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A STUDY OF INITIAL RESPONSE AND REVERSION RATES OF SUBJECTS TREATED WITH THE ALLERGY TECHNIQUE



By Judith A. Swack, Ph.D.

In October 1987, Tim Hallbom and Suzi Smith published an article in *Anchor Point* entitled "The Allergy Technique[1]." It described in detail a neuro-linguistic programming (NLP) technique derived from a procedure developed by Robert Dilts which was designed to eliminate allergic symptoms. (The technique is also described in two later books[2,3].) The article described some case histories and claimed that most allergy reversals are immediate with 29 successes in 32 cases. As a research biochemist with extensive training in the field of human immunology[4-9], I was intrigued with their results. As a Master Practitioner of NLP, I had acquired the skills necessary to reproduce the technique as described. Thus, I performed a 2-year prospective study of allergy subjects designed to answer the following questions:

√ 1. How many clients initially respond to the allergy technique by becoming asymptomatic; and

√ 2. How long does the subject maintain this now normal immune response?

METHODS

All test subjects (8 women and 2 men) were unpaid volunteers who had at least one specific, testable allergy and who had not been trained in NLP. Allergies are defined as immune reactions characteristic of mast cell-mediated responses. These included upper respiratory symptoms such as sneezing, runny nose, wheezing, itchy mouth, lips, and eyes, and itchy or red skin rash. Some of the volunteers had experienced symptoms from childhood while others had developed allergies as adults. All clients had been consis-

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tently symptomatic for a minimum of 5 years prior to treatment.

Volunteers were treated with the Allergy Technique essentially as described[1] (and as detailed below in Steps 1, and 5-9) between May and June 1989. They were asked to test their response immediately after treatment, periodically for 2 years, and then to report their subjective evaluation.

Complete absence of symptoms was counted as a positive response to the treatment. Any remaining allergic symptoms were counted as a non-response to the treatment even if the client reported experiencing milder symptoms. I later re-treated some of the non-responders and those who had reverted with the following Modified Allergy Technique:

1. Explain the function of the immune system.

The function of the immune system is to fight pathogens (disease-causing organisms) and cancer. It can distinguish harmful from non-harmful microbes and cells. The "allergic arm" of the immune system is actually designed to fight parasites. Thus, an allergic reaction is like a phobic response of the immune system because it mistakenly overreacts to something that is not a pathogen.

2. Explain that the immune system can be trained to make a mistake.

When a person experiences a traumatic or otherwise significant emotional event, the biochemical stress can adversely affect the immune system by triggering or suppressing an immune response.

3. Ask the client "What is objectionable about the allergen?"

4. Clear the negative emotional charge from the allergy-associated reference experience.

People associate a specific allergy with a reference experience that is emotionally charged. The memory of the experience is stored as a trauma imprint, a compulsion structure, or a learned family pattern that with sufficient repetition creates a significant emotional response.

* Responses to the question in Step #3 such as "dogs die" and "cats jump on you" are indicative of a trauma imprint. The negative emotional charge and associated limiting beliefs can be cleared with a phobia cure, change personal history, or reimprint.

* Responses such as "dogs are dirty and have germs" and "dust is dirty and I hate dirt" are indica-

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tive of a compulsion structure which can be cleared with a compulsion blow-out.

* "I have to be polite, follow the rules, behave in a certain way, etc. even though I'm suffering" are examples of learned family patterns that have an associated negative emotional charge. Phobia cure, reimprinting, and reframing are appropriate interventions here.

* Occasionally, the client will assert that there is nothing objectionable about the allergen. In this case, it is important to find the **root cause** (original event) and clear the negative emotional charge by performing Time Line Therapy[10]. (Ask "when did you decide to become allergic to X?")

During any intervention, assist the client to substitute other physical and mental resources to deal with life situations not requiring immune intervention. Then continue with *The Modified Allergy Technique* as described below.

5. Calibrate the client.

Ask the client to imagine that the allergen is present and ask him/her to tell you where in the body he/she **begins** to experience the **first** symptoms. Then tell the client that the allergen is gone, so that he/she can return to a non-allergic state.

6. Anchor an appropriate immune response to a similar substance.

Remind the client that his/her immune system is mistakenly overreacting, but is really capable of responding in an appropriate manner to many similar substances. Ask the client to pick something to which he/she knows he/she responds to normally that is just like the allergen. While holding the anchor, have the client associate into the experience of the appropriate immune response.

7. While holding the anchor firmly, dissociate the client so that he/she sees himself/herself responding in an immunologically normal way to the resource substance. Introduce the allergic substance and use hypnotic language to direct the client to have an appropriate immune response to this substance as well.

Hold the resource anchor firmly during the entire intervention and instruct the client to see himself/herself at a distance (dissociated state) beyond a Plexiglass wall which would prevent any allergens from entering the room.

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Table 1

Responses of Subjects Initially Treated by the Allergy Technique

SUBJECT		ALLERGY TREATED	NORMAL IMMUNE RESPONSE (no allergic reaction)		
			INITIAL	6-12 MONTHS	2+ YEARS
1.	C. G.[1]	cats	yes	yes	yes
2.	G. G.[2]	dust	yes	yes	yes
3.	K. G.[1]	dogs	yes	yes	yes
4.	J. H.[2]	dust	yes	yes	yes
5.	P. B.[2]	perfume, cigarette smoke	yes	no	
6.	K. G.[1]	summer sunlight	yes	no	
7.	S. O.[2]	latex glove powder	yes	no	
8.	J. A.[2]	dogs	no		
9.	C. S.[1]	lilacs	no		
10.	M. T.[2]	cats, dogs, horses	no		

1 These subjects have no other allergies.
2 These subjects have other allergies.

Have him/her interact with the substance to which he/she responds appropriately and notice that his/her immune system is functioning properly.

Introduce the allergen and use hypnotic language to suggest that his/her immune system can respond appropriately to the allergen in the same way that it responds to the similar substance.

Ask "How are you doing over there with substance X?" If he/she still imagines an allergic response, ask the client "what else do you need over there in order to respond appropriately?" Anchor in those resources and check the response again.

8. When the client indicates that he/she now has a normal response to the allergen, have them reassociate while you hold the resource anchor the whole time.

"Bring the you over there with the appropriate response back through the Plexiglass and into your body here bringing with it its knowledge of an appropriate immune response."

9. Test the results.

Ask the client to imagine that the former allergen is present in the room and to describe their response, now. If the imagined response is appropriate, instruct the client to test the substance appropriately **in reality** with curiosity and caution until he/she can fully gauge his/her new response.

RESULTS

As shown in Table 1, 7 of 10 subjects initially responded to the Allergy Technique by becoming asymptomatic. Within 6-12 months, 3 of 7 subjects had reacquired symptoms. Thus, the overall success rate of this technique to induce change over time is 30% In my ongoing work with clients, I discovered that an allergic response is linked to a compulsion or trauma structure, or a memory of an emotionally charged event arising from a learned family pattern. As in a phobic response, environmental cues that triggered the memory imprint caused a return of the allergic symptoms. I was able to retreat several of the test subjects with the Modified Allergy Technique as described under Methods. Of the retreated subjects, one who had initially responded and reverted in 5-6 months, has remained asymptomatic for 22 months (Table 2). Of the two subjects who did not respond initially, one became asymptomatic after retreatment with the Modified Allergy Technique. Another client with an allergy to dogs was initially treated with the Allergy Technique in December 1989 and did not respond. After retreatment with the Modified Allergy Technique, she has remained asymptomatic for 20 months. These data suggest that use of the Modified Allergy Technique as described here will allow for a better initial success rate, and will enhance the likelihood that the change will be maintained over time.

DISCUSSION

In this 2-year prospective study of The Allergy Technique[1-3], I achieved an initial response rate of 70%. This rate is comparable to the "approximately 80%" rate described by Andreas and Andreas[2] and the 90% rate described by Hallbom and Smith[1] for cases in which the specific allergen has been identified. This study is the first 2-year follow-up study published to date, and of the 7 of 10 initial responders, only 4 of 10 maintained the asymptomatic state for over 2 years suggesting an overall response rate of 40%. Retreatment of non-responders and revertants with the Modified Allergy Technique has increased the initial success rate and the length of time that the change has been maintained.

The belief system of anyone who works with people may affect their results. It is unlikely that practitioner bias has affected the initial response or reversion rate in this study because other practitioners have experienced similar initial response rates[1,2]. Two other highly skilled NLP practitioners using the published Allergy Technique reported revertants (Martin Lowenthal and Richard Clarke, personal communication).

In addition to the experimental subjects in this study, I have treated 25 other people. Clients with a single or a few (less than 4) specific allergies respond well to the Modified Allergy Technique. Most of my paying clients, however, have multiple allergies (12-20 known triggers are not uncommon), and some are multi-allergic with asthma. These clients require several sessions and periodic follow-up to make sure that all the memory imprints, associated negative emotional charge, and limiting beliefs associated with the allergic trigger were cleared. Some of the common patterns that I have observed include:

1 A response to "what is objectionable about X" of "X gives me allergic symptoms" is usually not the root cause of the experience. The person did not already have the symptoms at the time when they decided to become allergic. In cases like this, I use Time Line Therapy. I have seen two exceptions:

A. A client, who had symptomatically reverted after having been treated with the Allergy Technique, elaborated on what he objected to about the allergic reaction to cats. He described it as an illness that "snuck up on him." Using the Modified Allergy Technique, we found that the associated memory involved an illness that "snuck up on him" when he ignored symptoms in the belief that he had to follow school rules. Reframing and reimprinting the knowledge that rules are often superseded in matters of health, and that each individual is responsible for decisions about his own health and well being. This allowed clearing of the cat allergy.

