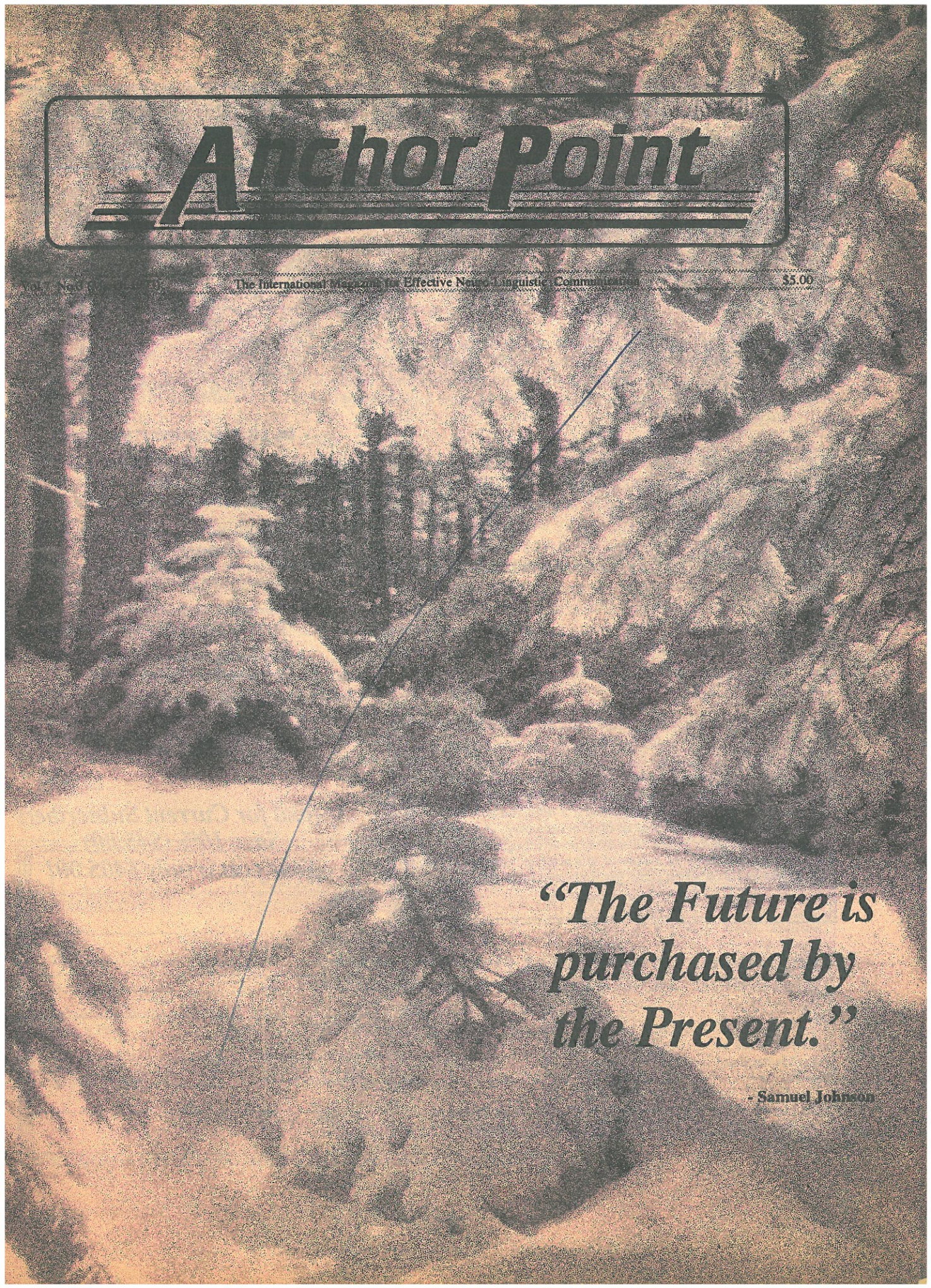

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From the Editors Desk

The news media covers the topic of AIDS every day. News of the great numbers who have the disease is seen in print and heard on the radio. The lead article is this month's issue is timely because it deals with the topic of AIDS in an area that is probably ignored..how do the survivors cope with the grief of the loss of their friends and family. Janet Konefal's article introduces a new grief resolution process that she developed to answer the need that she saw in her work with AIDS research.

This issue also has articles on the NLP Health Certification Training that is forming a New World Health Community. This article reveals some innovative ideas that are being used in this program. The next installment of the Virginia Satir series is quite special. A 10-year case study on a family sculpting process is discussed. This is great documentation to show that this process does work at getting to the heart of a family problem that no-one wants or can communicate about. Plus there are articles on sports, education, and personal resouces.

The winter is almost gone and spring is just around the corner. Perhaps this issue will give you some fresh new ideas to inspire you in the coming months. It's amazing how just a minimal change will bring renewal, inspiration and beauty into your life or someone you love.

We hope to see you at *Anchor Point's Tools of the Spirit* seminar this month and have a chance to chat with you personally...it should be quite a special time.

Michael

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Multiple Grief Pattern



By Janet Konefal, Ph.D., M.P.H.

This intervention technique pattern was primarily developed in response to the needs of a large number of individuals who have experienced deaths of friends or relatives from AIDS. It may also be used with those who have faced multiple deaths of family, friends, colleagues, or individuals to which they were not personally close but whose death affects them. In addition, this pattern is useful with individuals who have experienced several deaths over an extended period of time but have not resolved the emotional impact of the earlier deaths. These earlier deaths of significant persons in their lives can become linked to the most recent deaths even if the most recent deaths are not particularly significant in their immediate lives. For many people, the emotional state following a death is difficult to understand and to define. Many are confused by the multitude of emotions they are experiencing.

In individuals with the AIDS virus, the grief response can be a devastating burden on the immune system. Grief often causes negative images about their own death or deaths of others they know to appear with increasing frequency. Many individuals with the virus have friends or family members who have died from the disease. It is important that severe emotional trauma, such as death, or multiple deaths, be resolved as quickly as possible in order that the physiological functions of these persons are not impaired in the long-term.

The multiple grief resolution technique uses several perceptual positions:

1) An associated perspective or 1st position;

2) A dissociated perspective;

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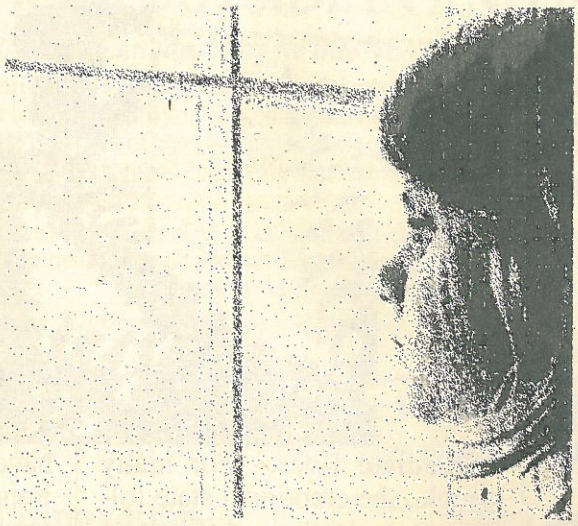
3) A meta-position to the dissociated perspective for a double dissociated perspective or "looking at yourself" position; and

4) An "as if the other person" perspective or 2nd position.

It is important to have your client make clean perceptual position shifts, particularly when disassociating or shifting to a meta-position. A difficulty for many clients in grief is that they get into a loop of going from their own 1st position negative state to their perception (2nd position) of the negative state of the person who has died.

With AIDS, cancer, or other physically debilitating diseases, the client's last visual recall of the person who has died often reflects that physical devastation. For this reason, I do not recommend having the client describe in length what the person who has died looks like to them. Rather, have the client arrange the images of the persons who have died in a semi-circle behind the dissociated image of him/herself. This is also symbolic for putting the deaths behind oneself and leaving the future open in front of oneself. Emphasizing the auditory and kinesthetic cues instead of visual is probably easiest for most clients. Of course, you must calibrate and adjust the process accordingly to the client with whom you are working.

Some of the clients I have worked with have a negative response to the phrase "dead person. "They say that when hearing this phrase, they think of how the person looked when he/she was dead. Using the phrase "the person who died" or referring to the person by name seems to elicit a more comfortable state.



