of love when she needs it most without having to do anything to earn it. Then she can act on this feeling of lovableness to get even more love. I use this case only because it is an example with which the reader is most likely familiar.

In two other instances, I successfully treated a person who overate after meals causing her to gain weight and frequently suffer with an upset stomach and a client who struggled with frequent masturbation since the time he was 14. In both cases, the clients felt guilty, "out of control," and foolish after engaging in the behavior. Even though they were aware of the consequences going into the act, these consequences were less persuasive than the positive feeling they anticipated from their behaviors.

After dealing with the positive intention of these behaviors, we created a new self image that would fulfill those requirements. Though the Swish Pattern was successful on a limited basis, the behavior returned. After using the Splice Intervention, both clients have reported complete freedom from these old behaviors. One has gone on to lose weight, the other has found new ways to "get what he wants" and "feel sexy."

I wish to further illuminate the importance of the "new self image" section of the Splice Intervention. It is this section that makes the splice ecological insofar as it deals with "secondary gain." In treating one woman for nail biting, we found numerous positive intentions of the behavior which ranged from "wanting to look good" (if her nails grew unevenly), to "dealing with frustration and disappointment," to "expressing anger since I must please others" (by not showing anger at them), and so on. Had the new self image not incorporated appropriate strategies for dealing with any of the above concerns, the Splice may not have worked.

Take great care to elicit all positive intentions in Step 1 of the intervention and use appropriate coping resources in the new self image portion. This will serve to make your work more efficient and effective.

For those of you who question the value of letting a client experience negative consequences, I suggest that this is a naturally occurring experience which allows people to learn and grow.[7] How many of us as children, or adults, have wanted to kick the dog, smack our parents, or steal something only to find more acceptable ways of coping because we knew what could or would happen if we did so. Using the positive and negative consequences of our own actions is a respectful and resourceful way to develop a well-formed conscience and behavioral repertoire.

Readers may also note that the Splice Intervention adopts a similar learning strategy as the *Naturally Slender Eating Strategy*[8] in which the client is taught to imagine what it would be like to have eaten certain foods before ac-

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tually eating them, in order to attain the highest level of learning and satisfaction.

Likewise, the Splice is similar in function to the submodality *Belief Change* exercise developed by Richard Bandler[4]. In that technique, a client first codes a limiting belief as something that she is ambivalent about. Then the client codes the new belief as the old one. In the same way, the Splice removes the power and attractiveness of the old experience and replaces it with an even more attractive choice.

I would note that I do not usually use this intervention until I have tried the *Swish Pattern*. This both prevents me from shooting at bunny rabbits with an elephant gun and makes the job of creating a new self image (Step 5b) that much easier.

I cannot stress enough the importance of maintaining the dissociation while utilizing the Splice Intervention. In developing this technique, two clients connected the behavior to the consequence in an associated state, one said, "This is stupid! It makes no sense!" and refused to continue. The other broke down in very unresourceful tears at being confronted for the first time with consequences and despaired at finding other choices. Though I was able to help both subsequently, their pain was unnecessary and regrettable. Maintain the dissociation or do not use the Splice.

I offer two final suggestions in the interest of behavioral flexibility. When using the Splice with children, it is a useful option to have the child draw the four segments:

- 1. Thinking about "X"
- 2. Doing "X"
- 3. Consequences
- 4. New Ending...

on a long, white sheet of paper, then physically cut and create the new movie, as well as destroy the old behavior segment. When it comes to stepping into the new movie, their imaginations will serve them nicely.

Likewise, I have successfully used this intervention with clients in a hypnotic trance and who were sleeping[3]. This can require extra patience, but it proves to be an interesting variation on a theme.

This intervention is offered as another way for programmers to help clients become who they are. As with all NLP techniques, it should be used carefully and caringly. Used in this manner, it can be a very useful tool to add to your workshop.

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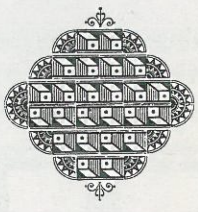
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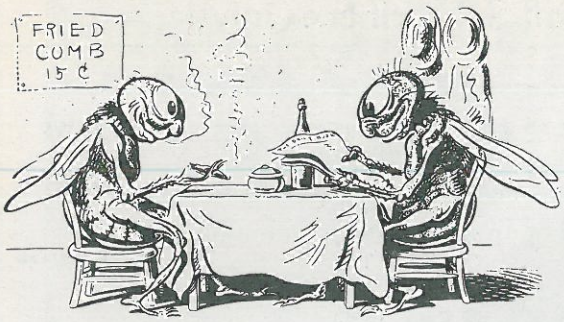
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Time Distortion For Withdrawal Effects In Smoking Cessation

By David Orman and Deena Margetis

One of the most commonly cited reasons for failing to initiate or complete a smoking cessation program is the client's desire to avoid experiencing withdrawal effects. Withdrawal effects are defined as that period following the discontinuance of an addictive drug that is marked by often distressing physical and/or psychological symptoms. Such symptoms include headaches, nausea, profuse sweating, nervousness, anxiety, insomnia and the like.

We have developed a technique utilizing Time Distortion to lessen the effects of withdrawal from smoking (nicotine). Time Distortion is a trance phenomena in which the subjective experience of time is condensed or dilated. Relating to withdrawal effects, the goal(s) is/are to (a) eliminate or reduce withdrawal effects; and/or (b) have the client experience the effects in a considerably shortened time frame.

The format for this Time Distortion technique is as follows:

1. Establish a desired outcome via Outcome Framing.

2. Orient to trance state.

3. Have client experience a distortion in the subjective experience of time. For example, have client recall the naturalistic states of time distortion such as listening to a boring lecture where the minutes feel like hours or reading an exciting book and the hours feel like minutes, etc. The therapist can then simply amplify this state of time distortion.

4. Ask the client's unconscious to anticipate any withdrawal effects that s/he might experience in the upcoming 3 to 5 days..."and just see yourself experiencing the effects."

5. Now, ask the client to "step into this scene and experience those effects while in trance in a certain fashion. One 24-hour period can..NOW...feel like a total of 15 or 20 seconds. In the next...and you can wonder, will it be 15 seconds or 20 seconds or somewhere in between...you can have all the withdrawal effects in a safe, appropriate manner. In fact, you can have those effects in an area of your body such as your fingernails, toenails or even your hair."

6. After this phase is completed, insert a break state.

7. Now, have the client recall times in their life when they healed naturally. Such experiences include healing from minor cuts, bruises, colds or the flu (without the aid of medication). Anchor this experience.

8. Again insert break state.

9. Have the client again see the scene when s/he experiences the withdrawal effects in a Time Distortion and fire the anchor, while making suggestions of cleansing, purifying and healing.

10. Ecology check.

11. Re-orient to waking state.

Clients seen by us have utilized this technique with varying degrees of success. Some experience no withdrawal effects, while most have reduced the effects of withdrawal from nicotine. Those who have the best success use this format or variations of it, when doing self-hypnosis following completion of a smoking cessation program.

In summary, Time Distortion is the vehicle used for clients who wish to lessen the length of time in which they experience withdrawal effects following smoking cessation. In addition, the body's innate ability to initiate healing is interwoven with Time Distortion. In the future, we will attempt using this process with clients experiencing withdrawal from alcohol and other drugs such a heroin, morphine, etc.

David J. Orman and Deena Margetis are both Certified Clinical Hypnotherapists as well as Practitioners of Neuro-Linguistic Programming. They are in private practice in the Greater Washington, DC area specializing in habit control and psychoneuroimmunology.

For Reprints write to: Deena Margetis c/o Dr. Richard Fischer - 4222 Evergreen Lane - Annandale, VA 22003

Correcting the Gremlins

Computer gremlins changed two words in Pat Wagner's column last month. In the paragraph where she discusses the difference between market-driven and idea-driven books, the phrase "I do not agree" should read "I do not **dis**agree;" Pat does not disagree with market-driven strategies, but she believes an obsession with the market has hurt the book industry. And in the list of things to improve the quality of information, the word "columnist" was replaced by the word "communist." She urges readers to continue to write to both communists and columnists.

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Smart Stuff:

Bend, Don't Break

By Diane Faminao Lutzinger, M.A.



As I mentioned in an earlier column, one of my favorite cartoons depicts a little mouse espousing the philosophy "Blessed are the flexible for they shall not be bent out of shape."* I believe the results of flexibility in teaching are even more far reaching than personal stress reduction, though that is quite an important benefit. Many teachers burnout from trying to force certain changes that could be handled more effectively with a bit of creativity. The best teachers I have heard about and heard from seem to agree that rigid methods and attitudes have far reaching negative effects.

In July, I received a letter from an *Anchor Point* reader who was excited about the possibility of networking with other creative educators and NLPers. One sentence in her letter stood out, because this teacher's *attitude* was that of a curious student, instead of one who has "all the answers." Beth Putnam, Watsonville, Ca., wrote, "Students in Special Education settings have taught me over the last 13 years that flexibility in discovering and adjusting techniques to the learner is what it takes to ensure that every student learns."