B. Another client, allergic to cigarette smoke, said that in the presence of people who smoked, she objected to not being able to breath or see while she sat there trying to be polite. After clearing the negative emotional charge on the symptoms and on belief #2B below, we cleared the cigarette smoke allergy.

2. Multi-allergic clients often have a limiting belief underlying their ability to generate allergies. Some common beliefs are:

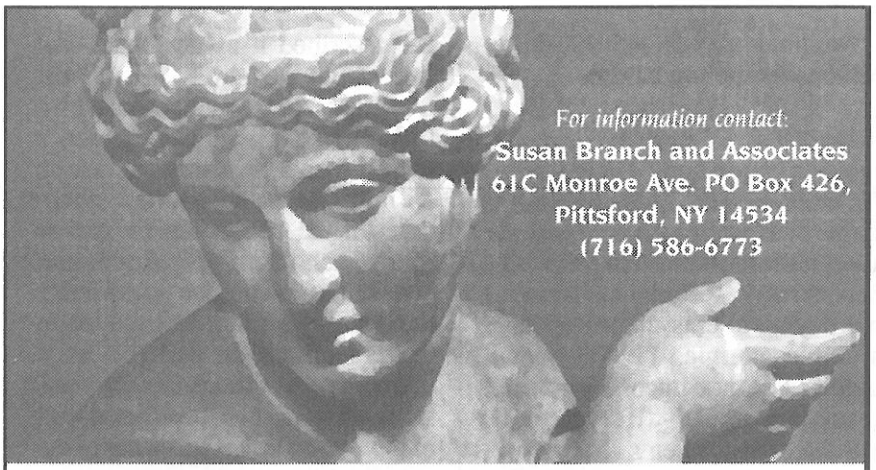
   A. The world is a dangerous or irritating or frightening or unfriendly place.

Table 2

Responses of Subjects Re-treated with the Modified Allergy Technique

SUBJECT		ALLERGY TREATED	NORMAL IMMUNE RESPONSE
7.	S. O.[1]	latex glove powder	yes
		inexpensive gold rings	yes
9.	C. S.[2]	lilacs	yes
8.	J. A.[2]	dogs	no

1 This subject reverted after an initial positive response.
After retreatment, this subject has maintained an appropriate immune response for 22 months.
2 These subjects were initial non-responders.



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B. I can't escape because I have to be polite (no matter how much it hurts me). Other people or their feelings are more important than I am. This belief is particularly common in women and in more restrained cultures such as the British culture.

C. It is not OK to say I do not like something or I do not want to do something (i.e., my feelings are not important, my opinion does not count).

I clear the overall limiting belief using Time Line Therapy and then track down individual episodes linked to specific allergies.

3. Sometimes clients use their immune systems to deal with life situations that do not require immune intervention.

A client who was allergic to the smells in a garden center told me that many of the items (such as insecticides) were dangerous. I suggested that her nose could tell her when there was something dangerous in the air, and that she could hold her breath and walk away. She did not need an asthma attack for protection.

I informed another client who had been extensively trimming his nose hairs and was allergic to dust that he had biochemical and physical means of disposing of dust. The hairs in his nose, the ciliated cells lining his lungs, and a reflexability to sneeze out irritating particulate matter were sufficient to deal with dust. As part of the allergy intervention, he decided to stop trimming his nose hairs.

4. A client can invalidate and reverse a change if it violates his/her convincer strategy or if it triggers his/her unconvincer strategy.

I treated a severely asthmatic client by clearing the anger and fear associated with an early event after which his normal wheezing disappeared and he was able to breath easily. With 15 minutes left in the session, he told me that nothing ever comes easily for him and regaled me with hard luck stories. Within a week, he had reacquired symptoms and refused to return for further treatment. (Jim Pike, in a personal communication, recommends saying to the client "So, I wonder if it would be OK with your unconscious mind to just allow this process to continue and progress uninterrupted or you could just choose to notice the ease and comfort with which you can breath in a way that would be totally ecological for you, now.")

Another client who cleared an allergy to dust wondered if he was reverting after he sneezed a couple of times when he went into a dusty storage room. I explained to him that it is the body's normal reflexive first line of defense to sneeze out irritating particulate matter, and this response does not require immune system participation. He realized that he was asymptomatic after leaving the storage room, and has been free of a dust allergy ever since.

5. Two multiallergic clients with asthma who did not respond to the Modified Allergy Technique had an immune system part that did not know how to discriminate non-dangerous from dangerous.

The ability to discriminate safe from dangerous existed in another part. We integrated the necessary skills for appropriate immune function by doing a visual squash of 2 to 3 parts. The clients subsequently responded to retreatment with the Modified Allergy Technique. The inability of the immune system to distinguish dangerous from non-dangerous may be related to issues of an in-

complete sense of identity and boundaries.

6. Asthmatic clients are more complicated to treat because they have internal emotional triggers, external allergic substance triggers, and activity triggers (such as exercise).

For example, four of four asthma clients whom I have treated since May 1991, have been triggered by anger toward their mothers who they felt were not giving them enough or the right kind of attention. Some of the emotional triggers are not associated with a specific event. Thus, I have used both Time Line Therapy and Applied Kinesiology to track down and clear **specific emotions** which trigger asthma attacks. Jim Pike reports similar experiences with asthmatic clients and recommends clearing **all** negative emotional charge and limiting decisions using Time Line Therapy (personal communication). (Long term follow-up on the asthma clients is in progress and will be reported at a later date.)

THE ALLERGIC RESPONSE

What is an allergic response? An allergic response occurs when a person's immune system makes a type of antibody called IgE which recognizes a specific allergen. The tail (Fc portion) of the IgE antibody binds to IgE receptors on the surface of mast cells many of which coat the mucosal linings of the respiratory system, skin, and gut. The head of the IgE (Fab portion) recognizes specific allergens. Allergens bind to several adjacent IgE molecules causing cross-linking of the IgE receptors (Figure 1). This triggers the mast cell to degranulate releasing a number of mediators including histamine, proteases, prostaglandins, and chemotactic factors which cause allergic symptoms[11-13]

Several studies in humans suggest that allergic reactions can occur in the absence of an allergen or physical irritant[14,15]. These results suggest that neural stimuli such as sensory events (conditional stimuli) may become associated with allergens such that subsequent exposure to the conditional stimuli elicits an allergic response.

Animal studies support the idea that an allergy is a learned response. In a Pavlovian conditioning experiment, rats in the control group were exposed to an audiovisual cue (conditional stimulus) while rats in the experimental group were exposed to an audiovisual cue with an injection

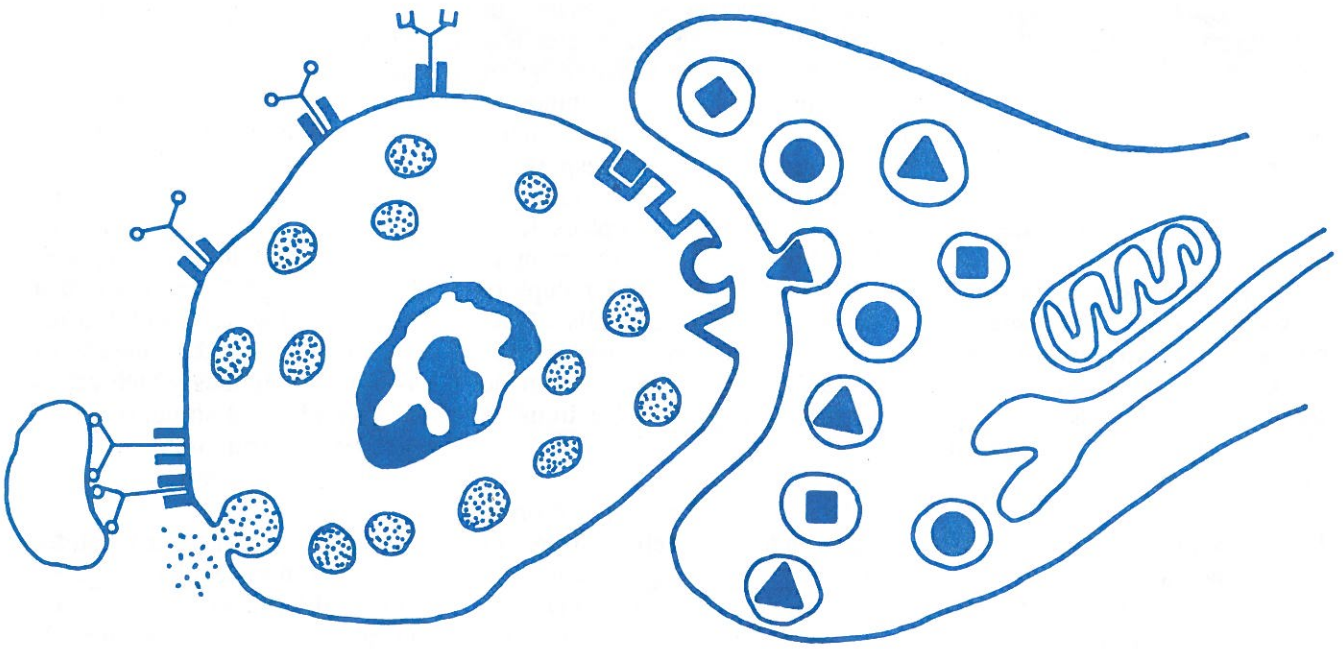


Figure 1. Diagram of receptor mediated pathways regulating mast cell degranulation. The mast cell (at left) can be triggered to degranulate (granules are the stipled circles) by allergen cross linking of IgE bound to IgE receptors (extreme left). Degranulation can also be regulated by neurotransmitters (represented by the solid circles, squares, and triangles) released from nerve endings (at right) which bind to receptors on the mast cell.