Please remember that the following is offered as a guideline for resolving the emotional blocks surrounding multiple deaths. Again, each person must be considered for individual differences and nuances. The desired outcome is to create a way for the client to have a positive state --and in particular a positive kinesthetic response --when thinking about the individuals who have died. This positive kinesthetic response should be reinforced with a visual and perhaps auditory symbol or metaphor. On occasion, additional work must be done to resolve a particular death.

"In any moment of decision the best thing you can do is the right thing. The worst thing you can do is nothing."

- Theodore Roosevelt

The Multiple Grief Pattern

These are the suggested steps for the pattern:

1

Sit and speak with the client (named Mark for clarity) to develop rapport and to gather some information about the multiple deaths. Elicit information about the number of deaths. A maximum of five is suggested for use with this process; if there are more, repeat the exercise, or have the client select a representative for several of the deaths (i.e., a specific patient to represent patients).

2

Explain a bit about the process and its purpose. Ask Mark how he wants to feel when he thinks about any of the persons who have died. Elicit some positive statements about how Mark wants to feel. It is important to do an ecology check for negative beliefs or perceptions that may interfere with the completion of the work. As an example, to check for the belief that *if you really loved someone then you must suffer when that person dies,* ask questions such as the following: "If you feel calm or loving when you think about

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out this person now, does that mean you have not suffered enough? How might others perceive you? How might you respond to their perceptions?"

3

When you have elicited a well-formed outcome for a positive state when thinking or talking about the persons who have died, have Mark stand in an area that has enough room for moving around and having other imagined persons stand behind him. Elicit a here-and-now state of being in the room. Say something like, "As you stand here with me, look around the room and notice the sensations inside you." Anchor this state using a strong anchor that can also be used to elicit a breaker state if needed.

4

When you have elicited a here-and-now state have Mark take a step backwards and dissociate from the here-and-now perspective, as if watching himself. Ask Mark to look at where he had been standing (the here-and-now location on the floor) and see himself standing there. This can be done by having him imagine what the back of his head looks like or what clothes he is wearing.

5

Once you have established spatial markers for the here-and-now state and a dissociated state, have Mark move three to four steps or more to one side for a meta-position or double dissociate position. From this position. Mark can look back at himself and not have any strong or even mild negative kinesthetic or visceral responses. It may be necessary to have Mark imagine a Plexiglas between himself in the meta-position and himself back in the dissociated location. Other clients may have to increase the distance or have you stand between themselves and that at which they are looking back. Elicit a comfort state and anchor it. Elicit a humor state and anchor it. Develop breaker state patterns so that as the facilitator you can lead Mark out

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Multiple Grief Pattern

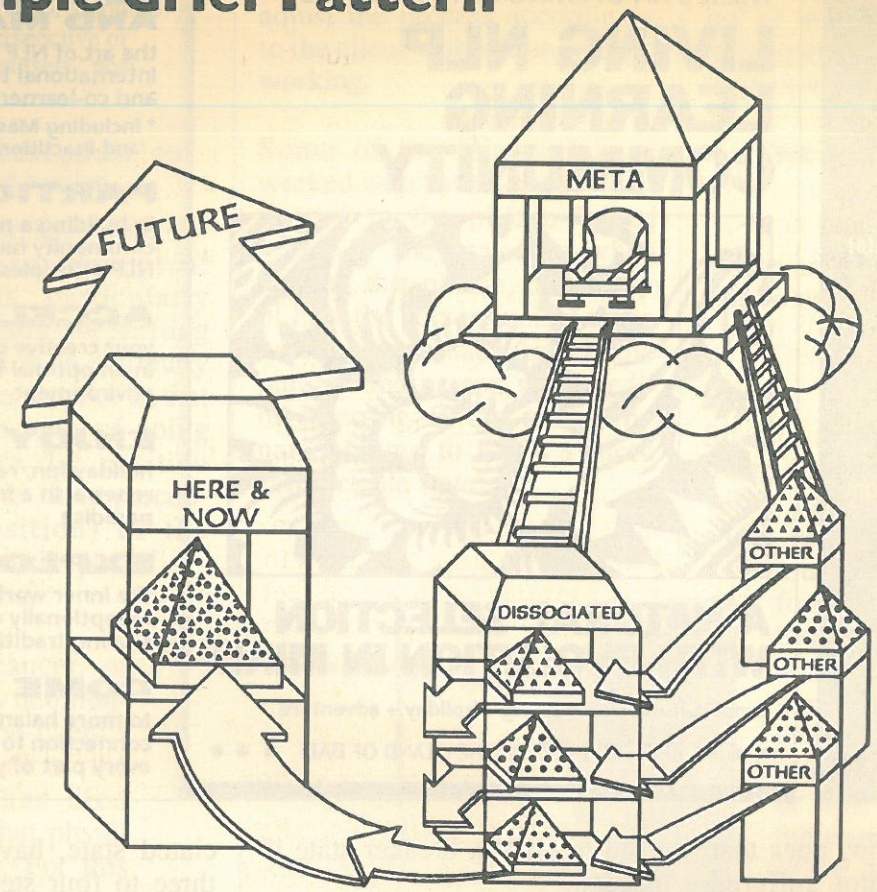


Illustration by Wolfgang Meub
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of negative states associated with the deaths. Have Mark look back at himself and calibrate for comfort.

6

When a comfort state, humor state and several breaker state patterns have been developed, ask Mark (who should be in the meta-position) which of the deaths he would like to clear or resolve first. Gather some information about the person who has died and that relationship to Mark. Ask him to imagine who has died standing behind him and to one side of the dissociated self.

7

Next elicit from Mark what the person who has died would say to him about his being alive if that person could speak to him now. For example, "What would your sister Mary say to you about living if she could speak to you now?" When Mark responds, thank him. Then say something like, "And your sister Mary says to you, 'go on with living,' how would she touch you?" When Mark responds, thank him again.

If at this point, the message is clear and the touch congruent, go to Step 8. If the message is ambiguous or stated in the negative, clarify or restate for positive intention. For example, if Mark's mother has died, and he imagined her saying, "Stop making such a fuss and get on with it," ask Mark what he thinks is the positive intention of his mother's statement. Recognize that this may be the usual way his mother spoke, but what you want is her positive intention. When you have the positive intention, as permission to have Mom say what she really means at this time. Then use the positive intention statement when continuing with the process.

8

When the message is clear and the described touch seems appropriate, have Mark step over to the location where he had imagined the person who has died was standing and now be that person, in this case his sister Mary. Walk with Mark to the spot and direct. "Now as Mary, what would you say to Mark about living? and how would you touch Mark so he could really get your message?" Have Mark, as Mary, say the message and touch the imaginary (dissociated position) Mark. When this is complete, redirect Mark back to the meta-position.

9

After returning Mark to the meta-position, do a breaker state and elicit a comfort state, using appropriate humor when possible. Then ask Mark how he feels about Mary now. Observe for congruencies and shifts in responses. If he says something like, "It's okay now" or "I am all right now," continue with the process. If he indicates that he's only so-so or it's still very hard, repeat the process. If after repeating the process Mark is still okay, tell him you will continue to work on this later when you have completed the process on which you are already working.

10

Repeat Steps 4 through 9 with each death. Some will be more difficult than others. It is important to elicit clean breaker states between each piece of work. Mark (as well as other clients) may want to change the order of the "others" or to add someone he has forgotten. Follow his lead.

11

When Mark has completed the series and is back in the meta-position, check to see if there is anything else he needs at this point. If yes, respond appropriately. If no, ask him to step into the dissociated-self location behind the here-and-now location. From this position, ask Mark to first hear the message and feel the touch of each person who has died. Do these one at a time.

With AIDS, cancer, or other physically debilitating diseases, the client's last visual recall of the person who has died often reflects that physical devastation.

Then ask Mark to hear and feel all the messages at once. You as the facilitator may want to repeat some of the messages and initiate the touch enough to set the process in motion. For example, if Mark says that his mother would give him a hug and say "I love you," you might hug yourself or just barely touch Mark's shoulders and say "Now hear your Mom say 'I love you.'" Use as little coaxing as possible.