"Nothing worse could happen to one than to be completely understood."
- Carl Jung

This article will illustrate some of the benefits of being flexible in technique and in attitude. I believe the latter is the more important, since having an open attitude "invites" a variety of techniques.

I looked up "flexible" in my computer's Thesaurus. Although all the words suggested may not be in the context of attitude, I invite you to use the language metaphorically and try out the words in the context of teaching and learning. Just pause briefly as you repeat each of the following words, imagining a learning situation that has the quality suggested. I think you'll be surprised at your own images and responses. Here are the words: agile, elastic, pliant, supple, adaptable, changeable, compliant, affable, amiable, and genial. Did you ever consider that flexible would "mean" amiable? Do your students see you that way?

On the other hand, the antonyms to flexible were: rigid, dogmatic, and CAUSTIC.

Recently, I gave a seminar to the staff of one of the oldest and finest private schools in Dallas. The Director of the school is positive and forward thinking and definitely has the students in mind when she makes her plans for the year. She adapts and changes what has "traditionally been done here" to suit the climate and culture of the current generation to suit their academic needs. However, one of her teachers exemplified the kind of attitude that creates problems—for herself, the students, and the school.

I begin each *teacher's workshop* with the following frame: "Many of you may recognize, at some level, much of what I will be offering. Good teachers ALREADY DO, intuitively, many of the skills and techniques presented. My job is to define the patterns for you and make your successes explicit and conscious, thereby removing the 'hit or miss' nature of effectiveness many teachers report they experience."

This particular teacher began the in-service session by refusing to wear a name tag. Granted, she learns her students' names, however, I only had one day and felt name tags would be expedient. Throughout the day "Ann" would "yes, but" the new ideas and "harumpf" if she thought she already knew a concept. For example, in response to a question about student's study habits, I discussed a review pattern. Studies have shown the following pattern to be more effective than those traditionally recommended for increasing retention of new information.

"Studies indicate that one's retention of new information begins to drop RADICALLY after 24-48 hours." To learn more easily and naturally, it is suggested that one review within this period of time and weekly thereafter, until you know the material. "Ann" raised her hand and said, "You know, this is not really new. Every teacher knows a student should review a week before the test and two weeks before that." In her closed-minded way, she had **not** even **heard** the pattern distinctions which many of her colleagues thought was interesting new information.

I am reminded of an old tale. A man in search of enlightenment went to the top of a mountain where the "wisest guru in the world" lived. The man had traveled far and wide and had read many books in his quest. When he met the guru, the man was anxious to share how much he knew and how diligent his search had been. The guru listened



politely and invited the man to have tea. The man waited impatiently while the guru poured tea. As the man watched, he noticed that even as the cup filled to overflowing, the guru continued to pour tea. "Stop, can't you see the cup is overflowing!" the man protested. Calmly, the guru said, "So it is. And it is impossible to put more into a cup that is already full." I hope your cup has room for more.

Another teacher seemed to have a natural inclination for "what works." He became involved in a situation with another teacher who was "having trouble with resistant student." The other teacher, for whatever reasons, was insisting that a boy in his class remove his leather jacket if he was to remain in class. There appeared to be no other issue at the moment. "Don," the flexible teacher, began speaking to the student in a manner that "met him at his model of the world," in NLP terms. To the angry student he said, "Gee, that's a nice jacket. I love the feel of leather. Would you mind if I tried it on? I'm thinking of getting one soon." Warily, the student allowed Don to try on his jacket. Don continued to say how he liked the smell of leather and how it must feel very special on, recognizing the "positive intention" that perhaps was behind the student's refusal to remove the jacket.

As they continued to discuss the jacket, Don learned that it was indeed a special jacket. The boy's uncle, his last male relative, had given it to him just before he died. Not only that, Don observed the young man's tee shirt was old and torn though it had been elegantly covered by this nearly new, fine leather jacket. The teacher who had problems with the student had not taken the time or effort to understand where the boy "was coming from."

How often do we make decisions on too little information about another person. As most NLPers would agree, we need to acknowledge that another's world has validity. Reframing a situation, looking at it differently, will often open up many options not previously noticed.

Beth Putnam shared one of her methods of "reframing a learning situation so that it is a quest and a discovery process" in order to elicit strategies and affect a change in motivation.

Involving the learner in thinking about thinking is more empowering to the student than the "one right way" to attack a problem. Putting the focus on the student, Beth uses the following process to give a student an experience of discovering the information and the strategy.

1. For a student struggling with math, tell him/her that you have another student who needs to learn how to do a certain kind of math problem. Ask the struggling student to help YOU by showing you how he or she would teach the problem. (This immediately takes the focus off "the problem" and puts it on the process.)

2. As the student explains, he/she will be giving you information about his/her strategy and representational systems. Note what is working and any "glitch" in the strategy (i.e., when it doesn't work). The student can also explain where and how the strategy was learned and what helps him/her to remember it. You can ANCHOR the curiosity and interest the student shows in how he/she thinks.

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3. Ask the student to interview three other people about how they solve the problem. Ask the student to listen for the differences and to "experiment" with the different ways of solving the problem that others have used. Let the student report to you what he/she has discovered.

4. Ask the student to run through his/her strategy and decide if any of the new information would make the process easier. Sometimes it is necessary to lead a student through the more effective strategy using the "what if" method. (Using a "what if" method maintains the frame of curiosity, rather than "here, do it this way." You might say, "I wonder what would happen if you did...")

5. Complete with an anchor (for state and strategy) for the future in which a problem needs to be solved.

This process is very congruent with the definition of education based on the roots of the word: "To draw out." Many of us who are eager to teach, act as if the definition is to "pour in."

Mandy and Math

In using a basic strategy elicitation approach with a teenage girl who had failed geometry, a similar "discovery" was made. The student was able to discover what was missing in her own strategy. "Mandy" was in summer school to retake geometry. Her highest grade had been a 73 and that was the only passing grade she received all semester AND she had a tutor! Tutors have difficulty making a difference if their instruction does not address strategy (either consciously or unconsciously).

In working a proof, Mandy felt confident with steps 1, 2 and sometimes 3. These were usually memorized statements that had a predictable pattern. When calculations were called for (applying rules and theorems) her strategy broke down. In asking her *how she knew that she knew something*, she accessed visually and said it felt familiar, like she had seen it before. Her ineffective strategy lacked either a visual memory of the information or the familiar feeling. When she was stuck, she felt tense and increased her negative self-talk. This would automatically mask any "familiar feeling" she might have had.

"A little inaccuracy sometimes saves tons of explanations."

- Saki

"The teacher who had problems with the student had not taken the time or effort to understand where the boy was coming from."

In order to change her strategy, she first needed to file her information in a V/K synesthesia manner, i.e. see it and get that familiar feeling associated with it as she understood the information. To assist her in getting the familiar feeling, Mandy needed to work with the vocabulary, associating the label with a pattern of information. Otherwise, she was trying to learn in "a foreign language," one of the main problems I see in students of math, chemistry, and science.

I wrote down the steps to Mandy's strategy for her and suggested she practice these steps. Her steps were as follows:

1. Read the problem;

2. Ask herself where she had the information "filed;"

3. Move her eyes up left, and recall the symbols that matched the step in the proof; and

4. Notice if the feeling was familiar.

If the feeling is not familiar, she was to sort through other images until she found the match. We utilized Step 2, "ask herself," since self-talk was her most automatic response.

Just for the record, this girl was not totally thrilled with my *wonderful ideas*. In fact, she was fairly certain I was "crackers" asking her such questions as "How do you know you know?" Still, she was cooperative and DID want to pass, so Mandy was willing to try anything. However, her mother called to say that Mandy was very frustrated and thought "this stuff was weird." Thanks to rapport skills, she liked me and would come back in 2-weeks.

Mandy had a quiz before she returned to see me. She made an 83 and was ecstatic. I was too. She never failed another geometry quiz or exam, made as high as 93, and finished up with a B for the term.

We had also worked with Mandy on her fear of taking tests, effectively making a change in state, as well as strategy. As many educators and NLPers would agree, state effects strategy and strategy effects state. It is a chicken-or-the-egg kind of problem. Staying flexible allowed me to gather enough information to determine what was actually the problem with Mandy's learning process.

Mandy was amazed (as was her tutor) at how quickly she was able to learn after working on her strategy and state. Her ability to catch on seemed to "speed up." And indeed, it did. Were we using "super" learning or "accelerated" learning? Well, yes and no. Next month, *Smart Stuff* will discuss the concepts of accelerated learning and superlearning and how it fits with NLP.

My thanks to Beth Putnam, Watsonville, California for writing and contributing to this column. I invite others to contribute your ideas. You can write Beth c/o The Learner's Edge, Inc.