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of an allergen (unconditional stimulus) which causes mast cell degranulation[16]. The control animals when reexposed to the cue did not experience mast cell degranulation. The experimental animals reexposed to the audiovisual cue alone experienced the same level of mast cell degranulation (conditioned response) as animals reexposed to the audiovisual cue plus allergen. Conditional secretion of histamine was also reported for guinea pigs exposed to a specific odor with simultaneous injection of allergen[17].

How does the central nervous system regulate an allergic response? Nerve cells communicate chemically at specialized junctions (synapses) using chemicals known as neurotransmitters. The presynaptic cell releases neuro-transmitters which migrate across a synaptic cleft to bind to specific receptors on the postsynaptic cell causing it to transmit an electrical impulse. A cytokine is a chemical which is released by an immune cell and which binds to specific receptors on other immune cells causing them to respond in some way. Recently, however, neurotransmitter receptors have been found on cells of the immune system, and cytokine receptors have been found on cells of the central nervous system indicating direct communication between the nervous system and the immune system[18].

Other mast cell surface receptors in addition to IgE receptors trigger or inhibit mast cell degranulation. Interestingly, some of these mast cell receptors are neurotransmitter receptors (Figure 1). In vivo and in vitro studies indicate that allergic reactions can be triggered by neuropeptides such as substance P[19-22], adrenocorticotropic hormone (ACTH)[23], and opiate peptides such as dynorphin and beta endorphin[24-26]. Stress activates the release of ACTH and endogenous opioid systems[27] (of which beta endorphin and dynorphin are members), neuropeptides known to stimulate mast cell degranulation. As in the case of Pavlovian conditioning, it is possible that a significant emotional reaction acting as a conditional stimulus causes the release of stress neuropeptides which act as the unconditional stimulus resulting in a learned allergic (conditioned) response.

In contrast, other neuropeptides can inhibit mast cell degranulation **even in the presence of IgE and allergen**. In a study by Jankovic and Maric, rats were sensitized with an allergen[28]. Some of the rats were concomitantly treated with 10 injections of the opioid peptides, met-enkephalin or leu-enkephalin. The rats were then

given a sufficiently large dose of allergen to induce anaphylactic shock. The mortality rate of untreated rats was 70%, rats treated with 10 doses of leu-enkephalin for 5 consecutive days or 1 dose of met-enkephalin just 1/2 hour prior to challenge was 50%. Rats treated with 10 doses of met-enkephalin was 0%. Other neuropeptides can down regulate mast cell degranulation independently of IgE mediated pathways. For example, neurotensin inhibits mast cell degranulation triggered by substance P but not by IgE receptors, probably by interacting with the same receptor as substance P[20].

Consistent with the finding of neuro-transmitter receptors on mast cells is the finding that mast cells are directly innervated by sensory and sympathetic peripheral nerves in virtually all tissues of the body[29,30]. Not surprisingly, sensory neurons contain many neuropeptides including opioid peptides, substance P, and calcitonin gene related peptide (which inhibits mast cell degranulation)[30]. The idea that allergic reactions can be directly mediated by the central nervous system is further supported by the work of Amir and van Ree who demonstrated that intracerebroventricular (i.c.v.) injection of gamma-endorphin significantly improved survival in anaphylactic shock in mice[31]. Furthermore, i.c.v. injection of beta-endorphin exacerbated anaphylactic shock, an effect which could be reversed by DT gamma-endorphin.

CONCLUSION

Taken together, these studies suggest a model to explain the ability of an individual to modulate allergic responses using mental techniques. Thoughts generated at the conscious and unconscious level may be transmitted as neural impulses directly to mast cells where an allergic response can be either initiated or inhibited by neurotransmitters regardless of the presence or absence of allergen. The Allergy Technique and the Modified Allergy Technique are examples of two specific protocols that directly harness the power of the mind to regulate mast cell response.

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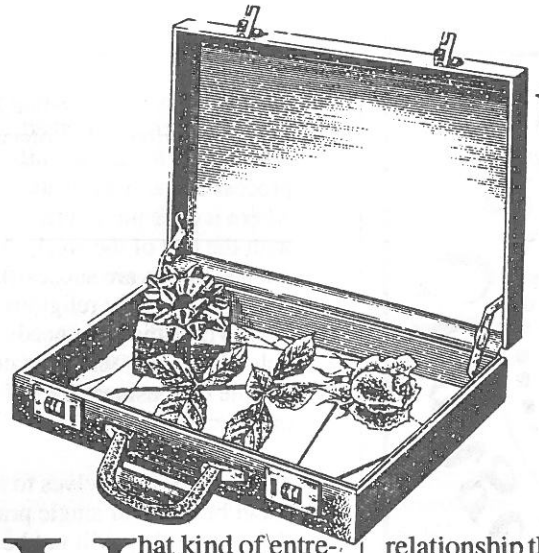
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Judith A. Swack, Ph.D., is a certified Master Practitioner of Neuro-linguistic Programming (NLP) and a Ph.D. research immunologist (having trained at Harvard and Tufts Universities). She has combined her knowledge of the neuro endocrine immune axis with the powerful mental techniques of NLP to create a specialized NLP practice, One Session Phobia Cures. In addition to the phobia work, she specializes in treatment of clients with health issues (particularly involving immune system dysfunction). You may contact Judith Swack by writing One Session Phobia Cures, 21 Gilbert Rd., Needham, MA 02192 or by calling (617) 444-6940.



What Kind of Entrepreneur are You? The Healer

By Pat Wagner

What kind of entrepreneur are you? This month will focus on The Healer. This is the person whose motivation in starting a business has a lot to do with their relationships.

Did you mostly talk about other people in your descriptions of your motives for going into business a few issues back (*Anchor Point, October 1991*). You feel that you can help people inside and outside your company? That you wanted to build a team and be part of a group that made a difference? That you wanted to make up for your own bad experiences in previous jobs where management did not care, and that the way you treated people was going to be the primary focus defining your business. Let's call you the HEALER; the person who is primarily going into business to create better relationships and promote better ways of treating people.

Well, you might say, if the focus of the HEALER is building teams and getting along with people, what is wrong with that? Nothing, except the HEALER risks spending more time on employees than can be justified by their contribution to the business, more money on people than those people produce. Often, the Healer is creating a working relationship that is more like that of therapist to patient than boss to worker. In other words, the HEALER is prone to going broke, while their personal and professional resources are spent on rescuing their employees, vendors, and customers.

This classic placater, as described by Virginia Satir, is also the classic HEALER in our business model. The HEALER makes decisions based on whether or not people like him/her. Some of the symptoms include:

a. Long leisurely meetings concerned with process and feelings, with the general (and private) consensus of the employees that nothing is accomplished.

b. People are consistently hired, not on their qualifications, but on their ability to sweet talk their way in the door; they can skillfully echo the right psychobabble. Or, hiring is based on the size of their needs (read: **wounds**). Employees are hired so that the HEALER can acquire another team player, another HEALER, or so that the HEALER can HEAL them.

c. People who work for the company refer to the place as a family. Only a few people talk about "one big happy family," however, and they are usually the people in power. Everyone else seems to be living out the nightmare of being forced to move back with dysfunctional mom, dysfunctional dad, and the dysfunctional twins. At the worst, a kind of creeping paternalism is practiced, where with hearty laughs, employees are cajoled into working hard for the sake of the company ethic, even though there are no contracts guaranteeing any rewards for extra effort.

I run into the HEALERS everywhere. They can't fire the troublemakers in the organization, and consequently spend an enormous amount of money hiring consultants to teach the rest of the staff how to distort their own behavior to cope with the difficult party. They feel offended when employees don't feel like spilling their guts at every staff meeting about personal problems. And, they often have a private agenda about converting their employees to their favorite brand of business religion, be it Zig Ziglar, Thomas Crum, or, gasp, even Bandler-Grinderhood.

No, it is not all awful. A caring concern for others is absolutely appropriate in the workplace, and people need to be treated with respect. The HEALER, however,

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sometimes forgets to honor adults by allowing them to experience cause and effect.