12

When Mark has finished receiving the messages and touches from the "others," ask him to summarize all the messages. Ask him to symbolize this message as a visual image. You may want to use "if you could" statements to elicit the visual and kinesthetic metaphor. "If you could create a visual symbol for this message, what would it look like?" The symbol could be anything; example are a heart or white light. Ask Mark to put the symbol inside. "Where inside yourself would you put this heart; what special place inside you would be the perfect place for this heart? Now with this heart inside, how do you feel?" Check for congruencies. Thank Mark, then have him thank himself.

13

Check by looking at and listening how Mark is now. Ask similar questions as in the beginning about the "others" and check responses. Often this piece of work takes some time to integrate. For many people, this process could make a large and significant difference in their lives. When Mark is congruent, have him step forward to the here-and-now location. Check again for congruency. If not congruent, step back or move to the meta position and continue working.

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14

If Mark is comfortable and peaceful when thinking and speaking about the "others," when future pace. This may be done by asking Mark to think about how he can use this state (describe the positive state, i.e. the warm sensation around his heart). How might he look or sound differently when thinking of or speaking about those that have died --tomorrow, next week, or next year? You may also ask something like, "What can you do differently now that you have this comfortable feeling about your sister Mary or your mother?" Give him time to ponder how he might now carry the message forward (again, say the summary message) into his life.

Check the work again in a week or so. There may be some residue left from this process since it covers multiple incidents. This should be checked at a later date after time for integration has been allowed. Often this process completes the work itself.

Janet Konefal, Ph.D. is an Associate Professor Department of Psychiatry at the Miami School or Medicine. Janet's expertise in the field of AIDS has been cited on CNN this past year. She gives workshops on holistic health and NLP trainings in Miami. She is associated in NLP International which teaches a variety of NLP and Hypnosis seminars every summer in Europe.

News & Noteworthy

√ The new book, *The First Session in Brief Therapy* by Budman, Hoyt and Friedman, published by Guilford Press, includes a chapter on Neuro Linguistic Programming by Steve and Connirae Andreas. The chapter is an adaptation of portions of two chapters from *Heart of the Mind* (Real People Press, 1990)

√ The Southeast Regional IANLP conference in Atlanta had a great start with Robert Lowe's pre-conference workshop on *Transformation by Laughter* and his keynote, Lighten Up. Eighty participants (more than double last year's number) enjoyed excellent workshops and spending time with Doug Sauber, IANLP's current President. Congratulations to Carole Mackey, Conference Chair, and her many helpers for a job well done.

√ IDHEA Seminars (Wisconsin's first NLP Institute) announces two new directors, Tome Pinter and Dave Rupnow, Ph.D. to recruit new members for the Milwaukee Chapter of the Results Network. Both Pinter and Rupnow are both NLP practitioners that specialize in education. The Results Network is a group of professionals in the Midwest who are interested in educational and business applications of NLP. for information on the network group contact: IDHEA Seminars, 3900 W. Brown Deer Rd, A164 - Milwaukee, WI 53209 (414) 562-1099.

√ Jay Arthur was heard on the radio waves on Valentines Day. He was being interviewed about his book *Attracting Romance* which explores techniques for finding and developing lasting relationships using NLP techniques. Arthur also conducts seminars on the topic. A review of his book will be in an upcoming issue of Anchor Point!

√ There is a network of NLPers in the Chicago area that have presentations on NLP every first Friday in Chicago and every third Thursday in Dundee. For information on this Network you can contact: Chicago NLP Network - 103 North Second Street - West Dundee, IL 6018 or call (708) 551-1600.

√ A new NLP Center will premiere this fall. The Gateway NLP Center will be offering NLP trainings in the St. Louis, MO area. For information on the center contact: Joe or Sue Munshaw: Gateway NLP Center - 1227 Lindenwood Avenue, Edwardsville, IL 62025-2321 - Telephone (618) 692-3097.



Desperately Seeking French Fries:

A Case Example of Satir's Family Sculpting

By E. Adaskin & M. Gomori

This article was written to illustrate by example how Satir's process of family sculpting may be applied in working with families.

This article outlines sculpting as an intervention with the family of a catatonic young woman. Sometimes in our work, we laughingly say that helping enmeshed families to individuate is like trying to make french fries out of mashed potatoes. This family illustrates the difficulty of becoming and remaining a french fry in a mashed potato environment.

We chose to illustrate family sculpting because of the frequency with which we find it useful in helping families. Sculpture can be used in therapy, training, or consultation with individuals, groups, and families. We use sculpting for developing the diagnosis, intervention, and to help the family see, hear, and feel their own and each others' perceptions of how the family functions. Families can also portray their desired outcome for the hopes and wishes they have for the family in the future, once certain goals are achieved.

Family sculpture has been developed over the last 20 years by therapists such as Satir (1988), Duhl, Kantor, & Duhl (1973), and Papp, Silverstein, & Carter, (1973). Family sculpting is a powerful visual and kinesthetic tool, providing an action-oriented intervention. It uses body postures and spacing as a demonstration of the family's patterns of communication, power, closeness or distance, and relationship to the outside world. Sculpting makes the covert family patterns more visible, and the abstract dynamics more concrete (Gomori & Adaskin, in press). Our use of sculpture in practice and teaching has been based largely on the work of Satir.

Since we conduct the majority of our practice, teaching, and research in a psychiatric department of a teaching hospital, we will focus our sculpting example on a young, recently married woman, 26, who was admitted in a catatonic state during a psychotic episode.

The nursing staff, finding it difficult to make contact with Beth, requested a family session to explore the family's dynamics, and perhaps find a way to reach the patient. When we called to arrange for the family to come in, Father spoke to us on the phone and agreed readily,

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but stated that Mother was in a wheelchair severely disabled with arthritis, and the session would need to be held at home. He also cautioned us that his wife should be protected from any stressful discussion.

Beth's husband, Tom, 26, an officer in the military, and her older sister, Barbara, a single 28-year old professional administrator, also agreed readily. Beth was to travel with us from the hospital inpatient unit. A few days later, we found ourselves in a pleasant middle-class home, in which everything was organized for the comfort of the disabled mother. A pulley and chair arrangement had been constructed to take Mother up the stairs to the bedroom and bathroom. All family members showed extremely loving and protective behavior towards the Mother, and gracious hospitality toward ourselves. Food and coffee were immediately offered, Father prepared it, and we were treated as guests.

The first half hour was spent getting to know the family, and eliciting their views on Beth's situation. All members were most anxious to be helpful in *taking care of Bethie*. The family described how, for generations, taking care of the old and sick was regarded as a central family obligation and value. It was a puzzle for us how this family had coped with these heavy responsibilities without any admission of resentment or strain, and why one daughter, newly married with a loving husband had become seriously ill while the other daughter, unmarried and healthy, was living separately though still very attentive to her parents.

Our observation of Beth's interaction in the family at this point led us to see her as a *good little girl* desperately fearing something. As yet we did not know what her terrible fear might be. She had great difficulty saying anything for the first part of the session, and indeed, rarely spoke at all in the hospital. Even with much kind prompting, she continued to shake her head soundlessly, eyes staring in fear, and to whisper, "I don't know." Tom described how, since their recent move to an-

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other area of the country where he was stationed, Beth had gradually become withdrawn, then suicidal, and had been brought back to her home city by her family for treatment. Tom was willing to do anything he could for *Bethie*, but for him, illness of any kind was foreign, and he felt very helpless.

Mother, a competent 60-year old woman, seemed to be long-suffering and badly crippled, yet within the limitations of her disability, in subtle charge of the family. Father, a well-established businessman, gave priority to looking after his wife. An unspoken rule became apparent in the family: Family comes first, especially the sick member. Private and personal lives must take second place to these needs, and outsiders are not regarded as a source of practical help.

When we had accumulated enough safety, trust, and information to take the risk of inviting the family's participation in a sculpture, we said, "We'd like to show you our picture of how everybody feels in this family, and then we will ask you how this fits your picture. Would you be willing to try this with us?" (Since they were a nice, cooperative family, they agreed).

To portray the important role of Mother as the sick one, we had all the members arrange themselves around Mother's chair. We used Satir's communication stances (Satir, 1988; Englander-Golden, 1990) to demonstrate the family's communication and the feelings behind it. Mother was asked to wear a worried expression as she gazed at Beth. We asked Mother to hold out her two hands as a way to express her desire to help and her need for help.