*** Mouse cartoon is by Ron Ransom of Marietta, Georgia, used with permission.**

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Diagraming the Communication Process

By J. Patrick Mahon, Ph.D.

Although I had previously read several of the authorities on NLP, 3 months into my training I felt as if I were adrift in the sea of NLP terms and definitions. In an effort to get a handle on it, I went to my computer and my *Harvard Graphics*® package to design charts. The result has enhanced my grasp of NLP concepts.

I see NLP as the new technology of communication. As a trained school counselor turned administrator, I am very familiar with counseling models. I also must admit that I am fascinated with the power of NLP and its many techniques for effective communication. I already have used NLP to assist teachers with changing teaching behaviors. I also have used it quite effectively to communicate with staff members, faculty, and parents in a variety of settings.

As I have searched for ways to learn more about NLP, I have developed a chart which I find to be very useful. It helps me get a picture of a basic concept in NLP. It also enables me to explain this concept to others.

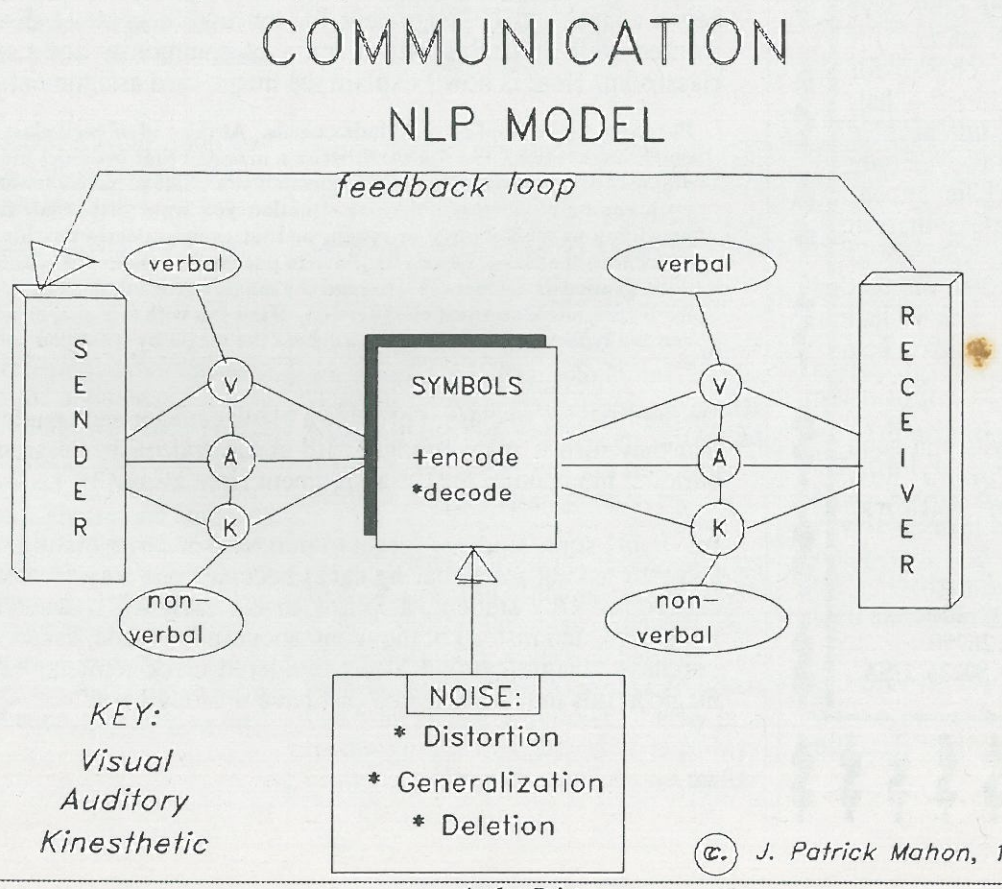
The accompanying chart takes the basic model for effective communication and adapts it to NLP. In the classic communication model, the sender encodes a message which is then transmitted to a receiver through a channel. Noise—interference—may enter the channel and distort the message. McLuhan made this quite clear with his "the medium is the message." The receiver then decodes the message. The purpose of feedback is to insure that the message which is received corresponds to the message which has been sent.

NLP adds to this model and helped me understand the intricacies of communication. It specifies such nebulous terms as body language. Now that I understand that people identify with people who are like them, I realize the power of NLP. I can look for and identify the visual, auditory, and kinesthetic aspects of communication. I purposely can use visual, auditory and kinesthetic words to enhance communication when I pace and lead others.

The model stresses that the sender frames the message in a variety of ways. The receiver has to be alert to both the verbal and nonverbal aspects of the communication. In addition, the sender codes the message in visual, auditory and/or kinesthetic terms. The end of NLP is to teach senders to code messages in all three modalities for optimum communication.

"Noise" can interfere with the encoding and decoding of messages. In NLP terms, noise is defined in terms of the meta model—distortion, generalization and deletion. Both sender and receiver

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have to be alert to meta model violations which can interfere with effective communication.

Finally, the receiver decodes the message. Here again, verbal and nonverbal factors enter the process. The receiver decodes in terms of his/her modalities—visual, auditory and/or kinesthetic. NLP teaches receivers to be aware of the modalities they use.

This chart of the NLP Communication Model helps this visual student comprehend the intricacies of NLP. I invite reader comments on refining the model further.

J. Patrick Mahon, Ph.D. is a high school principal in Atlanta, GA. He is also president of XL-Leadership, a consulting firm specializing in enhancing organizational effectiveness. You may write to him a: P.O. Box 517, Grayson, GA 30221 USA.

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Reframing In The Classroom

Teaching "Before The Class Begins" With MAGIC CARDS

By Joe A. Munshaw, Ph.D.

As a teacher utilizing NLP, I've been intrigued and entertained by the question, "How do my students experience time in the classroom?" I've sought to discover if reframing their experience of class time enhances mastery of course material. This article discusses a technique which creates confusion about when class "really" begins.

I teach communication courses (interpersonal communication, communication theory, nonverbal communication, listening, persuasion, etc.) at a Midwestern university which primarily is a commuter campus. Most of my classes are scheduled 2 days per week in 2-hour sessions about 30 students per section. We meet one day, have a day off, meet again, and then don't see each other for 5 days.

Such a format presents two interesting challenges which might arise also in your teaching. First, building a sense of continuity, both in course content and in interpersonal relations in the classroom. Second, keeping students involved and attentive for a relatively long time period —2 hours.

Jess Lair in his book, *I Ain't Much, Baby—But I'm All I've Got*[1] shares an assignment he gives his classes, called "magic cards." Several years ago I began adapting that assignment for my own courses. I discovered that it worked well in establishing a sense of community and continuity in the classroom. Here is how I explain the magic card assignment in my syllabi:

> **Purchase a packet of 3" x 5" index cards. At the end of each class session turn in one "magic card." On the card, write a message that provides me with feedback on the course that day, that asks a question you'd like to have answered, that brings up a communication problem or situation you want discussed, that tells a joke providing us with a smile or laugh, or that communicates anything you'd like to share with the class. You do not have to put your name on the magic cards. This is not a graded assignment. I will read the magic cards out loud as a beginning point for discussion in our next class session. Have fun with this one, or not. Magic cards can really liven up the class if you create the magic by what you write.***

On the first day of class, I provide a blank card for each student, and request that they turn it in as a magic card at the end of the session. This begins building momentum for the assignment right away.

Inevitably some students forget to purchase or bring blank cards for awhile, and thus asking for a sharing cards becomes one way for connecting in the classroom. One student, a fellow in his early 40's, went to our campus bookstore, and instead of inquiring about index cards, asked where he could purchase "magic cards." The bewildered clerk replied, "There isn't any magic at this university...you just have to study hard."

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At the beginning of class, every student who attended the previous session knows that she or he has delivered a message that I will read out loud. As I start to read, students become quiet, they look at me, and I interpret anticipation and curiosity from their behavior. Those who have written a joke will discover how the class [and I] reacts. Those who have asked questions about lectures or reading assignments may find clarification. Those who have expressed opinions may get agreement or not. Those who have written about communication problems and relationships may get a helpful response.