The perchance for healing has little to do with the honest and worthy occupations of shaman, nurse, witch doctor, social worker or NLP practitioner, where allegedly the HEALING is appropriately channeled into an overt relationship with a client or patient. HEALING in this context is about the need to fix people who are being paid to work for the organization, or to fix customers in a way that is not spelled out in the social or legal contract between the fixer and the fixee.

Women have been accused in some books on communications as being too concerned with relationships in the workplace and not enough with results. I question the stereotype, even though I think I understand the model being presented. Many of the worst HEALERS I know are men. Some of them are jolly Dads, who want obedient children to scold. Others are the type who see themselves as saviors of the downtrodden. Unfortunately, their sentimentality keeps them doing nearly as much good as the hard-headed compassionate types one finds in organizations like The Salvation Army or the World Health Organization.

It is hard not to use the C-word around HEALERS. Most every one I have ever worked with is a first class Codependent, with accompanying issues about not setting or respecting other people's limits, and being addicted to crisis, drama, and rescue.

How can someone build a business that provides a decent living if one is a HEALER? The people I know who manage seem to have done it in one of several ways.

1. They acknowledge their desire for community, but create specific places for community process in the organization, where it does not interfere with the rest of the work A good example are successful businesses run by religious orders, where the truly needy are helped in a way that does not cripple the business part of the organization.

2. They resign themselves to a very small business or single practice, where they will not be tempted to hire the socially afflicted. They also refuse to hire friends and family, thereby distancing themselves from emotional entanglements.

3. They turn all of the business practices, including hiring, firing, and billing over to someone a tad more ruthless. One friend tells everyone that his accountant is a mean son of a gun, and she makes the financial decisions, including how much to charge. The accountant does not mind playing "tough cop".

4. They use the business as a vehicle to make scads of money to spend on worthy causes.

5. They luck out and find a growth industry where it does not matter how poorly they run their company, at least for a few years. When their luck runs out, they blame it on the economy.

6. They become therapists and charge large amounts of money to fix people.

Pat Wagner and her partner Leif Smith own Pattern Research, an information systems design company in Denver, Colorado. She is a columnist and contributing editor for *The Bloomsbury Review*. She is also a trainer and speaker and conducts workshops in communication theory and practice.

Oakley Gordon

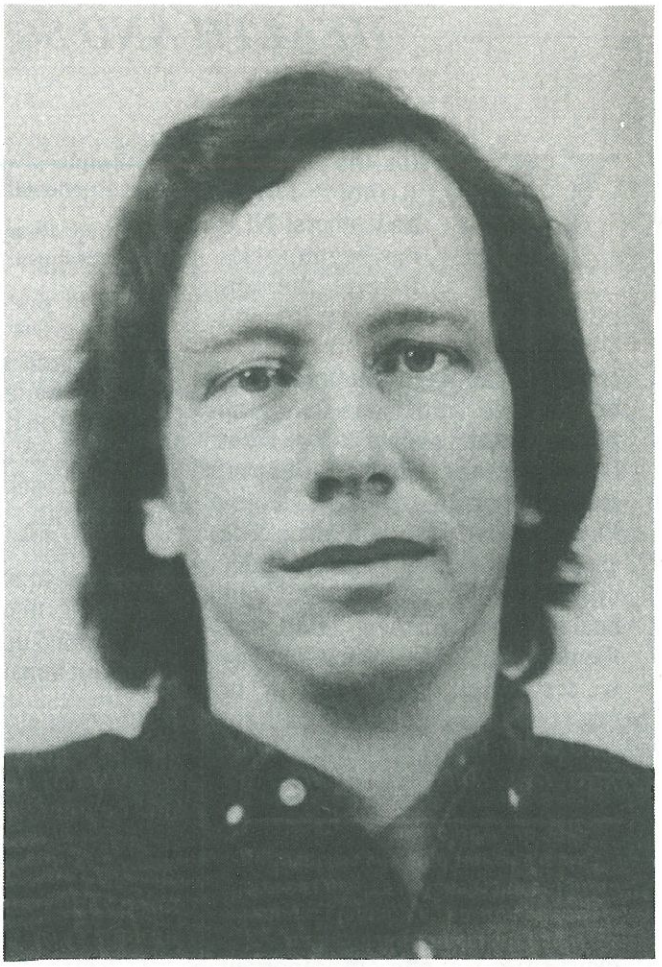


Photo By David Eller

Home: Cedar City, Utah
Occupation: Associate Professor of Psychology at Southern Utah University
Family: Wife Betsy and Son Ben (3 1/2)

Most Exciting Non-NLP Interest: I have doing some new computer programming on hypercard that is reveolutionary in acedamia.

What Do You Enjoy Most About NLP? The sense of exploration that people in NLP have.

How Long Have You Been Involved In NLP? I first heard about NLP in 1979. At that time, I didn't like it because it was presented as tools for therapists and I was more interested in self exploration. I became interested again 5 years ago.

Person I Never Met But Would Like To Know: Gregory Bateson bacause of the influence that cybernetics has had on my way of thinking.

If I Had Unlimited Resources I Would: Move to Salt Lake City and start an NLP center for human excellence.

Favorite Vacation Spot: The Tetons in Wyoming

Spare Time Actitivities: Cross Country Skiing and Hiking

Favorite TV Shows: Cheers, Northern Exposure, and Star Trek The Next Generation

Most Embarrassing NLP Moment: Making 5 stupid remarks in a row at a John Grinder workshop.

Future Projects: I am currently head of the IANLP Research Committee and have started meditating again. I am looking forward to where it may be going.

Favorite Type of Music: Grateful Dead. Yes, I am a Deadhead!!!

Favorite NLP Book: *Metaphors We Live By* by David Gordon.

Favorite Movie: Dr. Strangelove. It has it all. Comedy, exciting scenes and humor.

What Would People Most Like About You: I have a really silly side.

If You Could Model Anything, What Would It Be? John Grinder. He has such eloquent communication with his unconscious. Also, Brent Midland the piano player for the Greatful Dead (but only for his musical abilities).

What Will You Be Remembered For? I am a really good professor. I modeled all my favorite professors even before I knew about NLP. Also my ability to go into 2nd position with my students.

HEALTH AND SOCIAL INTERACTION

By Grant Soosalu

With the work of Robert Dilts[1] and others, NLP has begun to delineate the important patterns of Health and Well-Being. Patterns for Health and the pertaining Beliefs and Values, are so important, since as Francois Rabelais said: "Without health, life is not life[2]." Similarly, Robert Ornstein, the noted Neuro-Psychologist, pointed out: "We should be studying what really controls our bodies and our health[3]" and further stated that there is: "... evidence that the way we see ourselves as 'a part of' or 'apart from' other people and our society, also appears to influence general resistance to disease. These psychological and social factors are represented in brain processes, as are many of the internal systems that participate in resistance[4]." It is with this in mind that I offer a subtle but important pattern in human behavior, concerning Health and Well-Being.

In nature, it has been observed[5] that herd animals will horn or kick to death any member of the herd which is sick or hurt. Humans are also herd animals, though with their instinctual drives mediated by their higher level social, behavioral and cortical filters. So a useful question is: "What, if any, in human behavior is the equivalent of the herd response?"

Since very little of human communications is metaphorical, (a basic NLP tenet), the question becomes: "What linguistically indicates a similar herd response?" Answering this question are the expressions:

"People always kick you when you're down!",

"They always knock you when you're down!", and

"When you're not well, you let things get on top of you!"

My research indicates that it is a common pattern for a person who is unwell, on meeting other people, to be offered negative and unhelpful communications in regard to their health, to be, so to speak, "put-down." Many people have described to me, their experiences of having their lack of well-ness commented upon, often negatively and with apparent lack of feeling.

So it appears that there may be an unconscious, instinctual drive in humans to "put-down" those who are unwell or hurt. If this is the case, then what are the mechanisms employed and the responses that people offer to this herd mechanism?

My studies indicate that when someone is sick or unwell, the people around that person, often respond with "negative" submodalities and linguistics. (e.g., "Oh you poor thing, you look terrible, you look so pale and sick. You must feel terrible!") The person then responds by getting in touch with their unwell feelings, being "kicked down" into the submodalities of their dis-ease kinesthetics. [Please Note: Recognizing the unconscious powers of linguistics, I invite you to NOW experience representations of yourself as completely Well, Healthy and Full of Life!]

Whilst all of this is extreme generalization, I believe it worth further research, and that it offers some interesting behavioral distinctions which are important to consider. If the herd response is a real mechanism at work in unconscious human behavior, then it is important and useful for those who are not as well as they would like to be, to behave and act as though they were healthy and completely well. This will help to ensure that the people with which they interact, will not "kick them down" into states and beliefs of dis-ease, and that any Well-ness Belief Change Work is not collapsed through social anchoring. The patterns which I have described are also of import in the wider ecology issues of Belief Change Work.

I hope these observations and distinctions are of interest, help or use to those of you who are involved in work or research into Beliefs, Health and Well-Being. Remember, you can BE AS HEALTHY, FIT AND WELL as you would LIKE TO BE.