In front of Mother, we placed Beth on her knees in a placating stance which represented self-blame and discounting of herself. We asked her to put out her two hands toward Mother to ask for her help and forgiveness. We placed Father standing behind Mother, supporting her on the shoulder with the touch of one hand, while placating her and the family with his other hand extended toward each in turn. His back was positioned as slightly bent forward, representing his servitude to the family's needs, but standing on his feet to demonstrate his strength in coping and providing as the head of the family. We asked him to look at Beth in a sad and imploring manner.

To show Barbara's independent living situation and her role throughout life as co-parent, we placed her standing slightly farther apart from the family and closer to Father. To demonstrate Barbara's worry about the current situation, we asked her to reach out her hands toward Father and Beth, expressing her concern that they take care of Mother, while at the same time Barbara was gazing with concern at Mother. We placed Tom standing behind Beth with his

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hands on her shoulders, looking toward us for help.

During the above process of arranging the members of the family, we did not tell them what interpretation we were assigning to these positions. We simply asked them to take on the positions reflecting our picture, and let the experience of being there and seeing the others in their position have its own non-verbal impact. We then asked them each in turn how they felt in the positions and invited them to rearrange their positions to more accurately represent their feelings and relations together.

As they were responding to us, they became increasingly aware of the tension arising from their hidden feelings and unexpressed fears. Beth got in touch with her feelings of guilt, having left her parents to get married. She began to tremble and cry, and then haltingly shared with us that she felt she had broken a promise that she would always be there to take care of Mother. Mother began to cry too, and assured her that it was never intended to mean that Beth should not put her own marriage first. Beth however felt that she had betrayed her Mother, and had not lived up to her father's expectations. Her catatonic state seemed related to a great fear that she, as an evil person, would do something harmful to others if she moved. With this problem brought out into words and postures, she became more available for therapeutic contact. She began to talk more freely.

"We'd like to show you our picture of how everybody feels in this family, and then we will ask you how this fits your picture. Would you be willing to try this with us?"

Beth was convinced that the parents blamed her for leaving them, and felt disappointed that she was not living out the unspoken family rule that ill parents are always cared for by the adult children. At this point, Beth was lying on the floor crying; Mother began to reach toward her from her chair; Tom and Dad understood more about Beth's struggle; and Barbara began to comprehend the pulls she was experiencing in establishing a separate life.

It was a dramatic breakthrough which opened the door for the family to share more open communication than they had before. The use of sculpting cut through the polite, friendly chit-chat and Beth's silence, and facilitated members having a direct experience with their own struggle between family altruism and individuation. Through asking the members afterward to portray their desired outcome, various pictures evolved. Tom envisioned himself and Beth establishing a close relationship together, connected with their families, but having a life of their own. He imagined Beth's parents staying together and using some of the community resources available to meet their very real needs for help, and using less of the resources of the daughters. He placed Barbara at a comfortable distance on her own, to illustrate the boundaries necessary in the family. The family gave lip service to this picture, but it took continued long-term follow up to assist the members to make the necessary changes.

Beth was hospitalized for many more weeks. To reinforce the boundaries of the couple, we did not always meet with the whole family. However, from time to time, we visited the whole family in order to inte-

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grate the changes Beth and Tom were making. Over the next few years our initial impressions of the central patterns were confirmed. As Beth regained her independence and continued a happy marriage, eventually having three children, Barbara was increasingly drawn into service to her parents. She lost her male friend, (of whom her parents had not approved in the first place), and eventually became suicidal. After long term counselling, we were pleased with the daughters' individuation, but the parents felt somewhat critical of and abandoned by their adult children's new behavior. We worked with them to accept and use resources outside the family. Unhappily, Barbara developed a long-term degenerative muscle disease, but continued to struggle to remain independent from her parents. After Mother died, Barbara felt some urge to move in to care for Dad, but with therapeutic support, retained her own apartment. Dad's prompt remarriage to a previously ill woman again confirmed our early sense of the family's dynamics. The two daughters continued telephone contact over the years, gaining support for pursuit of their own lives, while remaining connected to their father and new stepmother. Father called when trying to build his new marriage despite the daughters' resistance to his partner.

Though many more sculptures were used over time with the family, it was this first dramatic one which opened the process of work between the family members and ourselves. It has provided reliable themes and insights for the family's change process over the 10 year period during which the family has occasionally kept in touch to cope with various crises.

Although we had hoped to be able to facilitate the emergence of a family-sized plateful of french fries, we were humbled by the power of mashed potatoes. Nevertheless, we remain convinced that family sculpture can provide a powerful tool for helping at least several members to become and stay french fries. Beth has never had to be readmitted to hospital, and has survived two severe post-partum depressions to emerge as an independent, happy person, wife, and mother of three. Tom left the military to become a

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teacher in his field so that he and Beth would not have to cope with continual uprooting for transfers. They moved back to their home city where they achieved a comfortable degree of closeness and privacy in relation to their families of origin.

Despite her illness, Barbara has maintained her independent living and work, though still wishing she might have found a partner. Dad struggles with a heart condition and a problematic second marriage. His kind urge to take care of others has led to having a wife whose needs continue to take up much of his resources, leaving him unable to achieve his earlier hopes for freedom from acetifying.

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The Avanta Network was begun by Virginia Satir to carry on her work through teachings and trainings. For additional information regarding the 1993 Avanta International Training schedule write: Avanta , 310 Third Ave. NE, Suite 126, Issaquah, WA 98027 - Telephone (206) 391-7310.

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The Three R's: A New View

By Diane F. Lutzinger

We used to say school was about "Readin', Writin' and 'Rithmatic" or the three R's. That was in a time, say the 50s', when teachers reported the five biggest problems facing schools were:

1) Running in the halls,
2) Chewing gum,
3) Not staying in line,
4) Tardiness, and
5) Talking in class.

These answers are from a real report! Today, however, the scene has changed. Five of the biggest problems facing schools are:

1) Drugs,
2) Teen pregnancy,
3) Violence, gangs,
4) Suicide, and
5) Dropouts.

A different picture, isn't it? Many suggestions are being made to solve these and other problems that plague our schools. Everything from year long attendance to "untracking" to schools of choice to a bold new approach where students are responsible for their own learning. And the list could continue. Just read Educational Leadership (or other reputable journals on education) over the last 3 or 4 years to educate yourself on the issues.

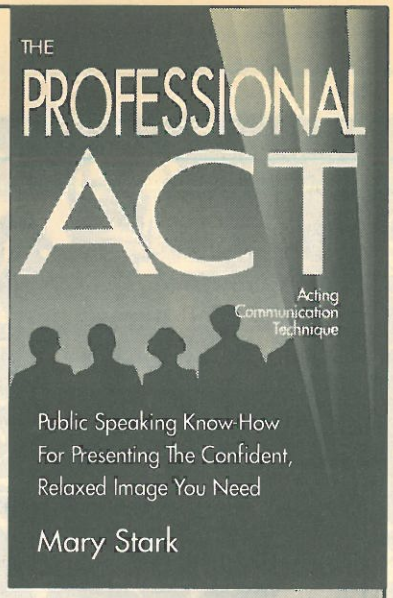
A New Definition of the 3 R's

I was asked "What is the particular, specific contribution which NLP is best equipped to offer to the educational system?" This is a question I have asked and answered with my work over the last 8 years.

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There are many answers. However, I want to focus on a new way of defining the "3 R's" as one answer to the question. These essential ingredients with which to build a foundation before ANY reform or change can occur in the system are: *Respect, Rapport,* and *Reframing*. These are actually overlapping categories.

In Peter Senge's important book, *The Fifth Discipline*, he discusses a learning organization, his model for a successful business today and for the future. Of the five "disciplines" he lists, one is the need for MENTAL MODELS. He states "Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action." The NLP "mental model" of how people understand, think and communicate is based on assumptions or presuppositions that could serve ANY organization very well. Some presuppositions are:

- √ The map is not the territory.
- √ Every behavior has a positive intention.
- √ The meaning of your communication is the response you get.
- √ There is no failure only feedback.

And many more.

For the sake of this article, let's think about just one of the useful presuppositions for education:

People have all the resources needed to make any desired change.