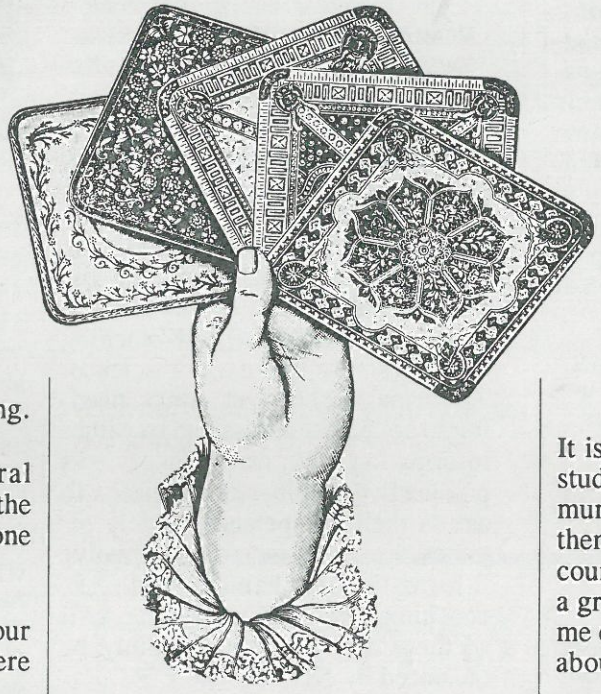
We are within a frame in which almost anything can happen, and whatever occurs will be in response to messages created by and involving each student. This is much less predictable than a lecture frame, discussion frame, demonstration frame or exercise frame—all four of which I use extensively in teaching.

The magic cards fit into several categories, and generally I organize the cards to that we're moving from one type to another.

Usually a given class will provide four or five cards with jokes each day. Here are some examples:

- "Why do debutantes avoid group sex? Answer: They hate having to write all those thank you notes."
- "Why do elephants have four feet? Answer: Because 6 inches just isn't enough.
- Two men were sitting at a bar watching the news. On the news program there was a man standing on a window ledge threatening to jump. The first viewer says to the second, "I bet you $50.00 that he jumps." The second agrees to the bet. The man jumps off the ledge. Out of guilt the first viewer says, "I can't take your money, because I saw it on the news broadcast earlier today." The second viewer said, "That's o.k. I saw it earlier too, but I didn't think he was stupid enough to jump again."

Sometimes I receive magic cards with jokes that are extremely vulgar, or have sexist, racist, or ethnic themes. For any joke that I'm uncomfortable reading aloud, I tell a little about the joke indicating my source of discomfort in reading it aloud. I then place that magic card in the chalk tray of the blackboard, and students who are interested may read it during break. This allows the writer to communicate, while also allowing others in the class a choice about whether to receive the message.



Other magic cards contain quotes, aphorisms, and sayings that the writers find meaningful and enjoy sharing. For example: "Happiness is a perfume that you cannot pour on others without spilling it on yourself." "Life is like a ten-speed bike. Most of us have gears we never use [Charles Schultz]." "The mind is a wonderful thing. It starts working the minute you're born and doesn't stop until you get up to speak in front of a group of people."

Some cards comment about campus life. "I saw Big Foot in the library!" "Why is it that custodians at this university are always cleaning the bathroom just when you have to go so bad your eyes are yellow?" "Why is it in the winter that the wind is always blowing right into your face no matter whether you're going to or from the parking lots?"

In my experience, most students who have questions about upcoming exams or assignments will ask them out loud. The magic card assignment provides an opportunity for students who are extremely shy or unassertive to ask nuts and bolts questions about course work.

I spend quite a bit of time with magic cards that ask questions about communicating in specific contexts or relationships. Problems and issues arise with roommates, spouses, siblings, parents, children, bosses, co-workers, etc. After I read one of these cards, often other class members will share their experiences or offer advice. Sometimes this involves referring to concepts or ideas we've covered earlier in the course. I give some kind of response or answer to each of these cards.

It is with these magic cards that many students come to understand that communication study can be applicable to them. They experience being in the course for more than college credit or a grade. Some students will come visit me during office hours to talk at length about my response to their cards.

Another category of magic cards involves direct questions and opinions about reading assignments and lecture/discussions. It's quite common for two or three cards to ask the same question, and this provides helpful feedback that a particular point in the reading or lectures needs more explaining and amplifying. Having read the cards right after they're turned in, I have a day or two to think about examples that might be helpful in clarifying particular concepts. Some of these magic cards provide opportunities to make connections between ideas offered on the day they're written with concepts provided much earlier in the course.

Occasionally I will slip in some of my own magic cards, or if one course section has a particularly funny joke on a

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magic card, I'll utilize it in another section. If I am rushed for time near the end of a class session, and cover a topic briefly, I may write a magic card that invites me to expand on that topic. I find myself becoming much more relaxed about covering everything I intend to cover on a given day, because I've reframed the classroom to allow such coverage naturally at the start of the next session when students usually are most fresh and alert.

Typically, working with magic cards will take from 20 to 45 minutes of a 2-hour session. People laugh. Solutions may arise to real-life problems. Questions and opinions find their responses. And this occurs in a frame that says, "We're all just having fun. Class will really start in a few minutes." When class does "really" begin, it becomes a ground of opportunity for the generation and creation of more magic cards.

*** Those NLPers looking for a stretch may want to search for embedded command in the words of this course assignment.**

References

1 *I Ain't Much, Baby—But I'm All I've Got*, Doubleday & Co, A Fawcett Crest Book, 1972; see especially pp. 233-251

Joe A. Munshaw, Ph.D. is Professor of Speech Communication at Southern Illinois University at Edwardsville. He is a Master Practitioner in NLP and runs a communication consulting firm SnowFrogs Unlimited/ Branch Box 1594 - Edwardsville, IL 62026. He can be reached at (618) 692-3084.

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Challenges For NLP In The Business Consulting Marketplace

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What Makes NLP Hard to Translate into "Business?"

By Lucy D. Freedman

If you've ever tried to tell a line manager in a company about the benefits of NLP - or even what it is - you've noticed that it may not be as easy as you expected. NLP seems to be a natural set of tools for the manager, a communication technology that turns the art of reaching outcomes into more of a science. The manager goes to meetings, needing to get points across and to gather information. He or she interviews prospective employees and needs to assess their competence. Daily interactions with direct reports involve information exchange, feedback, coaching, and outcome setting. All of these activities can certainly be enhanced by NLP skills.

Using the same apparent methods for each of these tasks, someone who has built sensory acuity, learned how to pace, reframe, backtrack, would be much more effective than someone who hadn't. Yet the manager isn't impressed. Either what he or she hears is so abstract that it doesn't sound applicable to "real life" or it sounds like lots of other commonly taught management topics. What makes NLP-based outcomes different from goals set using any other model? Why would you spend days learning perceptual acuity rather than taking a questionnaire that tells you your personality type and how you should deal with other types? Furthermore, why would you take time out of your busy schedule to learn something as general as how to learn?

The NLPers who can answer these questions in a compelling way will be able to tap into a huge market and a growing hunger for useful concepts and tools. A survey conducted by *Human Resource Executive* magazine found 74% of respondents planning to increase management training budgets for first line managers, 76% planning an increase for middle managers, and 51% for senior managers over the next 3 years. What will their substantial budgets be spent on? The top priority in nearly every industry category was the ability to communicate. Customer service skills and team building followed closely. One of the survey respondents stated a common perception: "While effective communication is the most important skill for managers to learn, it is the hardest to teach." The need for effective training in behavioral skills hits many levels and functions in every organization.

Progress To Date

Certainly in the last 15 years NLP has begun to be recognized. Nowadays NLP appears in some form in many communication courses, numerous sales and customer service training programs, in negotiations, and in leadership.

Modeling projects are taking place at a number of companies in the US and Europe, where management learned NLP and wanted to apply it, or where the NLP consultant had built enough creditability to introduce it.

NLP's reputation varies a lot with the deliverer of the ideas or the program, and how well he or she can translate NLP into the business concerns of the client. Every business and non-business situation is different, and those who demonstrate their NLP skill by paying attention and utilizing what they learn are immediately more credible than those who tout the magic. For the field of NLP as a whole, however, the transition to being business-credible has not really happened yet.

Much as NLP is known to produce amazing personal change that happens in a half-hour session, changes that take place in people's lives are going to have to be lived out over years. Business patterns, like personal patterns, are fairly ingrained so they don't die easily. Nor should they. The complex ecology of a business must be respected for any kind of training or consulting to be useful. While those consultants and programs that are successful have demonstrated this, there are many stories of NLPers who know these principles when dealing with individuals, but who fail with organizations because they don't know how to apply them to the more complex world of business.

Community Effort is Needed

The individual consultant or trainer's knowledge and ability in the business world has allowed some penetration by NLP into business. The few books that have spoken the language have been well-received. But given the massive opportunity and the potential for NLP applications, there is much more to do. As an individual, you can expose yourself to business concerns by reading business news, getting to know about specific industries, interviewing employees, and networking through associations.

For NLP really to break into business, it will take more than what an individual can do. It will take a community of practitioners, cross-fertilizing ideas, putting their minds and skills together. We need to understand what NLP really has to offer, package it so that it not only speaks the language of business fluently, but so that it adds noticeable value. We need to begin to think about public relations and marketing as a community effort. We need to show the diversity of what people are doing with NLP as an asset rather than a liability. We - and I mean all the practitioners who are now or would like to be counting companies and organizations as clients - need each other to build an experience base that allows us to talk intelligently about the value we can add as NLP-trained professionals. And we need to continually educate ourselves and each other about effective consulting practices so that we create positive experiences for all our clients.