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Grant Soosalu, M.Sc., is an Australian NLP Practitioner and Software Engineer, who trains Managers, CEO's and Technical Professionals in Corporate Communications and Behavioral Technology. He is actively involved in research in Computer Imaging, Manufacturing Technology, NLP, and Behavioral Software.

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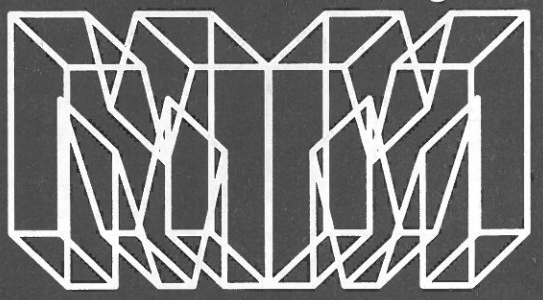
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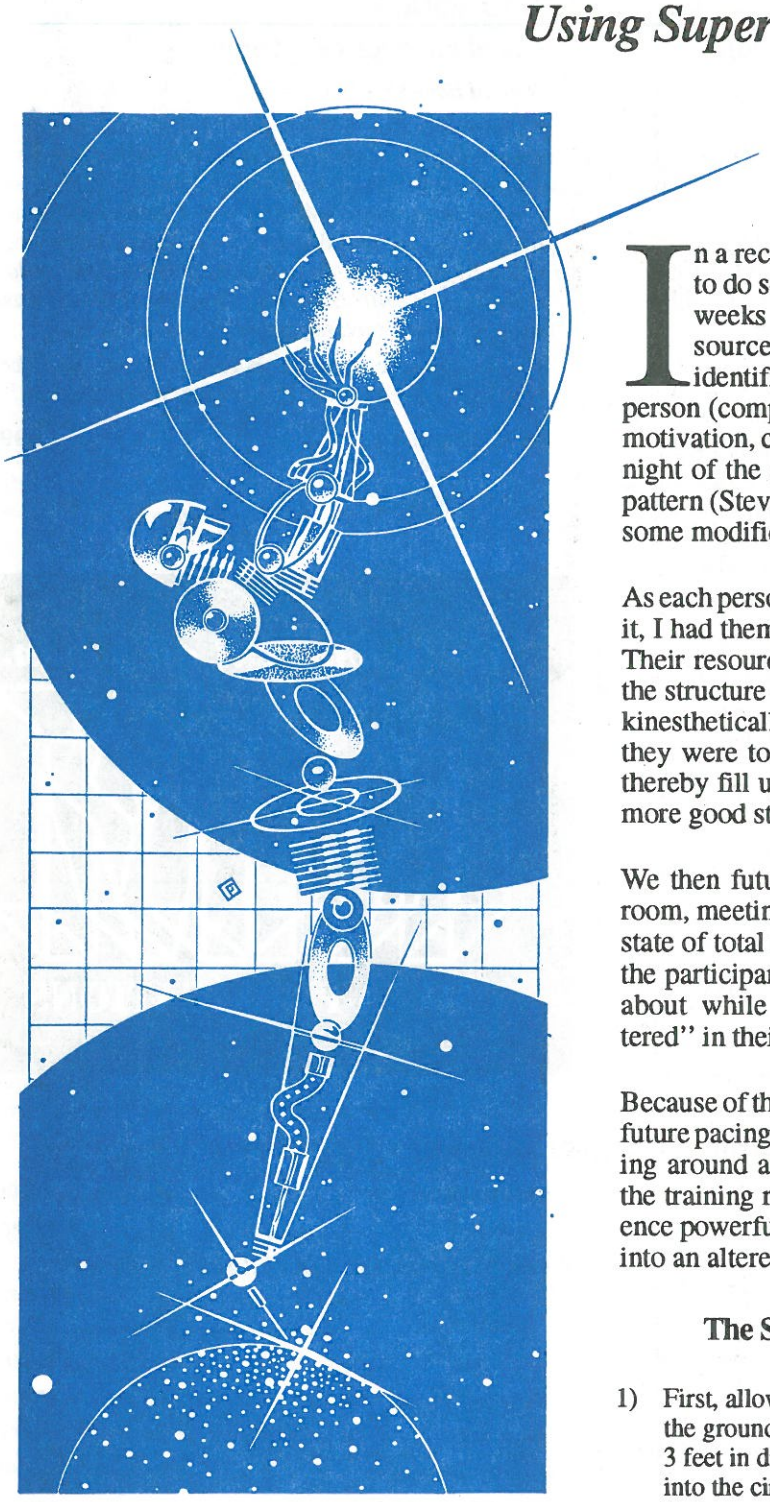
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The Sphere Of Excellence Pattern

Using Super Anchoring



By Michael Hall

In a recent NLP training, I happened upon a way to do some super-anchoring. Over a period of 7 weeks in a class entitled "Getting to Your Resources" (through Mesa State College), we identified five to ten resource states for each person (competence, confidence, calmness, alertness, motivation, caring, wonder, learning, etc.). On the last night of the class, I used the "Circle of Excellence" pattern (Steve Watson, *Anchor Point*, June 1989) with some modifications.'

As each person established their circle and stepped into it, I had them turn their circle into a full body sphere. Their resource "reality." Then, as a mime identifies the structure of a box or sphere, I had the participants kinesthetically feel the size of their "space." Then they were to fire off all of the resource anchors and thereby fill up that personal "atmosphere" with even more good stuff.

We then future paced. I had them walk around the room, meeting and bumping into each other while in a state of total resourcefulness. The design was to give the participants the kinesthetic experience of moving about while physically and psychologically "centered" in their resources.

Because of the redundancy of anchoring in all systems, future pacing, and kinesthetically connecting it to moving around and meeting people, nearly everybody in the training reported that the super-anchoring experience powerfully integrated the resources and put them into an altered state.

The Sphere of Excellence Procedure

1) First, allow yourself to begin to **imagine a circle** on the ground in front of you. Let this circle be of 2 or 3 feet in diameter before you so that when you step into the circle in a moment, it will be large enough. Before you take that step into this resource circle, allow your conscious and unconscious mind to fill it with all those qualities and values that maximally

express your ideal self. What color would you like this circle to be?

2) Now begin to access the time when you were totally and **completely centered** within yourself. When you were glad to be you, when you knew that your worth and value as a human being was a given, unquestionable. Allow yourself to see what you saw then, hear what you heard at that time, and feel what you felt. If you are not able to recall a time, then imagine what it would be like if you were totally centered.

3) Now as you get to that centeredness, what would be your state of physiology associated with that state? Show me. Stand and move as totally centered. Now amplify the kinesthetics of this state until your body feels alert yet calm, ready yet balanced, etc. You can allow all your kinesthetic submodalities (your breathing, temperature, etc.) to support this state.

4) As you **begin to amplify** this Centered State, seeing in brighter colors, closer, in 3-D, etc., hearing the sounds and/or music that maximally juices up this state, and feeling these feelings more intensely... when they increase to a maximum level, and your unconscious mind knows that you're ready, then go ahead and step into the circle. Now take a few moments to absorb all these sights, sounds and sensations.

5) You can also allow yourself to **set up a self-anchor** for being totally centered in this way so that whenever you need to feel this, you can. Feel the energy and empowerment of this state flowing and penetrating every fiber of your being.

6) Now with this Centered State, **identify other resources** you need that will only increase your effectiveness and productiveness as you move through life in this state. You might want to add confidence, competence, alertness, relaxation, the ability to use language elegantly, the ability to be loving while firm and true to your values, being congruent, have energy, concentration, etc. And as you allow each resource to enrich your circle, color your atmosphere in a color that you find most attractive (blue, pink, yellow, etc.).

7) Now as you take a few minutes to go through each resource to elicit a good representation, amplify it, and begin to **add it to your circle of excellence,** you can allow your circle to become a sphere. Each resource will only increase the energy and strength and okayness of the atmosphere within the sphere. It's your way to create your own atmosphere within which you will live and move into your future.

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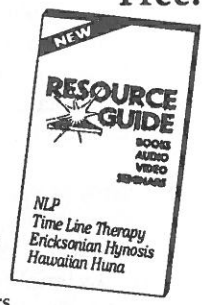
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8) Now as you continue to **stack as many resource states** into this Sphere of Excellence, you can begin to measure this rich internal world of yours as a mime measures a door or window or sphere with his hands. Say within yourself in a voice that's strong and congruent and attractively compelling, "This is my space." "This is the atmosphere within which I live." "This reality I take with me wherever I go."

9) Once you begin to feel this resource state, stand up and begin to move around the room. Imagine what everyday life would be like as you move out into the world with this sphere of resources. Notice how rich and full the color(s) of your sphere looks as you gaze out at the world through these filters. Continue to **Future Pace** yourself imagining operating out of your sphere at work, at home, with difficult people, etc.

10) Now imagine someone saying, looking, doing, etc. something that would normally be a "bubble buster," something that would have gotten into your consciousness and pierced your heart. It may be a label, curse, or some other hurtful thing. But now, as it comes to you, it can't get in. It bounces off your sphere. If any residue comes in, see it coming in like black ink marks that immediately dissipate in the rich colors of your atmosphere and dissolve.