Labels and Limitation

Imagine, if we looked at students AND teachers with this assumption in our minds. The "mental models" control what we perceive can or cannot be done and what limitations (or NOT) a particular person or system has. As an example, a model currently being used to address some problems is that of "Students At Risk." The Department of Education has many grants for programs to help the students identified in this group. There are thousands of programs funded by the government and private organizations already in place, and there are associations of people administering these programs. This is all good! It is great!

The problem lies, I believe, in the perception of limitations that can be promoted by the definition or focus on the parameters of the "at risk" category. Each state seems to define the terms for themselves. Indicators include "underachieving, history of absenteeism, may be a grade level behind, has not passed the state achievement test, and so on." One entire group of student assistant programs addresses the needs of "first generation to attend college," according to Matt Taylor, Department of Education and student of NLP.

It is not news that "the way you define children has an awful lot

to do with the way you work with them."[1] (In previous articles I have mentioned studies on the effects of teacher perception on the success or failure of otherwise matched samples of students.)

Innovative Advances

Henry M. Levin (Stanford professor of education and of economics) is considered a national leader in educational innovation. He interviewed teachers and asked for three words to describe their "at-risk" students. Invariably they were negative words. As we in NLP realize, words are markers for our representations. That is, an image is triggered by a word. For example, a description of a student could be "slow, acts out, not prepared." Notice what image or mental model came to mind for you.

At the beginning of my courses with teachers I invite them to shift their thinking in this way:

Focus On

HOW	**instead of why**
OUTCOMES	**instead of problems**
USEFULNESS	**instead of right or wrong**
POSSIBILITIES	**instead of limitations**

In other words, focus on

WHAT WORKS	**instead of what doesn't**

This is not particularly new to anyone in NLP or particularly profound, but I am always astounded at the number of teachers who refer to this shift of focus as one "Ah-ha" they liked in the course. I am only inviting them to look at students as having "all the resources they need..." Dr. John Lilly said, "In the province of the mind there are no limits." I like to operate AS IF this is always true.

Dr. Levin asks about his "so-called at-risk" students, "Do these kids have any talents or gifts? Do they have any strengths?" He builds his model for Accelerated Schools with possibilities in mind. One student assistance program is called *Talent Search* according to Kathy Taylor (Director of the program). Now that is a reframe from "At Risk Program." And that is what they do. They search for talent among the students who might otherwise fall through the cracks.

Looking for what works and for possibilities applies to teachers and parents as well! If you think we need better teachers or more involved parents, look at the ones we have with new eyes. What ARE their resources, talents, and strengths? Or look for the exceptional parents or teachers who can be models for others. Hank Levin says, "Another way to say it is that schools have far more resources than they think they have" in

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the teachers and parents, no matter what the "appearances" to the contrary may show.

Respect

An old Chinese proverb states, "Speak to a man as if he has the wisdom to understand." AS IF. If we approach people--students, teachers, and parents--as if they are resourceful, we will treat them with RESPECT. Sometime ago, a first grade teacher wrote that all she needed to use to teach first graders anything is "Respect and Justice." I can't agree more. This is especially true in the first grade when we set the tone for the rest of the students' educational lives.

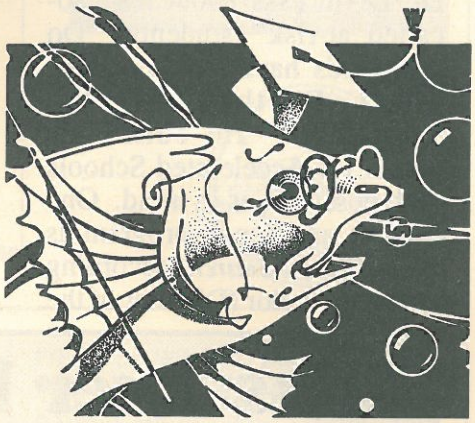
Rapport

A way to show respect is to build rapport. The ABCs of rapport building include developing the flexibility of behavior to match, mirror, pace and lead a student verbally and non-verbally. Matching and mirroring includes standing or sitting in similar positions, with similar head tilt and gestures. Pacing means matching sequential postures and gestures for a time, staying in sync with the other person. Leading occurs, after pacing, when you change and the other person follows your lead. This is basic NLP stuff, I know. It is also powerful and is often given a light "once over" in favor of the more involved skills such as strategies.

"The ability to convert ideas to things is the secret of outward success."

- Henry Ward Beecher

Many teachers in my workshops initially resist the idea of building rapport with students using non-verbal behavior. They feel it is unnecessary. The student should just give THEM attention and respect because of their position power, I suppose. This may have been true in the 50's, but it is not possible anymore.



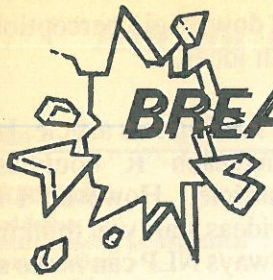
Lowering Student Resistance

One French teacher comes to mind. She thought it was totally unnecessary to build rapport formally with students. She also felt it would not work because the students "just hate to work hard and I make them work hard." When I suggested the outcome of getting cooperation and lowering student resistance, she was willing to try ways to build rapport with her students. (What's in it for me?) To her delight she found "it works!" And now she no longer feels so "hated." She feels more in control--and she is! She is especially in control of her behavior and her state of mind.

Another teacher, a very "strong-willed" coach, came up to me after a talk I presented. My talk was about eye movements as indicators of different thinking patterns. I had explained how, under stress, a student may look down. This pattern may indicate the student may be talking to himself, feeling something or both. He may be having a hard time thinking clearly because his access to his visual memory can be blocked. The coach said, "Don't you think a kid should LOOK at you when you talk to him?" I reiterated that might not be easy for the student to do under certain circumstances, etc. "Well, that's what I tell MY kids. LOOK AT ME WHEN I'M TALKING TO YOU." In short talks like the one he attended, I guess I have to realize "we can't win 'em all."

What the coach could learn is that HIS job would be easier (he would get more respect and more answers) if he could understand how his students are processing information he could build rapport based on that.

Students, like most human beings, want to be accepted. Rapport building is one way to give them that feeling while working with them on other issues. They simply will not hear a person whom they feel is their adversary. Rapport gives the other-than-conscious signal that the student is accepted, that



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she is understood and perhaps even cared about. Safe, in other words. This is so important for adolescents and for students who have been labeled with some limitation or another.

In a talk at an IANLP Conference, Patti Jahsman quoted research about students "at risk." They have three strikes against them, according to the studies:

1) They don't believe they are capable.

2) They don't believe they are significant.

3) They have low self esteem.

She suggests that if you don't believe you are capable and significant, you are unlikely to risk attempting things in the world in a way that develops self esteem.

Using Body Posture

One exercise that I do with teachers and trainers is to ask them to assume the body posture of a student or participant who aggravates them or annoys them. After assuming this posture for one minute, we discuss what it feels like to be in that "body" (posture). What emotions would cause a person to sit or move that way or look that way. Often a new understanding of the annoying person is reached.

Rapport on the content level paces the student's experience or their reality, if you will. This means you recognize and acknowledge how they might be feeling, what is valued in her life, what is fear producing or what piques her interest. For example, when I look out at 30 teens on a sunny Saturday morning, knowing that most of them were coerced or otherwise forced to attend my "How to Learn" session for the day, I need rapport--FAST. I introduce myself and before I say another word I ask, "How many of you would rather be somewhere else today?" Then I raise my hand.

After the initial baffled look, 9 out of 10 hands are raised. This doesn't upset me. They don't

Next Page>

have to like being there at that point and we have already begun to have rapport by acknowledging something that is true for them. I don't tell them they'll love the workshop. I don't say we'll have fun. They wouldn't believe me anyway. I just continue talking about learning and how I struggled, again pacing their experience of not doing well in school. And if the student is gifted, she will be curious about how I have come to talk about learning when I wasn't an "A" student. Nevertheless, I have their attention and by the end of the first 50 minutes, I have full rapport and nearly 100% participation.

Reframing

My over-all goal for these sessions and for the work with individual students is reframing, the third "R." The ability to reframe and shift perspectives can go a long way to helping students re-experience motivation, gain self esteem and hope. When one is labeled as dyslexic, at risk, or even gifted expectations arise. I was labeled "average" and "nice." Big deal, you say. So what? It is devastating when you want to be a smart Miss Texas! I'm only partly kidding. When I had "no" talents, was considered average, though nice, big aspirations were not encouraged by others least I hit a big disappointment.