Agenda for Increasing NLP Visibility and Acceptance

What hurdles do we face, and how can we overcome them?

If NLP can succeed in the business community at the following challenges, it will no longer be hard to sell plus it could very well lead the field of human performance technology to a new level of recognized value.

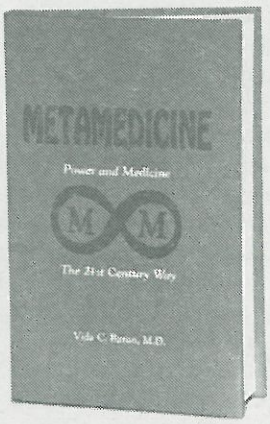
Challenge No. 1: We are not alone. There are many approaches now available to improve the processes of communication and change in organizations. This means there must be some differentiation of what NLP has to offer clients. NLPers all too often act as if NLP invented process consulting.

Challenge No. 2: We are very diverse. To create an attractive image for NLP, we need to embrace a wide spectrum of applications. It is very easy for potential clients to have exposure to only one aspect, and assume that is all of NLP. It is also easy to become very vague about what NLP is when we try to express all that it can be. For example, one well-known NLP business trainer was quoted as saying "If it works, It's NLP." This doesn't give a buyer a very clear picture!

Next Page ►

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Challenge No. 3: It takes time. To apply NLP to one person's specific problem in one area of life may take a short session and be complete. To learn how to perform that operation with someone takes longer. To learn how to teach others to perform that operation takes even longer. Therapists (and some consultants) spend 20+ days in training to become practitioners. What NLP promises cannot be delivered in a workshop of several days or less. Only the most extensive executive development programs take 3 weeks or more. How do we overcome the time constraint?

NLP "Value Added"

Nobody said it was going to be easy. If we are to overcome these hurdles, we need to look to the strengths of NLP. Here are a few that have value for the world of business:

"I never knew whether to pity or congratulate a man on coming to his senses."
- William Makepeace Thackeray

Strength No. 1: Quality. Quality is probably the most widespread initiative in business today. This is an opportunity for NLPers for two reasons. One is that the precision of observation and language in NLP allows quality-conscious organizations to set and monitor explicit outcomes. NLP can model excellence, which is what the quality community is attempting to do. NLP offers learning strategies, which are essential for the continuous improvement aspect of quality. Thus, we can add value to quality efforts in companies.

The second reason, quality, is an opportunity for NLP is that we can focus on our own quality of service. The working definitions of quality emphasize customer satisfaction. The criteria and evidence used by the buyer are the relevant quality standards for the provider. By setting well-formed outcomes with clients and establishing evidence procedures, we are operating from a quality orientation.

Strength No. 2: Versatility. The very diversity of applications that make it so confusing can be an asset. We can deliver task-specific training in a short time. If someone wants to learn to use NLP in a broader context (as in wanting to become a better manager, negotiator, sales person, coach, facilitator, etc.), the time investment can be justified by the number of potential applications. At an organizational level, NLP can be built into different programs with different audiences to give them coherence.

Strength No. 3: Modeling. What NLP has to offer that differentiates it the most is the ability to model human performance. This is a way of learning that augments the many other valuable methods in use in the business consulting field. When something is done well, the NLPer says, "How did they do that?" and chunks it down into learnable form.

Perhaps the business world is not as ready as we would like it to be to "learn how to learn." The offer of NLP modeling has been made for over 10-years now, and yet the number of successful projects is small.

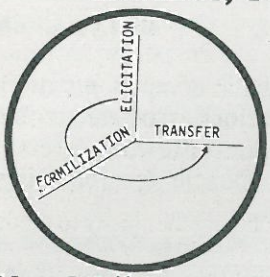
With more evidence of results, interest in the business community will grow. To get those results, more people working in or consulting to organizations need to be trained (in depth) in NLP. It will take an investment of time, and a recognition that the payoff may not be immediate. It will also take a community of committed practitioners who support each other, engage in dialogue, and who keep learning how to translate NLP in business.

I invite your comments about what you are doing and how you are addressing these challenges and strengths of NLP. This interchange in itself can help us deliver on the promise to the business world.

Lucy D. Freedman is President of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people, and trainers in communication, coaching, and consulting skills. Lucy is on the Board of NA/NLP and is past director of the ASTD (American Society for Training and Development) Neurolinguistics Network. Syntax offers a Training Institute twice a year. Address: Syntax, P.O.Box 2296, Los Gatos, CA 95031. Phone: (408) 395-0952.



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UNLOCKING PANDORA'S BOX

Integrating NLP with Human Psychophysiology

By Lyle Chubb, M.Div.

The brain does not randomly generate our sense of experience, nor does it automatically produce the same experience for different people in identical situations. We can then presume that a subjectively influenced association must exist between what we PERCEIVE, the manner in which we INTERPRET those perceptions, and the SENSE OF EXPERIENCE the proceeds from those interpretations.

Neuro-Linguistic Programming (NLP) offers an effective technology for quickly modifying our experiential states. As with most contemporary behavioral approaches, however, NLP has become fundamentally detached from biophysical processes of the brain. When you consider that the root meaning of "Neuro-Linguistic Programming" refers to the "language of neurons," transactions which occur between the cells of the central nervous system, this dissociated evolution is especially curious.

Granted, it's not necessary to know precisely how a car works in order to drive one. You just need to understand and apply the "rules" which govern the car's operation. Yet, what if some change occurs in the engine which limits its efficiency? You probably will want some assurances that the mechanic has at least a rudimentary, technical understanding of why the engine is doing what it is, and how all the mechanical parts of that engine interact to produce motion.

This article offers a model of neurological processes our brain uses to selectively generate experience and behavior, providing a psycho-physiological bridge between the "language of neurons" and NLP technology. You won't have to be a neuropsychologist to grasp the concepts presented. The model will give you a simplified understanding of how your "engine" does what it does, and how all the parts interact to create the many facets and expressions of experience. Once the entire model has been presented, we will relate some of the basic assumptions and strategies of NLP to the actual processes of the brain.

"Learning is the art of ignoring."

- Elias Canetti

As we go through this model, remember that the brain does not actually function in the discrete, dissociated manner we use to describe its processes. Our "mind" moves through this generative sequence in a fluid, efficient wave of neural interaction. Any categorical distinctions we employ simply allow us to slow down the process, separating the flow of activity into a series of neurological phases.

Some Preliminary Definitions

As with most models, there are certain concepts which take on particular significance within the context of the presentation; this model is no exception. In order to minimize any confusion or misunderstanding later, we will define some basic terminology now.

FEELING versus EMOTION

Our first consideration involves the distinction between FEELING and EMOTION. While most people use these words interchangeably, we will use them within this context to describe two distinct dimensions of sensory experience.

FEELING is the term we will use to identify **physiological perceptions encoded through our vestibular, tactile, and proprioceptor sensory systems,** generating the internal and external kinesthetic components of experience. Distinctions associated with feeling are temperature, texture, pressure, movement, muscle tension, tingling, and weight.

EMOTION, on the other hand, is defined as **the subjective, comparative artifact produced when ongoing experience is contrasted with internalized sets of beliefs, values, and expectations.** Emotion is not so much a "thing" as it is a natural by-product of neural processing. The sequence of steps which generate a given emotion is one focus of this model.

Comparing the two terms, then, feeling is a direct, objective, and (typically) measurable component **OF** sensory experience, while emotion is a more indirect, subjective and (typically) unmeasurable evaluation **ABOUT** experience.

PSYCHOLOGICAL MOMENTS

A second concept we need to explore involves encoding limitations within the nervous system. Neurons are not mechanical switches which are turned on when stimulated, then turned off when the stimulation is removed. Rather, there is a certain time lapse between the instant a given neuron produces an impulse in response to stimulation, and the point at which that neuron has recovered sufficiently to fire again. During this time lapse, no stimulus (no matter how intense) is capable of generating another impulse. This period may not seem long by everyday standards — somewhere between 0.5 and 1.5 milliseconds — but it is enough to indicate that neurons generate a strobic version of our environment, providing our brain with blocks of input (as opposed to a constant flow).

One way to represent this neural limitation is to imagine each block of input as an encoded "moment" of activity or stimulation, similar to the individual frames of a movie. The strobic translation of our environment by our sensory receptors creates sequences of such frames for neural processing. This sampling occurs at such a rate that we experience a sense of continuity, in spite of the fact that the Central Nervous System(CNS) continues to operate on the basis of bursts in neural activity.

We can put this encoding rate in perspective by comparing it to mechanically produced events of a similar nature. Contemporary cartoons, such as those shown on Saturday mornings, involve anywhere from 30 to 40 cells - individual drawings of the characters in a background context — per second. The illusion of motion created by such cartoons appears uneven and stilted, not very "life-like."