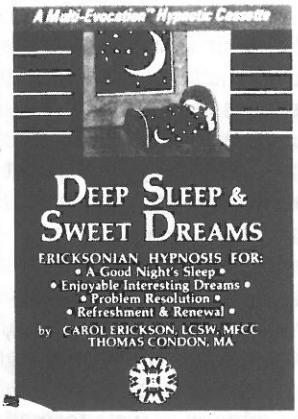
Things You Can Do With The Sphere

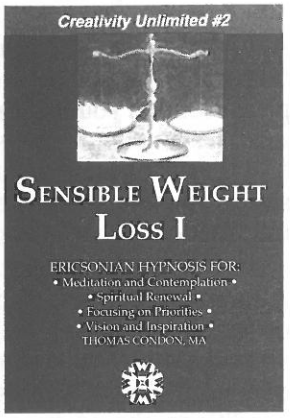
Since using this "Sphere of Excellence" pattern with a number of people, I have found that it allows people to deal effectively with a number of significant issues. It provides a metaphor/pattern for doing good self-esteem work, boundary work, state of consciousness management work (running one's own brain), etc. I also use it in assertiveness and communication trainings so that people can have a way of holding comments, criticisms, etc. at bay rather than immediately taking in every word or idea. This allows them "processing time" so that they have choice in how to respond. Now how surprised will you be when you find yourself measuring out your resourceful space in front of you the next time some bubble-bursting word comes your way?

Michael Hall, therapist and author, is a Certified NLP Trainer. He conducts NLP Practitioner and Master Practitioner trainings via "Metamorphosis" and writes a bi-monthly Journal (Metamorphosis: Psychology of Transformation) that integrates NLP with the Judeo-Christian perspective. He can be reached at: 2302 North Avenue, Suite #3, Grand Junction, CO 81501, Phone (303) 245-3235.

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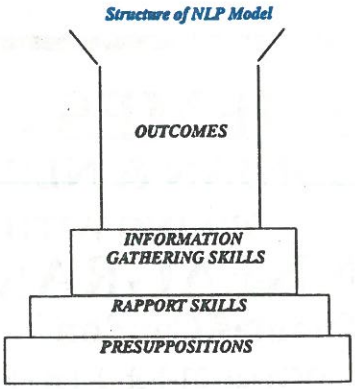
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Information Gathering

Frances K. Wiggins, MA, LMHC

This is a good season to be considering information gathering as some of us may still be in the process of formulating outcomes, personal or professional for 1992. One aspect of the Information Gathering Skills referred to in the Structure of NLP model has to do with **information** about the outcome itself, formulated in such a way as to make success likely. The other aspect to be considered is **how** the information is gathered, or the process used in formulating the goal. These two aspects interface as the process of communication used will determine the clarity, or lack of it, of the outcome desired.



SEEMINGLY DESPERATE TO ACHIEVE A HIGHER FORM OF EXPRESSION, WAYNE RESORTS TO TEACHING HIS GUITAR HOW TO TALK.

Although this discussion will center around information-gathering skills in order to achieve outcomes, please remind yourself that success in gathering information about outcomes is predicated on respecting the basic NLP presuppositions and attending to rapport skills. Meeting these preconditions greatly facilitates information gathering.

Although conditions necessary for well-formed outcomes are mentioned in several different references, with variations in wording, sequencing and grouping of concepts, most authors share agreement as to which conditions should be met to obtain a well-formed outcome. Last year, one of my practitioner trainees, Sky Martin, observed that the acronym S-W-E-S-T is an easy way to remember what information will insure an outcome is well-formed and attainable. Beginning, and even experienced NLP practitioners, have noticed that storing these conditions on the five fingertips of one hand provides a convenient reminder of essentials for identifying outcomes.

To be well formed, using the SWEST sequence, an outcome should be:

1. **S** - Stated in the positive
2. **W** - Within an individual's control
3. **E** - Ecologically sound and preserves positive by-products
4. **S** - Sensory-based, specific and contextualized
5. **T** - Testable

Gathering information with the above formula will establish whether the outcome is worthwhile and what the impact of achieving the outcome will be in real life experience. Often the information gathering process allows for clarification or modification of the initial goal to one or more appropriate for the individual. In addition to the content about the desired outcome, the

client will be providing you with a wealth of additional information that can be utilized to assist in goal attainment. For example you may choose to utilize the speaker's own preferred representation system, linguistic metaphors, values, beliefs, strategies and sorting styles.

S - Stated in the Positive

If you have ever suggested restaurants to a dining companion only to elicit responses of where your companion did not want to eat, you can probably agree there is some value in statements that describe what a person wants rather than what is not wanted. Eliciting a statement that describes what is desired gives focus and movement toward a solution rather than emphasizing what is now being experienced as a problem. If your client has a tendency to state outcomes by describing many non-wanted outcomes, and you have to ask repeated questions about what is wanted, staying in rapport is essential.

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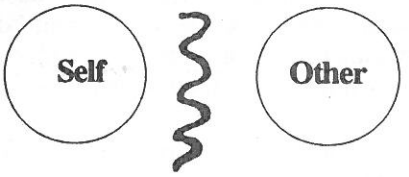
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W - Within Control

Once a positive statement of outcome is obtained, my preference is to ask next whether the outcome is within the control of the client. Otherwise it is possible to spend some time finding out about ecology, getting the goal specific and contextualized and establishing criteria for testing only to learn that the goal's achievement is dependent on someone else, or on conditions beyond the control of the client. If the stated goal is one that involves changes in another person's behavior, and is outside the control of the client, this too can provide insight and recognition of a pattern of setting unrealistic goals. Once the client becomes aware that the desired goal is one that another person controls, another more appropriate goal (one that is possible) may be selected.

When a client insists on a goal for someone else, I may draw what some of my stress management students have called "Wiggins' Squiggle" to graphically portray which side of the squiggly line will yield successful goals and which side contains goals less likely to be accomplished. One circle represents self; the other circle represents another; and the line divides possible and impossible goals. Setting goals on the self side of the squiggle insures success if other conditions are met.



E - Ecology

Once the goal has been stated in the positive and is determined to be within control of the client, checking the ecology and making sure any positive by-products of the present state are preserved comes next. This means finding out what impact attaining the desired outcome will have on the client's life, and on systems in which the client functions. Including questions about ecology makes sure that the goal does not violate the integrity of the client and that the solution does not become a problem. Finding out if the "benefits" of the present state are present in the solution is another important aspect in setting goals. In *Applications of Neuro-Linguistic Programming,* Robert Dilts notes that when positive by-products of the present state are not explicitly accounted for in the desired state, substitute behaviors may be as problematic as the present state.

There are several ways to go about checking for impact on ecology and preservation of the positive by-products:

- Have the client future pace into the accomplished goal in an associated state, notice physiology, and ask about experience.

- Ask what will be the outcome of achieving the goal, and what might be lost by achieving the goal.

- Check what will be going on in different areas of life once the goal is achieved. For example, if the goal has to do with work, ask about impact on significant others, social life, etc.

- Ask about availability of resources necessary when the desired state is accomplished. Sometimes additional skills may be required to function well in the desired state.

S - Sensory-Based Specifics and Contextualized

For clarity in defining a well-formed outcome, I am asking you to consider each of the necessary conditions separately. When you are assisting someone in formulating an outcome, you may find that information covering more than one condition may be combined in the client's answers to your questions. Sometimes in asking questions about the first three conditions, you may have received some sensory-based descriptions that are specific and describe under what conditions and with whom the client wants the outcome and in which circumstances the outcome is unwanted.

If that information is not already available, now would be the time to ask. Ask questions to obtain specific information as to when the outcome is desirable and when it is not. Ask the client to describe what s/he would see, hear and feel with the outcome. Ask the client to show you how s/he would sit, stand, move, talk, or look, depending on the context of the outcome. The use of sensory-based language versus interpretive language insures accurate information. It separates what the speaker is expressing and what the listener is inferring from the speaker's language. Using sensory-based language will prevent the listener from "filling in the blanks" from his or her own experience when the client leaves out information or uses terms that could have more than one meaning. The next Back to Basics article will elaborate on language patterns and the process of gathering information.

T - Testable

Often eliciting a sensory-based description of the desired outcome will provide information about how the client will know when the goal is achieved. In *Solutions,* Leslie Cameron-Bandler states that it is essential to establish the kinds of behavior and/or experiences that will constitute success, to provide important feedback for both you and your client. With some behavioral goals, an immediate testing may be possible. If the desired outcome involves a response that will occur in another setting, make sure the criteria for success is described in sensory-based language.

Two easy to understand references that will help you learn more about well-formed outcomes are:

Cameron-Bandler, Leslie, *Solutions.* **FuturePace, San Rafael, CA: 1985.**

Dilts, Robert, *Applications of Neuro-Linguistic Programming.* **Meta Publications, Cupertino, CA: 1983.**

Both of these references contain questions the authors have used to obtain information necessary for a well-formed outcome. Rather than having specific questions in mind when gathering information about outcomes, I suggest that you experiment with just asking what you do not know to find out if the five SWEST conditions are met. Often trainees report this frees them to really focus on and interact with the client in a more natural way than if they are following formulated questions. Just develop a "friendly curiosity."