A reframe for me and for many of my students (and adult learners, as well) is Howard Gardner's seven intelligences (Frames of Mind.) I never knew "nice" was Interpersonal intelligence! Since I always hoped to be intelligent this information gave me a little boost. Another reframe I use feels much better to some people and gives people an understanding of left brain and right brain in a new way. In case anyone thinks one side or the other is better, this reframe focuses on positive attributes of both.

The left brain is like a train...it notices details, stays "on track" (linear thinking), tends to follow a sequence and time schedule. The right brain is more like a helicopter...it can see the big picture, change directions quickly or hover in one place, land anywhere (almost) and can even fly in a line if necessary. Both train and helicopter can get you where you're going and serve unique purposes.

The Reframe Game

In training classes, we play the "Reframe Game." Participants are asked to write limiting or undesirable traits or qualities on a 3 X 5 card. I collect them and shuffle them and hand them out at random. The task is to find a context in which the limiting trait would be useful or HOW the undesirable trait would be useful. For example, we find procrastination on many cards. A reframe I have heard is "procrastination keeps one from jumping into things impulsively." Or "procrastination" allows a person to be laid back and not compulsive. These do not need to be true for everyone. The object of the game is to break down rigid perceptions of certain ideas.

After starting this article, I realized that each "R" could use its own article. However, I hope these ideas start you thinking of other ways NLP can make a difference in our education crisis. It is important for our students, whether they are in special programs or not. Some people think all our students are "at risk." This is especially true when you consider that "four out of five students are eager to start back to school, but only one out of five fourth graders is happy to go to school" (source -Chuck Jackson, Tulsa, Oklahoma educator and lecturer).

I hope that you will write me with your suggestions about the role that NLP can play in our educational crisis. I have been asked to represent education in 1993 at the IANLP conference in Salt Lake City and I want to be speaking for many NLP minds concerned with education.

References

Brandt, Ron. *On Building Learning Communities: A Conversation with Hank Levin.* Educational Leadership, 50, 1: 19-23, 1992.

Diane F. Lutzinger, M.A. is President and Developer of The Learner's Edge Programs for students and teachers. She is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education and has taught internationally and on television. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA or phone (214) 471-1668.

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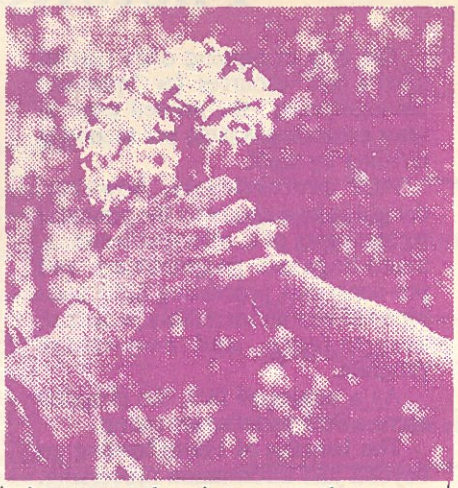
A method for self-empowerment

By Ben H. Leichtling, Ph.D.

"I can finally feel my inner strength when I think about dealing with my partner. I'm not afraid that my life will be over if she leaves me."

Yes, this man now sounds and looks very different; his voice is firm, deep and resonant, his head is high, his back is straight, his chest is expanded, he breathes fully and deeply, and his feet seem firmly planted on the ground. His previous feelings of fear and hopelessness are gone. He does finally feel strong enough to express himself clearly and ask for what he wants with his partner. He is confident of his abilities to deal with her response, no matter what it is. He now experiences a deep sense of inner peace and self-empowerment.

An hour before, I realized that the major reason for this man's present fear of abandonment by the woman he loves, was not simply because his mother had abandoned him when he was 7-years old. More importantly, either he missed a number of strength-building, developmental lessons after his mother left his life or he developed those resources through experiences with a number of other persons but had not linked those learnings together in a way that was now impactful in his life.



Think about it; what happens when a person misses important developmental lessons or when they do not link their learnings in a way that is impactful? What happens to an individual when their resource images are outdated and associated with resources that are insufficient for the present situation? By focussing our attention initially on the missing experiences or unlinked resources, we can identify what is needed and how to develop it.

The essential perspectives leading to the method described below are that individuals experience more self-empowerment and function more effectively when:

- Their resource images represent detailed, vivid, rich and linked experiences.
- New resources are continually integrated with the strengths already developed.
- Their resource images are impactful, updated and relevant to the present.
- Continued evolution of development is built into the images through Time Path processes.

Case Study

The specific client with which the method became clear to me, was a man in his forties who felt weak, afraid, alone and in immediate danger of being abandoned when he tried to relate intimately with women. He also felt that if he *opened up*, he would *lose his boundaries*. Despite his best mental efforts, those feelings were still triggered by memories of being abandoned by his mother when he was 7-years old. Even now, he had trouble releasing the pain of that abandonment and was afraid of making an adult commitment with a woman who seemed to be an appropriate mate. He wanted to have a *strong sense of himself*, and to naturally and automatically use the resources he had developed in other relationships throughout the years.

Prior to our work, he had been helped significantly by the Trauma and Grief Processes de-

veloped by Steve and Connirae Andreas. Nevertheless, much of his present energy was focussed on the loss of his mother and on his fears of abandonment. I noted that, as a resource to overcome his grief and loss, he had a 7-old child's image of his mother at the age she was when she left. This image was a two-dimensional, idealized representation of his mother and it was fixed in time. Furthermore, the image of his mother anchored a complex mixture of loss and grief, and the hope that all women would be just like his idealized image of her, as well as the fear that they would subsequently abandon him.

Obviously, because she left, many of his major developmental lessons were not learned with her. For example, he had not experienced:

- Receiving her love and support as he developed through adolescence.
- Disagreeing with her opinions and following his heart's desires despite her objections.
- Reconciling in some fashion with her later.
- Learning strength and capability when love was on the line.
- Knowing his mother as a person with her own issues, hopes, aspirations, dreams and development (or lack thereof).
- Balancing his love of her with other loyalties, such as desire for career and the love of a significant girl friend.
- Seeing his parents interactions (loving, arguing, reconciling, etc.) through the eyes of a developing adult.

Most importantly for him, he had not felt (through time) his mother's deep and everlasting love for him, regardless of her actions. In addition, he was not really impacted by his adult understanding that her leaving was not stimulated by her feelings towards him.

A General Outline of the Model for Updating Resource Images

Through interactions with other people, this man had, indeed, learned many valuable lessons and developed many behavioral resources important in intimate relationships. He wanted to use

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his mother as a resource image for linking those lessons and resources. However, his image of his mother was fixed in time when he was 7-years old. He needed a resource image of his mother that evolved through time and anchored the lessons he had learned. It would be the image he would have developed, had she remained with him and had they both evolved as he hoped during his growing up.

Some of the elements used to synthesize the method will be familiar to those with advanced NLP training. These elements include Time Path processes, Richard Bandler's Decision Destroyer pattern and Connirae Andreas' Identity Process. Note that walking *on a Time Path* instead of *on a Time Line* seems to add depth and richness to such processes.

"Ours is the age of substitutes: Instead of language we have jargon; instead of principles, slogans; and instead of genuine ideas, bright suggestions."
- Eric Bentley

1) With this man standing off his Time Path (meta position), each fear and hesitation in pursuing intimacy was tracked, by a chain of meta-outcome questions, to the desired resource and then the State he naturally has when that resource is integrated. In that State, he has a deep sense of inner peace, well-being and inner strength. In that State he responds naturally, easily and automatically with the strength and flexibility he wants. Of course, the deeper and richer the access of that State, the more long-lasting the ultimate effects.

   A. Typical questions are, "What does that part want for you?" "And what would that get you?", "What resource do you need so that you will automatically feel and act the way you want?", "If you had that resource, then what would you feel" and "If you could have as much of that as you want, then what would you get to feel?"

   B. Typical responses move from specific resource skills and understandings to "safe, protected, loved, wanted," and finally to "Then I would be OK", "I would have a sense of Inner Calm or Inner Peace" and "I would feel empowered."

2) After stepping onto his Time Path in the present, each re-

source is anchored and stacked into a robust State.

3) While experiencing the robust, anchored State, he walks (off the Time Path) back to conception.