Classic Disney cartoons, on the other hand (such as "Cinderella," "Fantasia," or "Snow White"), use roughly 60 cells per second. When these cells are strung together in a film format, the result produces a much smoother sense of motion, continuity, and coordination.

Research into the encoding capabilities of the nervous system indicates that very strong stimuli (intensity) or stimuli which are closely spaced in time (frequency) cause a neuron to increase its rate of generating impulses, peaking at around 1200 impulses/second. If we assume that normal activity is around 400 to 600 impulses (or moments) per second, our neural system is still producing a "movie" which runs six to ten times faster (relatively speaking) than the best of the Disney cartoons. Thus, our sense of continuity in experience is a direct function of the rate at which our sensory receptors generate blocks of input for our "movie."

The encoded samples of our environment are relayed from our receptors to the brain, where they are combined into cross-representational units. The assembly of these multi-dimensional units creates what researchers term a **PSYCHOLOGICAL MOMENT.** Psychological moments can be defined as **a period within which there is an inability to distinguish simultaneous from sequential events, or to identify the specific order in which events occur.** The NLP concept of **SYNESTHESIA** is one example of a psychological moment operating at the strategy level of processing.

Any given psychological moment may be composed of two or more blocks of sensory input, usually from different representational systems, which have been fused together to create a single neural event. Psychological moments define the level at which our memory operates. We will learn later how such moments are accessed and utilized by the neural systems which process and interpret our experience.

NEURAL ACTIVITY, EXPERIENCE, and the FORMATION OF MEANING

Finally, we need to make certain assumptions about the operative relationship between encoded neural activity and the subjective meaning which becomes attached to that particular pattern. Unless we wish to suggest the presence of some abstract "experience interpreter" in our brain, we must presume the existence of some direct relationship between the neural code generated by the impact of environmental stimuli on our nervous system, and the subjective definition we attach to those encoded representations.

Many theories and models have been suggested to describe this neural phenomenon. As complicated as the brain may appear, its level of efficiency seems to favor a relatively simple process connection between input and meaning. The simplest, of course, is an automatic, one-step association. As William Uttal notes[1]:

> **"There really is no requirement for any decoding of the message at its destination. We certainly do not know what aspects of neural action are identifiable...with experience, but it seems almost certain [the only requirement be] that there exist some representation of the pattern at some appropriately high level of the nervous system."**

Neal Carlson[2] offers this further insight:

> **"Experience must be recognized as an emergent property of the nervous system. Arrival of coded sensory information, somewhere in the brain, is the experience itself."**

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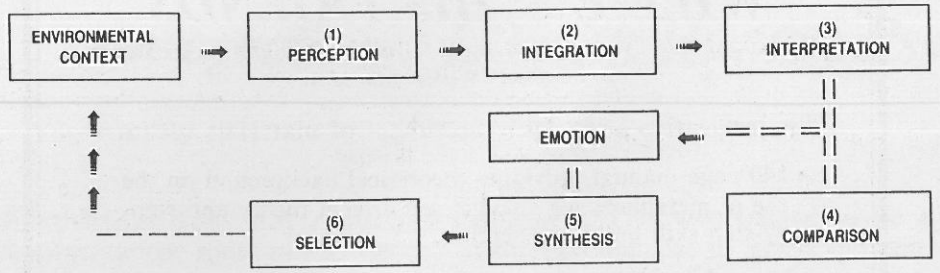


Figure 1

Combining these two concepts, we can equate "distribution of the neural representation within the brain" and "experience" as nominalizations for the same phenomenon. In other words, **what we identify as "experience" is a simultaneous consequence of sensory processing.**

We must recognize that sensory input is not passed through the brain impartially. If encoded information were handled in an impartial manner, people witnessing the same event would have identical recall of that event. Since this does not generally happen, then changes must occur somewhere between the initial encoding of the stimuli, and the attachment of meaning and/or significance to those codes.

Neural patterns go through sequential, transformational phases as impulses move through the processing chain. Each transform adds information to the pattern, deletes information from the pattern, or modifies the pattern it initially receives. Since anything which influences the neural pattern has a direct impact on our experience, these transformational phases are crucial to our understanding of the subjective process.

We can divide neural activity into six basic processing phases:

(1) **PERCEPTION** of the environment, both external and internal;

(2) **INTEGRATION** of the perceptions, creating a combined, internal representation of the psychological moment;

(3) **INTERPRETATION** of the combined encoded perceptions;

(4) **COMPARISON** of the interpretation with subjective beliefs, values, and expectations;

(5) **SYNTHESIS** of a combined psychophysiological state; and,

(6) **SELECTION** of a response from among sets of learned behavioral patterns.

The selected behavioral response is then applied against the environment, in an attempt to alter that environment in some desired manner. These phases of neural operation may be illustrated as in Figure 1.

Each phase of this sequence elegantly contributes to our subjective experience. Using this illustration as a framework for our model, we will examine how each phase of cortical processing shapes our experience, directs the emotional state our system generates, and activates our selected behavioral responses.

References

1 Uttal, William. *The Psychobiology of Sensory Coding*, **Harper & Row, New York, NY, 197, p.208.**

2 Carlson, Neal. *Physiology of Behavior* **Allyn and Bacon, Inc., Massachusetts, 1981, p. 222.**

Lyle D. Chubb, M.Div., chairs NANLP's Research Committee, is Director of Creative Growth Unlimited and has organized the National Center for NLP Studies.

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Book Review: Fine Tune Your Brain
By Genie Z. Laborde
Syntony Publishing, Palo Alto, CA 1988. 289 pp. $13.95, Soft cover

Fine Tune Your Brain is an excellent introduction to some NLP techniques that will be useful to everyone, but especially to people in sales and business.

While Laborde states that *Fine Tune Your Brain* is about communication, I would fine tune this to say that most of the book is about how to make some personal changes that will enable you to communicate in a better way. Other chapters in the book relate to the actual communication process itself. Because of this, I would have organized the chapters in a different way than the author did.

One of the book's strengths is the illustrations, all done by Laborde. For a discipline that stresses the use of the senses, NLP books (with the exceptions of the covers on books published by Real People Press) show a dearth of visual stimulation. The line drawings in *Fine Tune Your Brain* are entertaining, and refreshing.

Laborde teaches several Practitioner level NLP skills in a clear way. She covers swishes, circle of excellence, anchors, change history (done with anchors), and a phobia cure. Like all books of this natures, one needs to do the exercises and practice the skills to have a long term benefit.

The chapters on reframes and metaphors are good as far as they go, but I wonder if an unexperienced person will really be able to put the information to use. These subjects deserve (and have) their own books.

The mark of Laborde is her use of mnemonics which enables the reader to remember a number of steps in a process. Besides *PEGASUS* for leading meetings that was developed in her book *Influencing With Integrity* she also introduces REFRAME, CHANGE HISTORY, and METAPHOR. They are clever and show an original turn in her teaching of NLP.

A chapter I enjoyed was on the negative communication styles of blaming, one up/one down, complaining, guilt, and apologizing. Laborde includes antidotes for changing these patterns in one's self and others.

Several times in the book the author says in different forms, "I don't know why this works but it does." This writing style comes off as slightly apologetic since a whole chapter is devoted to brain physiology. This vagueness could have been easily eliminated.

The book is readable, enjoyable, and will be exciting to a person untrained in NLP. At $13.95, the experienced person should have it too, even if only to have ready to loan out.

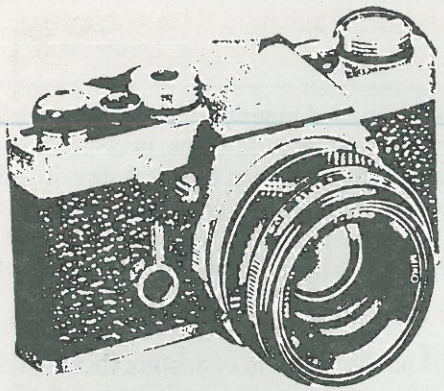
Sandy LaForge is a NLP Practitioner in private practice in Boulder. She can be reached at 2705 Vassar Drive - Boulder, CO 80303 or by calling (303) 494-2643.