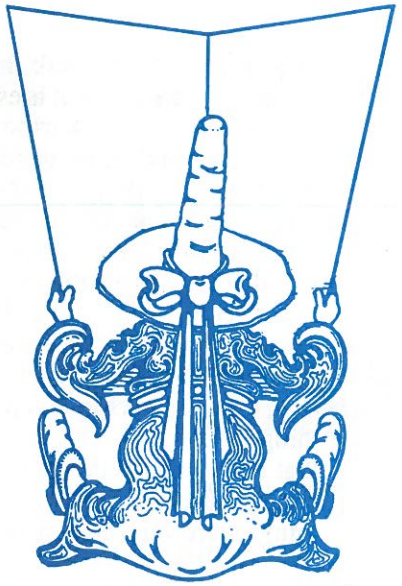
One way to examine the effectiveness of the well-formed conditions for successful outcomes is to consider an outcome that you set and have achieved, and an outcome that you set and have not achieved, and check to see which of the SWEST conditions were met by placing a check by those present. See what you can discover:

OUTCOME- ACHIEVED	NOT ACHIEVED
S	
W	
E	
S	
T	

In this article my outcome was to present a frame for gathering the information necessary to determine if an outcome is well formed. My next column will consider some of the influences inherent in the process of information gathering.

Frances K. Wiggins, MA, LMHC, is the Director of Rivijon Training Institute, a psychotherapist and Southeastern Representative to the Board of IANLP. She may be reached at P.O. Box 40, Welaka, FL 32193. Telephone (904) 467-9241.





The Elf, The Wizard and Enellopy

By John Emerick

Once upon a time there was a young elf. This elf lived in the elfin kingdom of Reelwurld, and he seemed to be happy. Each day he would perform the elfin duties that he was told were suitable for an elf in his position, he liked to listen to the other elves during the day. He was a talented elf in many ways; he was able to learn the elfin duties and tasks very quickly, and he was able to perform most of the duties much easier than the other elves. He soon was given some of the more difficult duties to perform, and he did these with the same ease as the other duties. He listened to the Master Elves as they told him that he was a very successful elf, and that he must be very happy.

This elf continued for a long time doing his elfin duties, telling himself that he was very successful. He would listen over and over again to the words of the Master Elves, and he would think about his happiness. As he thought about his elfin life, he began to wonder if this was how he would live the rest of his life. He told himself he was very happy and successful, yet there was another voice inside his head that said other words. At first he would not listen to this new voice, but soon he began to wonder why this voice was not in agreement with the Master Elves. As time went on, he realized that he must find someone that could help him understand the voice inside him.

As he wondered who could help him, he heard a tale of a magical wizard that lived in a place called Enellopy, not far from Reelwurld. He wondered why he had not heard of this wizard before, but he was curious enough to visit this wizard. When he arrived at Enellopy, he soon was able to hear this wizard speak. She spoke in a very strange tongue, and he was amazed at the powers that this wizard possessed. She spoke of things that were very different from the Master Elves, and this elf was not sure who to believe.

As he listened to the magical wizard, he began to learn some of the magic himself. He used this magic in Reelwurld and soon realized that this magic was powerful indeed! Soon he began to visit Enellopy more often, and he would especially listen to the talks of this magical wizard. One day the wizard performed some of the magic on the elf, and the elf was not sure what the wizard had said, but he did realize that something was different. He started to see differences in the world, and these differences made him feel really strange. Soon he looked at the wizard in amazement; this powerful wizard was of a different kingdom, and she was able to do miraculous magic. She did this magic each day, and he wondered why he had not seen this magic before. He began to see even more of this magic, and he wanted to learn to do it himself. He knew that if he could grasp this magic, he could quell the voice inside his head.

As time went on, the elf began to learn more of the magic. He found that he was as quick a student with magic as he had been with his elfin duties. As he learned more and more of the magic, he saw how much more magic there was to learn, and also how powerful the wizard truly was. He also began to notice all of the other elves that were coming to Enellopy from Reelwurld, and he learned that he could help teach them the magic. He was very quiet about this help, and he though that none of the other students and wizards had noticed, but of course the magical wizard had seen. She spoke to him about it one night; this night happened to be a magical night anyway, with the world seeming to roll beneath their feet. It was during this night that he realized that

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he could help to spread the magic just like the magical wizard.

Soon the elf began to finish the magic teachings that the wizard had prepared for him, but he felt that there was much more to be learned. Somehow the wizard knew what was happening, like she often knew what was happening in the kingdom, and she asked the elf to stay and teach the other newcomer elves about the magic. He was really happy to stay, and the wizard seemed really happy to have him stay. He knew that he had much more to give and learn, as well as he also knew that he would have to leave some day. He knew that eventually the wizard would have other elves to teach, which was important to the wizard. As it can be well imagined, the elf stayed to bring even more value to the teachings of the wizard, and the wizard was very pleased with her decision to invite the elf to help train.

Most of the time, the elf spent in Enellopy was done with a true sense of appreciation for the wizard. The magic was wonderful magic, but the wizard was what made the magic so much better. The elf learned a great many things from the wizard, and he also learned something about the wizard at the same time. This gave the elf an even greater sense of appreciation for the wizard, and he often wondered how he could thank her for the gifts she gave. On normal occasions, the elf did not speak much to the wizard, but he knew that somehow the two of them were communicating. The elf did not understand this type of communication, but he sensed that the wizard was very familiar with this.

Soon a whole year had passed. A year in Enellopy-time is a very long time, and it happens that the elf had grown as much as many years of time in Reelwurld. The elf then took some time to view his past year, and he realized that he was happier than he had ever been. He began to feel comfortable in the world, and to see things he had never seen before. With his new magic, the elf had really excelled in his elfin duties, and the Master Elves were saying even better things about him. He also noticed that the voice inside his head was saying different things, and these things were very nice indeed.

This elf also realized something about his visits with the wizard. He knew that it would be easy for some elves to become absorbed by the magical wizard, and to be dependent upon her. He also knew that the wizard had many elves to teach, and that she would not allow the elves to rely on her forever.

This elf was able to take the magic that he learned, and to use it to learn more magic on his own. He was also able to take the magic and learn from other wizards, even though they were not as magical and wonderful as the wizard he had grown to appreciate so much. As he continued to work with the wizard, he was able to increase his magical skills in a very nice way, and in such a way so that he would always be able to work the magic. What a happy elf he is!

You can reach the author, John Emerick, at 1301 Lincoln Drive, Carrollton, TX 75006.



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BOOK REVIEW

Awareness Through Movement - Health Exercises for Personal Growth.
By Moshe Feldenkrais, D.Sc. Harper and Row, 1972.

Some years ago, when I was in my late twenties, my health began to decline for no obvious reason. It seemed as if every part of my body had gone on strike. My digestion was no good, my back hurt, if I exercised a lot my right knee would swell up and become immobile; and most days I had a difficult time trying to find a reason to get out of bed in the morning. After spending a large amount of time and money at the local medical clinic, and getting no help, I took a year away from my career as a computer engineer to attempt to find some relief.

One day, poking around the local bookstore, I ran across a book entitled *Awareness Through Movement*, by one Moshe Feldenkrais. The book had a series of twelve peculiar exercises that were supposed to improve one's overall level of health. I bought the book, and began a strange journey.

I became so intrigued by the exercises, which were like nothing I had ever seen before, that I wound up spending 10 or 15 hours a week doing them, just trying to figure out how they worked. And then one day, a few months after buying the book, I realized that most of my aches and pains had disappeared, or at least been severely diminished.

Subsequently, I found that Feldenkrais was a physicist and engineer, plus a black belt in Judo. His method, it turned out, had its beginning when he suffered a severe knee injury during a soccer match in his early twenties.

Later I met Feldenkrais in person, and eventually I entered his training program and became a practitioner of the Feldenkrais Method.

But it wasn't just the fact that I managed to get rid of my aches and pains that really attracted my attention to the Feldenkrais Method. After a certain amount of work, I found that I could use the Method to learn to do some things that I had never been able to do before, in spite of a lot of effort. After spending 7 years as a green belt in karate (most students spend about 3 to 6 months at the green belt level), I was able to quickly attain the black belt level after using Feldenkrais' ideas about movement to learn how to do karate. Also, after being stuck for a number of years at an intermediate level of ability in skiing, I was able to break out of my rut there and learn to ski at the advanced level. This experience was so powerful that I almost went broke spending 5 months a year skiing back in the early 1980's.

What did Feldenkrais discover that allowed me, and many other people, to bring ourselves back to health and to learn to do a number of things that we had previously been unable to do? The Feldenkrais Method is a basic discovery about how human beings function, just as quantum mechanics is a basic discovery about how atoms function, and as the theory of relativity is a basic discovery about how the cosmos function.

However, unlike physics, which is learned intellectually, the ideas of the Feldenkrais Method are conveyed and learned experientially, through the Awareness Through Movement Lessons.

Of course, a human being is much more complex than a single atom, and so the Feldenkrais Method is not a complete description of all the important details of how we function.