4) He then steps onto his Time Path and walks through time to the present, while experiencing that State and gathering all his resources.

5) During recursive cycles of walking through time to the present, he:

   A. Builds detailed experiences with his mother (or with his mother as a guide) from which he develops the effective resources that would automatically overcome his limitations.

   B. Integrates into the resource image of his mother, the other strengths he has already developed in dealing with her physical absence.

   C. Continually updates his image of his mother (in all representational systems) as a resource for automatically maintaining that State and, therefore, ensuring that he acts naturally with the skills and strengths he has developed.

6) He then walks into the future to further experience the evolving of those resources and continuing updating of his image of his mother. This heightens his anticipation of new experiences.

7) He returns with these experiences and resources to the present.

8) He then puts his mature and evolving, visual and auditory image of his mother on the inside of his eyelids and his *earlids*. Now, each blink of his eyes leads him to automatically access that robust State.

Results and Adjustments

This person got what he wanted. He has eagerly taken steps to pursue intimacy with his perspective mate. His resources are at his fingertips. He expresses himself easily and clearly, and he has the strength and flexibility to ask comfortably for what he wants. His sense of empowerment has enabled him to be more *open* and caring.

To accommodate other clients who can benefit from this method, some adjustments in this general process can be made. For instance, the client can:

1) Address the missing or unlinked resources after dealing with the trauma that originally set the process in motion (e.g. the mother's leaving).

2) Visualize walking on the Time Path before or instead of physically walking on it.

3) Take sole possession of the Time Path by clearing everyone else off it (see the article by Eric Karlson in Anchor Point, October 1992).

4) Integrate resources already developed into a new, evolving resource image instead of into an image of the person missing from the client's life.

5) Walk on the Time Path separately for each issue or resource as opposed to combining issues or resources in a single walk.

Applications

Obviously, this method of updating resource images can be impactful for persons in any situation in which they want to feel more empowered and to automatically use their resources, ability and inner strength. The method is extremely powerful for persons who have had major figures in their lives (such as parents or siblings) die or abandon them when they were young. This method is also very effective for persons trying to function in any situation in which they now recall resource images that they developed at an early age and subsequently did not update. These outdated resource images will not be connected with the skills and learnings they actually did develop later in time. For adults to function effectively, numerous strengths and abilities must be continually developed, integrated and anchored by impactful, updated resource images that lead to further learning. It is exciting to witness how naturally self-empowered States can be generated and maintained when those resources images are updated.

This article focused on issues of self empowerment; the next article will focus on dealing with self-esteem issues.

Ben H. Leichtling, Ph.D., is in private practice in Denver, Colorado. In addition, he has been training people how to deal with change and make smooth, effective and successful transitions in personal, career and business situations. He can be reached at 7822 West 17th Avenue, Lakewood, Co. 80215, (303) 232-4104.

World Health in 21st Century

By Kris Johnson

NLP trainers and co-authors Robert Dilts, Tim Hallbom and Suzi Smith recently organized a World Health Community for the 21st Century -- NLP Health Certification Training, with advanced NLP processes as its basis.



Tim Hallbom, Robert Dilts & Suzi Smith

The vision of the NLP World Health Community is to form a global network of competent people who are consistently contributing to the health and well-being of others. The goal of the community members is to provide the "how to's," in the form of methodologies, skills and tools to create global shifts in beliefs about what is possible in the arena of health. The training will help people develop the capabilities to detect and activate the natural self-healing ability within each person on the planet.

Participates are currently exploring and modeling how people heal throughout the United States and in different cultures around the world. The results of the modeling process will be reported in a future *Anchor Point* article. Their goal is to compare how people heal across various cultures and develop a set of universal healing principles that they can teach to other people.

About the Certification

The NLP Health Certification Training involves a series of four 5-day sessions spread out over a 12 month period of time. The first session was held in Park City, Utah last September and was followed by a second session in January. The spacing of the four training sessions provides for individual practice as well as the internalization of the NLP health skills within each individual's area of application (their relationships, career, beliefs, identity and spirituality).

The three NLP trainers of the Health Certification Training envision the establishment of international NLP health centers or institutes, which will serve as focal points for the gathering and sharing of resources (such as tapes, books, articles, a computer bulletin board, research and services relating to the application of NLP in health). Part of that process includes establishing an international referral network.

The Personal Evolution

It's no surprise that Tim, Suzi and Robert found their way into the health arena. All three NLP trainers have been long time students of the relationship between mind, body and health.

Robert Dilts first began exploring the arena of NLP and health applications in 1982 when his mother had a recurrence of breast cancer that metastasized to her skull, spine, ribs and pelvis. Robert spent 4 long days working with his mother's beliefs about herself and her illness, using every NLP technique that he thought was appropriate. Robert discovered that the cancer appeared during a transition point in her life when many of the 'constants' in her life were shaking up and changing.

In the midst of it all when the cancer recurred the doctors gave her a poor prognosis and basically said they would do what they could to "make her more comfortable."

Robert was able to assist his mother her in changing a number of limiting beliefs. He also helped her integrate some major unconscious conflicts that had developed because of all the life changes that had occurred. As a result of the work he did with her, she was able to make dramatic improvements in her health and elected not to receive chemotherapy, radiation treatment, or any other traditional therapy. She eventually had a full recovery and was able to resume a normal life style.[1]

Tim Hallbom and Suzi Smith first began exploring that relationship in the late 70's when they were conducting a series of stress management trainings. It was during that time that they noticed how certain behaviors correlated to physical symptoms. In 1986, Tim and Suzi talked with Robert about the possibilities of collaborating on a book about beliefs and health. Robert, who had been exploring beliefs and health for some time, thought that sounded like a great idea and together they wrote the book, *Beliefs: Pathways to Health and Well Being*, which was based on several advanced NLP workshops that Robert had been conducting since December of 1984.

Hallbom, Smith, and Dilts conducted their first NLP Health Certification Training in 1991 and out of that evolved the World Health Community for the 21st Century. Besides teaching these advanced NLP processes in the United States, they are also teaching them in Germany. They are scheduled to oversee future trainings in the United States and other countries around the world.

In addition to their book *Beliefs: Pathways to Health and Well Being*, Robert, Tim and Suzi have integrated many other innovative ideas and NLP processes into their NLP Health Certification Training. One of those ideas has to do with porpoises, fish and encouragement to help create a healthy environment for learning.

Dolphins, Fish and Encouragement

In the first session of the NLP Health Certification Training in Park City participates were given "metaphorical" fish to create an unusual atmosphere extremely conducive to learning about NLP and health applications. The "fish" idea derived from Robert's association with Anthropologist Gregory Bateson.

> The story takes place in Hawaii where Bateson was involved with a research center that was studying dolphins and porpoises. The scientists at the center supplemented their research by putting on shows for live audiences using the animals under study -- sometimes as often as three times a day. The researchers decided to demonstrate to the audience the process of how they trained a porpoise to do a trick. A porpoise would be led from a holding tank into the performing tank in front of the audience. The trainer would wait until the porpoise did some conspicuous behavior (conspicuous to humans, that is) such as lifting its head out of the water in a certain way. The trainer would then blow a whistle and give the porpoise a fish. The trainer waited until the porpoise eventually repeated the behavior, and would then blow the whistle again and give it a fish. Soon the porpoise had learned what to do to get the fish and was lifting its head quite often proving a successful demonstration of its ability to learn.
>
> A couple of hours later, however, the porpoise was brought back to the exhibition tank for a second show. Naturally, it began lifting it head out of the water as it did in the first show, and waited for the expected whistle and fish. The trainer, of course, didn't want the porpoise to do the same old trick, but demonstrate to the audience how to learn a new one. After spending roughly two-thirds of the show period repeating the old trick over and over, the porpoise finally became frustrated and flipped its tail. The trainer immediately blew the whistle and threw it a fish. The surprised and somewhat confused porpoise cautiously flipped its tail again, successfully demonstrating again its ability to learn, and was returned to its home tank.
>
> This method of "training by reward" was repeated in many sessions: when the trainer wanted the dolphin to learn something new, it was not rewarded until it did something different - by accident. Then the trainer immediately sounded the

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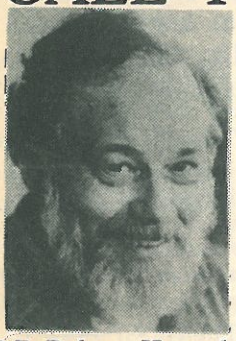
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whistle and gave the porpoise a fish. After a while it successfully learned a new trick and was led back to its home tank.