***** This book is available to subscribers for a 10% discount through *Anchor Point*, see page 7.**

News and Noteworthys

- *Cahill Mountain Press, Inc.* (our publisher) is now paying a royalty for articles that it publishes in *Anchor Point*. Earn $$$ and get your ideas out to 36+ countries. Send us that manuscript you have been working on today.
- A little something delayed Val Brown's column this month. That little something was the birth of *Dara Morgan Brown* (weighing in at 8 pounds 4 ounces). Remember that saying, "how the most flexible part runs the system?" Guess what small bundle had mom and dad racing dramatically on the highway? Anyway, Congratulations to mother-Mimi and father-Val!
- Sandy LaForge (our book reviewer extraordinaire), recently sold *NLP Books* to the new owner Michael Hemmelgarn in Denver, CO. You can reach Hemmelgarn and the new *NLP Books, Etc.* at (303) 860-1527.
- The 1990 Rocky Mountain NLP Conference co-sponsored by *Anchor Point* was a rousing success. People travelled from 10-states and at least one another country outside the US to attend. Thank you to all who made this conference a success.
- We recently had the opportunity to visit our friends at *Metamorphous Press* and tour their NEW LOCATION: 1136 N.W. Hoyt Street, Portland, Oregon 97209 (use for shipping packages, etc.). Their mailing address remains the same. Nice folks, if you are ever in the neighborhood drop in and say hi.
- Wyatt Woodsmall has an interview in *Meditation* (a quarterly magazine) where he discusses spirituality, Timeline, modeling, meditative states, and products he was created. NLP is also mentioned.
- Janet Konefal and Marilyn M. Spechler have published a report in the publication *Psychological Reports*. The article is entitled: *Effect of Neurolingusistic Programming Training On Self-Actualization As Measured By The Personal Orientation Inventory.*
- *NLP of Ohio* has moved. Their new address and phone number is: 7630 Aquaford Place, Columbus, OH 43235 USA. Phone (614) 793-9657.

Snapshots: *One=5=one*



By Steve Watson

MPDs and NLP

Monique[1] came into the office and sat in front of me in her characteristically self deprecating manner for the third of our therapy sessions. She had previously been diagnosed as schizophrenic (years ago) and even given medical discharge from a government job as a result. But I couldn't see it. She had many somatic complaints, was frequently depressed, described periods of panicky feelings but so far I couldn't really plant a label on her that I could believe in. She was a puzzle.

We started talking about her childhood which suggested some kind of abuse from her *cold* mother or her *over-idealized* father. As she struggled for some of the details, her voice trailed off and she stared into an empty corner obviously unaware of me for the moment. After a few minutes, her voice began to make a mewling sound and she started to scratch at her arms. As the scratching intensified the gouging began to draw blood and I yelled at her to stop. I grabbed her hand and called her name. After a brief struggle, she finally oriented to me and said, "My name is Jamie."

Bandler and Grinder in *Frogs Into Princes* suggested that multiple personality disorder (MPD) was created by therapists. They fell short of saying that iatrogenic (therapist induced) forces where the only generator of the disorder. It isn't. Some MPD's I have treated over the past 15 years had never been to a therapist while others had every diagnosis but the MPD label. Just about any known psychological or psychiatric disorder may show up in an MPD and totally confuse the therapist. MPD's can be seen as schizophrenic, manic-depressive, paranoid, borderline, narcissistic, have major depression, conversion disorder, etc.,.... plus a whole host of secondary symptoms like anorexia and bulimia, any number of odd somatic complaints, self mutilation, panic and phobic like reactions and on and on.

Medications seldom help these people and may even create more problems. Treatment can be mired in months and years of frustration and confusion -you might be treating 10 different alter egos in any 10-weeks. Often the client will drop out of treatment when results are nil and resume trying to cope with the black spots of time, purchases made without recollection, and relationships that go unrecognized. Their life is perceived as a series of disconnected events that makes little sense. Yet MPD's often survive surprisingly well at times.

MPDs are fascinating. One personality needs glasses, another sees fine without lenses. One alter ego is allergic to food of some kind and gets hives, then the hives disappear when a different alter emerges. While one alter might get totally wasted on two shots of whisky yet another alter might drink everyone under the table. And they all inhabit the same body!

Hypnosis was a tool that allowed me to make the diagnosis and to communicate with the different parts of Monique but I was totally struck as to where to go with therapy and how to proceed. I got nothing but puzzled pauses from colleagues when I asked for advice. NLP provided the first definitive techniques toward symptom resolution and integration.

I struggled with Monique for several months with negligible results however, she thought we were making progress. At least there was an understanding, a working hypothesis, and occasional help with practical matters. What follows is one example of an NLP approach that occurred after I had done some reading and training in NLP.

The Approach

Jamie was an alter ego who had remained 5-years old. She knew a lot about what went on internally with Monique, but she was mainly concerned with a specific function -*making sure that she had fun*. Jamie would often get really frustrated with the serious and overworked mother of four children (Monique) who never took time out for herself. Eventually Jamie would get control of the body and then have lots of fun - a potentially problematic situation when one considers what a 5-year old will do with a 36-year old body. (Jamie, by the way, was **not** the personality who was gouging the arms. That turned out to be another personality who was afraid of me at the time.) To her credit, Jamie would try to get the host, Monique, to go have fun herself by giving her headaches to make her stop working so hard and so seriously. One day, Monique came to the session with one of her awful "spinning headaches."

After Monique went into a brief trance, Jamie emerged and I asked what it was she really wanted. "Fun" then got defined into one of three specific activities. I asked Jamie to stop the headaches when I negotiated a deal with Monique to go have one of these forms of fun. Jamie agreed.

Out of trance, Monique was told about the bargain I had struck with Jamie. At first she tried to beg off because of lack of time or money or both or silliness. I insisted she participate, mentioning

that otherwise Jamie would keep giving her headaches. Finally she agreed to go buy a plush toy to have on her bed just for "her." This was one of the things agreed upon with Jamie. "And by the way, how was her headache!" I asked. Monique replied, "It is gone."

Two days later, Monique called complaining that her headache was back. She hadn't bought the toy. I told Monique I wouldn't see her again until she bought the toy and lived up to the deal. She did. The headache went away and stayed away for quite awhile. A small but significant victory. And I now had an ally in the form of a 5-year old named Jamie who dwelt in the inner pathways of the mind of Monique.

1 Names and details changed to protect confidentiality.

Steve Watson, MSW, LCSW is a licensed clinical social worker with 29 years of experience in therapy. He is a Master Practitioner in NLP, an associate trainer with NLP Comprehensive and NLP of Utah. He conducts NLP workshops at Weber State College and Westminster College in Utah. He is available for specialized NLP presentations and can be reached at (801) 479-8813.

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When I took my first intro weekend in 1978 from John [Grinder] and Richard [Bandler] I knew that NLP was a major breakthrough. I immediately invited them to South Bend. I had that same experience when I learned PhotoReading. It is as important as NLP. I am becoming a PhotoReading instructor. *Dot Feldman, president of Midwest Institute of NLP*

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In the World of Science

Researchers at the University of Pennsylvania Medical Center have been able to reverse diabetes permanently in 77% of the laboratory rats in an experiment. The reversal was accomplished by transplanting insulin producing cells into the thymus gland of the rats. Insulin is naturally produced by islet cells in the pancreas, but in diabetics these cells get attacked and destroyed by an unknown process. It was also discovered that transplants into the thymus helps to prevent rejection of later transplants elsewhere in the body. This current experiment was carried out on animals with induced rather than heredity diabetes. - *Science Magazine*

●

According to researchers at Massachusetts General Hospital. Alzheimer's disease is the result of multiple disorders rather than from a single disease with one cause, as was originally thought. Researchers will now begin their studies using broader criteria, with two hot possibilities being chromosome 21 and chromosome 19. Some scientists now believe that Alzheimer's is caused directly by the genes or genetic predisposition.- *Nature Journal*

●

A technique is being developed at the University of Michigan where new genes are being inserted into tissues. Experiments are currently taking place on pigs. The genetically altered cells that are inserted into specific tissues produce a new protein on site. Some of the potential uses could be: genes used for clot-preventing in arteries, genes to activate the immune system at local tumor sites or creating genetically alteration to specific organs or anatomical sites. - *Science Journal*

Coming Events

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

Oct. 27 PhotoReading Begins (Albany, NY)

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

Oct. 12 Free NLP Intro. (New York City, NY)
Oct. 19 Free NLP Intro. (New Paltz, NY)
Oct. 20-21 2-Day NLP Intro. (New Paltz, NY)
Oct. 27-28 2-Day NLP Intro. (New York City, NY)

THE CASCADE CENTER, INC.
P.O. Box 2351 - Kirkland, WA 98083 (206) 820-1312

Oct. 17-21 Ericksonian Hypnotherapy Techniques

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE
3826 Saint-Hubert - Montreal, Quebec H2L 4A5 CANADA (514) 281-7553

Oct 13-14 2nd NLP Quebec Conference
Oct. 19-20 Basic NLP II
Nov. 1-4 Practitioner and Master Practitioner I
Nov. 16-18 Practitioner V
Nov. 22-25 Advanced Ericksonian Hypnosis
Dec. 7-9 Practitioner and Practitioner II
Dec. 14-16 Practitioner VI

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

Oct. 20 Practitioner Training Begins
Oct. 20 Master Practitioner Training Begins
Nov. 30 Ericksonian Hypnosis Training Begins