Above all, the Feldenkrais Method of Awareness Through Movement is practical. People with a large variety of aches and pains find that they can become pain free by working with the exercises. Others who would like to be able to run better, or ski better, or play a musical instrument, find that they are able to use the Method to do what they were unable to do before, in spite of a lot of time and effort.

In this book, Feldenkrais sets forth his unique ideas about learning, movement, and psychological organization. He contends that we act in accordance with our (physical) self image, and, that for most of us, this image is distorted.

This distorted image may be likened to a inaccurate map. If you follow such a map, you will not arrive at your intended destination. Similarly, if you act in accordance with a distorted self image, you will find that your actions do not accomplish your intentions.

Thus, in essence, Awareness Through Movement exercises actually alter our self image so that it

makes a closer fit to reality. As the map becomes more accurate, we do not get lost quite so often.

(It is interesting, as an aside, to note that NLP, another recent development in improving human functioning, also claims to work by improving our map of the world.)

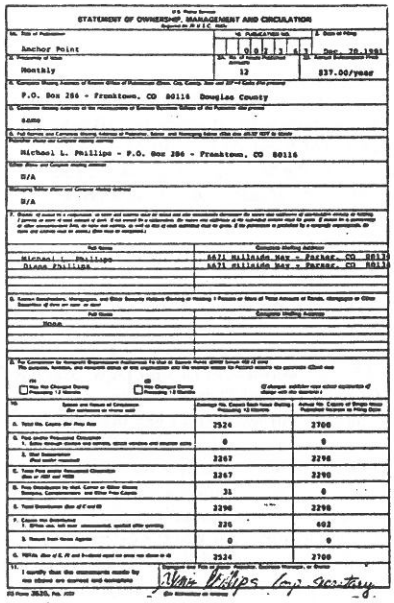
Feldenkrais also contends that our thinking processes are intricately intertwined with our motor apparatus. This view is at variance with conventional thinking, which holds that movement and thinking have nothing to do with each other. (The Montessori method of schooling being a notable exception to this idea.)

At first, the idea that we might "think with our muscles" does seem peculiar, at least in the current climate of thought. However, as Feldenkrais makes clear with several examples, our most basic thinking processes, such as the perception of time and space, are closely connected with our movements and our perception of movements.

The book has a wealth of other interesting and useful ideas, and will well repay more than one reading. And the exercises, too, may be repeated many times. Feldenkrais was an acute observer of the human animal and his insights are many, varied, and subtle.

Jack Heggie maintains a private practice in the Feldenkrais Method. He is the author of *Running With The Whole Body* **and** *The Aware Skier) You may write Jack at 2888 Bluff, #134, Boulder, CO 80301. Phone:(303) 449-8100.*





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31 Washington Square West Penthouse B - New York, NY 10011 (212) 529-9227 or (201) 509-9599 FAX

Mar. 15 Intro to NLP (New York City)

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

Apr. 3 PhotoReading Begins (Brussels)

THE CASCADE CENTER, INC.
P.O. Box 31030 - Seattle, WA 98103 (206) 548-9808

Feb. 14 NLP Practitioner Training Begins

CHARLES PARRY & ASSOCIATES
526 Boston Post Rd., Ste. 110 - Wayland, MA 01778 (617) 259-1387

Feb. 24-26 Ski NLP in Colorado (Winter Park, CO)
Mar. 16-19 Ski NLP in Colorado (Winter Park, CO)
Apr. 2-5 Hooking Into Your Life Purpose (Hopkinton, MA)
Apr. 13-18 Ski NLP in Switzerland
Apr. 18-20 Ski NLP in Switzerland

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

Apr. 9-11 Dynamic Learning Seminar
Apr. 12-16 Systemic NLP - A Unified Field Theory

GENESIS II
4640 Hygiene Rd. - Longmont, CO 80503 (303) 823-5053

Apr. 24-26 Generative Change

THE HUMAN SOLUTION
5440 Franklin Road, Ste. 203C - Boise, ID 83705

Feb. 14 NLP Practitioner Certification Begins

INTERNATIONAL TEACHING SEMINARS
7 Rundall Crescent, London NW3 1RS (071) 293-3282

Feb. 28 The Leadership Programme Begins
Mar. 17 How to Maximise the Power to Learn
Apr. 9 How to be Better with Children

JOHN SEYMOUR ASSOCIATES
17 Boyce Drive - St. Werburghs Bristol BS2 9XQ England (0272) 557827

Feb. 15-16 Seminar 10
Feb. 29 Seminar 8 (London)
Mar. 7-8 Introductory Seminar 1
Mar. 14-15 Seminar 4
Mar. 21-22 Seminar 11
Apr. 11-12 Seminar 5
Apr. 14-15 Introductory Seminar 1 (London)
Apr. 25-26 Seminar 12

JUST COMMUNICATIONS!
8613 SE 9th Ave. - Portland, OR 97202 (503) 236-8157

Mar. 14 PhotoReading Begins (Seattle, WA)
Apr. 11 PhotoReading Begins (Portland, OR)

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

Feb. 24-27 Advanced Submodalities (NLP 4 Req)
Mar. 30 Level2 Training/Fund Tech. & Interventions Begins

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

Mar. 7 Practitioner Training Begins (Atlanta)
Mar. 7 Master Practitioner Training Begins (Atlanta)
Mar. 14 Practitioner Training Begins (Dallas. TX)
Mar. 14 Master Practitioner Training Begins (Dallas)

LEARNING STRATEGIES CORPORATION
900 East Wayzata Blvd., Wayzata, MN 55391 (612) 475-2250

Mar. 14 PhotoReading Begins

METAFORMATION, INC.
3538 Marlowe Ave.-Montreal,PQ H4A 3L7 CANADA (514) 486-1282 - phone (514) 486-7736 - fax

Feb. 21-23 Mod. 4 Creativity (Montreal)
Feb. 28 Mastery and Modeling Begins (Montreal)

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

Feb. 22 PhotoReading Begins

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

Feb. 22-23 PhotoReading Begins
Mar. 13-15 Pathways to Leadership III (Robert Dilts)

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

Mar. 7 PhotoReading Begins
Mar. 27-29 Beliefs and Your Health (Robert Dilts)

Current Events

NLP ASSOCIATES
244 Hermann St., #2 - San Francisco, CA 94117 (415) 861-0460

Feb. 19	Free NLP Intro for Personal & Professional Development
Feb. 21	Practitioner Training Begins

NLP AWARENESS CENTER
501 Main Street - Toms River, NJ 08753 (908) 240-0745

Feb. 29	Master Practitioner Training Begins
Mar. 8	NLP Intro
Mar. 14	Practitioner Training Begins

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

Feb. 24	Free 2-hr Workshop on NLP in Business
Mar. 25	Free 2-hr Workshop on Self Esteem
Mar. 28-29	Weeds, Flowers & Vegetables in the Garden of Self Esteem An Advanced Research Workshop
Apr. 10-13	The Aligned Self (Salt Lake City, UT)
Apr. 16	Free 2-hr Workshop on Relationships
Apr. 24	NLP and Goal Setting

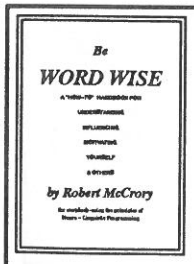
THE NLP CONNECTION/NLP PROFICIENCY ASSOCIATES
P.O. Box 7818 - Santa Cruz, CA 95061 (408) 425-361495061
NLP of Southern California - Los Angeles (213) 254-3841
Mar. 13 Free NLP Introductory

NLP OF OHIO
7630 Aquaford Place - Columbus, OH 43235 (6114) 766-4657

Feb. 15	The Aligned Self Begins (Columbus)
Feb. 15-16	Generative Touch (Cleveland)
Mar. 7-8	Generative Touch (Cincinnati)
Mar. 21	The Aligned Self Begins (Cleveland)

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P.O. Box 20593 - St. Louis, MO 63139 (314) 776-4030

Feb. 14	Free PhotoReading Preview
Feb. 15	PhotoReading Begins
Mar. 4	NLP-Self Empowerment & Communication Begins
Apr. 3	Free Operating Metaphors Preview
Apr. 4	Operating Metaphor of Identity and Change
Apr. 11	PhotoReading Begins

NLP WORKS
4732 N. Oracle Rd., Ste. 314 - Tucson, AZ 85705 (602) 325-9698

Feb. 28 NLP Practitioner Training Begins

ONE MIND
818 North Nattawa - Sturgis, MI 49091 (616) 651-9917 or
(800) 221-MIND

Mar. 14 PhotoReading Begins (Winter Park, CO)

RIVIJON TRAINING INSTITUTE
P.O. Box 40 - Welaka, FL 32193 (904) 467-9241

May 19 PhotoReading Begins (St. Augustine, FL)

SUSAN BRANCH AND ASSOCIATES
61C Monroe Ave. - Pittsford, NY 14534 (716) 586-6773

Mar. 7	Practitioner Certification Begins
Mar. 7	Master Practitioner Certification Begins
Mar. 19	Free Evening Preview
Apr. 30	Free Evening Preview

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