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

Oct. 5-7 Personal Empowerment: The Power that Produces Success
Nov. 2-4 Relationships that Work: Creating Quality and Fulfillment
Nov. 30-Dec. 2Emotional Choice: For Freedom and Power

FAMILY PSYCHOTHERAPY PRACTICE OF SEATTLE
DAVID CALOF PROFESSIONAL TALKS AND WORKSHOPS
Family Psychotherapy Practice of Seattle
2722 Eastlake Avenue East, Ste. 300 - Seattle, WA 98102 (206) 329-9101

Oct. 12 Adult Children of Incest and Child Abuse: Holograms of the Intergenerational Family (Pittsburgh, PA)
Nov. 10 Intermediate Hypnosis (Michael Yapko)
Nov. 6-7 Adult Survivors of Incest and Child Abuse: Etiology, Assessment, Treatment and the Recovery Process (Houston, TX)
Nov.9-10 Ibid (Louisville, KY)
Nov.12-13 Awakening the Childmind: An Experiential Clinic in Healing and Play (Winston-Salem, NC)
Nov. 15-16 Adult Survivors of Incest and Child Abuse: Etiology, Assessment, Treatment and the Recovery Process
Nov. 29-30 Treatment of Multiple Personality Disorder (Katherine Steele)
Dec. 1 Treatment of the Ritual Abuse Survivor (Katherine Steele)

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

Oct. 18-19 Language and Behavior Profile (Toronto, ON)
Oct. 29-30 Language and Behavior Profile (Moncton, NB)

IEP WORKSHOPS
Staringstraat 1, 6511 PC Nijmegen, Holland Tel. 080-230837

Nov. 18 Provocative Therapy with Frank Farrelly

LEAD CONSULTANTS, INC.
P.O. Box 664 - Reynoldsburg, OH 43068 (614) 864-0156

Oct. 29-Nov. 2 Level 1 Training/Basic Skills, Meta Model
Dec. 3-6 Level 2 Training/Fundamental Techniques of Intervention

THE LEARNER'S EDGE, INC.
12830 Hillcrest Rd., Ste 111, Dallas, TX 75230 (214) 401-2906 or (800) 234-4853 or 725 Twin Brooks Court, Marietta, GA 30067

Oct. 13-14 Change Techniques of NLP (Dallas, TX)
Nov. 3 Certification Training Begins (Atlanta, GA)

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

Oct. 16 Open House (Free Information Session in Quebec)
Oct. 20-22 Master Practitioner Training Begins
Nov. 2-4 Practitioner Training Begins
Nov. 16-18 Practitioner Training Begins (Quebec)

MIDLANTIC INSTITUTE OF NLP a Division of the American Hypnosis Training Academy, Inc.
8750 Georgia Ave., Ste 125E - Silver Spring, MD 20910 (800) 343-9915 or (301) 565-9179

Nov. 8-11 & Dec. 6-9 Ericksonian Approaches to Hypnosis and Brief Psychotherapy Begins

THE MID-SOUTH INSTITUTE OF NLP
2906 Garth Road, S.E. - Huntsville, AL 35801 (205) 881-0884

Nov. 30-Dec. 2 Interm. Ericksonian Hypnosis & Uncommon Therapy

MIDWEST INSTITUTE OF NLP
702 West Colfax - South Bend, IN 46601 (219) 232-1405

Oct. 18 PhotoReading Begins (Chicago, IL)
Oct. 13-14 2-Day NLP Intro Seminar (Indianapolis, IN)
Oct. 20-21 2-Day NLP Intro Seminar (Chicago, IL)
Dec. 3 PhotoReading Begins (Indianapolis, IN)

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

Oct. 12 Photoreading Begins

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

Oct. 11 Beyond MP Training Begins
Oct. 17 Free Open House
Master Practitioner Training Begins
Oct. 27 PhotoReading Begins
Nov. 4 Picture Your Outcome
Nov. 7 Foundations of NLP Begins
Nov. 13 Free Open House
Dec. 1-2 Bodysense

Coming Events

NLP ASSOCIATION OF REGINA
4433 Dewdney Ave. 0 Regina, SASK S4T 1B1 CANADA
(306) 352-3272 or 352-8600 FAX 352-2843

Dec. 11 Practitioner Certification Training

NLP AUSTIN
8500 N. Mopac, #604 - Austin, TX 78759 (512) 328-3333

Oct. 26 Practitioner Certification Training Begins

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

Oct. 12-14 The Aligned Self
Oct. 11 Beyond Co-Dependence Begins (Robert McDonald)
Oct. 12 Master Practitioner Training Begins
Oct. 19 Practitioner Training Begins

THE NLP CONNECTION
3823 St. Charles Ave. - New Orleans, LA 70115 (504) 891-1212

Oct. 27 CoDependency

NLP INSTITUTE OF BERLIN
20 Althoffstr. 1000 Berlin 41, Germany 01149-30-792-08-05

Oct. 13-14 NLP im Unterricht I (NLP for Teachers)
Nov. 17-18 Master Practitioner (Timeline Therapy)
Nov. 24-25 NLP im Utterricht II
Nov. 24-25 "easy weight und Schmerzkontrolle
Dec. 12-13 Sexueller Missbrauch in der Familie (Child Abuse)

NLP INSTITUTE OF CHICAGO
P.O. Box 25184 - Chicago, IL 60625 (312) 271-9578

Oct. 22 Free Introductory NLP Evening
Nov. 13 Private Practice as an NLP Practitioner Begins
Nov. 15 Free Introductory NLP Evening
Dec. 1-2 Outgrowing Dysfunctional Family Systems - Basic NLP Tools

NLP OF OHIO
7630 Aquaford Place - Columbus, OH 43235 (614) 793-9657

Oct. 12 Practitioner Training Begins (Columbus, OH)
Oct. 20 Practitioner Preview (Akron, OH)
Oct 20-21 Health and Beliefs (Cleveland, OH)
Oct. 26 Practitioner Training Beings (Cleveland, OH)
Nov. 16-18 Invitation to Intimacy (Columbus)

NLP OF WESTERN COLORADO
2302 North Avenue - Grand Junction, CO 81501 (303) 245-3235

Oct.-Nov. Metaprograms: Reading a Person Like a Book

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

Oct. 20-Nov. 1Hypnosis Certification (State of California)

PACE PERSONAL DEVELOPMENT
86 South Hill Park - London NW3 2SN England 01-794 0960

Oct. 20 Autumn NLP Foundation Skills Intensive
Dec. 8-9 Autumn NLP Foundation Skills Certification

SOUTH CENTRAL INSTITUTE OF NLP
P.O. Box 15757 - New Orleans, LA 70175 (504) 895-3665

Oct. 12 Practitioner Training Begins (Biloxi, MI)
Nov. 2 Master Practitioner Training Begins (New Orleans, LA)
Dec. 1-2 Beliefs & Your Health with Robert Dilts

SOUTHERN INSTITUTE OF NLP
P.O. Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891 or (800) 633-4891

Oct. 4-8 Hypnosis Residential
Nov. 8-11 Integration and Certification (Tampa, FL)
Nov. 28-Dec. 7 Masters in Modeling Residential (Tampa, FL)
Dec. 8-9 Richard Bandler Doing Hypnosis (Tampa, FL)

SPECTRUM
938 West Fifth Street - Winston-Salem, NC 27101 (919) 761-0650

Oct. 12 NLP Certification Program begins
Oct. 27 Alumni Day

UPSTATE CENTER FOR NEURO-LINGUISTIC PROGRAMMING
61C Monroe Ave./P.O. Box 426 - Pittsford, NY 14534
(716) 586-6773

Oct. 13-14 Access and Management of Resources I
Oct. 25 What is NLP? Answers to Your Questions
Oct. 27-28 Access and Management of Resources II
Nov. 22 What is NLP? Answers to Your Questions
Dec. 1 An Introduction to NLP

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

Oct. 19 Practitioner Certification Training Begins
Oct. 10 Free NLP Preview
Nov. 16-18 Developing Training and Presentation Skills
Dec. 7 Free NLP Preview

CONFERENCES

Peaks of Wisdom - Mountain States Regional NANLP Conference

Oct. 6-7, 1990 in Park City, Utah
For information:Ann Lazerus (801) 575-6912

4th Annual Canadian NANLP Conference

Oct. 27-28, 1990 in Moncton, New Brunswick
For information:Maritime NLP Institute/Attn: Aruna Patel
Box 6104 - Grand Falls, NB E0J 1M0 CANADA
(506) 473-6008

Northeast Regional NANLP Conference

Nov. 16-18, 1990 in Hartford, CT
For information:Thomas Salter
Eastern Connecticut State University - Willimantic, CT 06226
(203) 429-7850

German NLP Congress

Nov. 20-23, 1990 in Cologne, West Germany
For information:Dr. Gerhard Fries
Hoorwald Str. 40
5909 Burbach 6
WEST GERMANY
011 49 2736 3729 or Fax 011 49 2736 3811

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