With each show the porpoise became increasingly disturbed and frustrated at being "wrong." Finally, the trainer found it necessary to break the rules and periodically gave the porpoise "unearned fish" in order to preserve the relationship. If the porpoise became too frustrated with the trainer, it would refuse to cooperate at all setting back the shows and the research.

Finally, in-between the fourteenth and fifteenth session, the porpoise seemed to become almost wild with excitement, as if it had discovered a gold mine. And when it was brought back into the exhibition tank for the fifteenth show, it put on an elaborate performance including eight completely distinct new behaviors - four of which were never observed in the species before.[2]

One night Bateson observed a trainer in the tank playing with the dolphins and just giving it fish. Gregory asked the trainer, "Why are you just giving the dolphin fish? In the experiment you're suppose to blow your whistle and give the dolphin a fish when it does a task."

The trainer replied, "Well, what you don't realize is that this is an unearned fish. This is about maintaining my relationship with the porpoise. It seems to make the experiment flow more smoothly and if I don't maintain my relationship with the porpoise, that won't happen."

This made absolute sense to Gregory Bateson, but he still felt obliged to tell the scientists who were conducting the experiment about what was happening. And when he did, the scientist forbade the trainers give out anymore unearned fish, claiming that it would ruin the experiment.

So the trainers no longer interacted with the dolphins in the evenings and no longer gave them unearned fish. Shortly after that, the dolphins refused to participate in the shows with the live audiences. They would not cooperate and in fact, made some horrible screeching sound and swam back to their tank, refusing to be a part of what was going on.

Gregory said to the scientists, "It's really too bad that you didn't get the that horrible screeching sound on tape."

And when they asked him why, he replied, "Well, that was probably the first utterance of 'screw you' in dolphin language."

*

Back to "metaphorical fish." According to Suzi Smith at the Health Certification Training emphasis is on encouragement, because that's how people learn. During training, Suzi and Tim gave the participants little pieces of paper with fish on the front so that they could jot "encouraging" notes to each other. The notes were about giving encouraging feedback on certain tasks that they did. One note might read, "Your timing on assisting me with that anchor collapse was exquisite"

or "Your language patterns were precise during that exercise." At any point during the training session, participants could give each other "earned" fish about certain tasks. They can also give each other "unearned" fish, which are relationship oriented. Such as,"I feel your warmth when you sit down next to me" or "Thanks for the smile, I really feel that you care."

Smith said that what they are doing with the fish is obviously working. "I came in one night with one of the participants who had been sharing something with the group and I was merely telling her how much I liked the manner in how she was doing it, not thinking of that as a fish. And when I had finished telling her, she thanked me for the encouragement. So people are thinking in those terms and it seems to be working." This 'fishy' atmosphere is extremely conducive to learning.

Psychogeography and Cybernetics

Another important focus of the NLP Health Certification training is on building relationships. The relationship between the client and the practitioner is the most important aspect of the intervention. Because of this, a great deal of time is spent teaching the participants advanced ways of strengthening relationships through trust and by building upon neurological levels of change (i.e. environment, behavior, capabilities, beliefs and values, identity and the spiritual[3]).

Part of that building included not only teaching the participants advanced ways of tuning into the client's neurological levels of change, but also ways of monitoring their own internal and external processes during the intervention. Being conscious of all of these things simultaneously requires a tremendous ability to fully calibrate both the client and one's self. Because of this, participants must be of Master Practitioner status to attend the NLP Health Certification Training, so that they have an adequate background for building on their mastery of NLP skills.

Another aspect of building relationships that is explored with the group is the idea of cybernetics and psychogeography, which is about how the



physical space that you occupy effects your personal experience.

Psychogeography

Psychogeography has to do with the affect that space and physical positioning has on a relationship between two or more people. Noticing how we are in relationship to each other in space will create profound and unconscious shifts in the way that we understand, feel about, and react to each other.

Whether you are seated or standing in relationship to another person can make all the difference in the world. Psychogeography is how you arrange the space that you're in. It's how you deal with someone else by the way you move your body through space. The unconscious mind can pick up on many subtle movements simultaneously and those subtle movements can summon certain feelings in the other person. This is due to the way that we code our personal experiences in terms of submodalities.

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Hallbom and Smith discovered that almost all people experience a shift in their comfort levels when approached from the right or the left side. These comfort levels are related to how the person codes the experience in terms of submodalities because the submodalities that are shifted, are the same ones that code their comfort levels. For example, think of someone you like and then notice how you code them in terms of submodalities. Where is the picture located in space? Now think of someone you don't like very much and notice how you code them. Where is that picture located?

Most people code one of the pictures to their right side and the other to their left. This is important information because generally the people that you interact with will feel more comfortable if you're standing in close proximity to where they code the people that they like. You can notice submodality shifts in others by simply turning on your sensory acuity and looking for physiological changes in their skin color, breathing, voice tone, eye accessing cues and muscle tones to name a few.

You can also do this same process on yourself. If you sense that where you are sitting or standing isn't resourceful for you, then get up and move. Timothy Leary, professor of Psychology at Harvard University in the late 50's and who has also co-taught with Dilts, once said, "if you don't like where you are in space, then get up and move."

This can be as simple as moving from a chair to a couch or shifting your weight from one foot to the other. Or moving closer or further away from the person. Workshop participants are encouraged to be cognizant of where they are in terms of space and to explore their internal comfort zones while calibrating the comfort zones of their clients. And most importantly, noticing the dance that is going on within the relationship, which leads into the idea of cybernetics and relationships.

Cybernetics

Gregory Bateson did extensive research in the field of cybernetics, which is about relationships and how they work within various systems or networks. According to Gregory, the universe that we live in is seen as linked together by cause

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and effect and energy transfer, the resulting picture is of a complex branching and interconnecting chain of relating events or what we call "relationships." In certain regions of this universe (notably organisms in environments, ecosystems, thermostats, steam engines with governors, societies, human interaction and computers) these chain of relating events form circuits which are closed in the sense that causal interconnection can be traced around the circuit and back through whatever position we chose as the starting point of the description. In such a circuit, evidently, events at a position within the circuit may be expected to have an affect on all the positions at later times.[4]

Events within the system may affect events outside of the system and events outside of the system may affect events within the system depending on the restraints. One event could not happen without the other. Not only does what you say to a person affect the relationship, how you say it affects them as well. And more importantly, where you are standing or sitting in relationship to them can have a tremendous effect.

"Often, the physical relation can make a real difference. I'm beginning to think of everything in relationships now rather than cause and effect," said Hallbom. "I don't think of an anchor as just stimulus-response anymore. I think of it as a particular kind of relationship between two things. When I start thinking relationally, it changes the way I work. For example, if you have two parts in a visual squash, I start thinking, 'What's the relationship between these two? How do they face each other?' Often, you'll find that they are facing away from each other. So you just start changing the nature of how they are in relationship to each other. Interesting things can happen when you do this. Some of this has already been done in NLP, but I think doing it consciously with purpose gives you more control over what's happening."[5]

Here is an exercise that Tim came up with to assist readers in understanding how cybernetics works on a physical level:

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1) Stand with your feet straight and about hip width apart. Notice your angle of vision.

2) Now, spread your toes apart so your feet are pointing outward. Notice what happens to your vision. Notice that your angle of vision widens. This has a real impact on your behavior. For many people their vision will become more panoramic and they will become more laid back and passive because they have a bigger picture so they don't need to focus as much.

The object of this exercise is to notice what happens to your personal experience when you make certain physical adjustments because you will get information about yourself as a cybernetic system and what makes you tick.

Another thing you can do to find out some interesting information is to start asking yourself relationship oriented questions. For example, you might ask yourself, "what's the relationship between my feet and my ears." You'll notice that you hear things differently when you straighten or widen your feet.

Or, If you sit in a chair slouching, and so does the person you're talking to, then switch to sitting in an erect position, the content of the conversation will usually change. The reason is because when you slouch, you tend to dissociate and when you sit straight you tend to associate into what you're experiencing.

"I've got a lot more of these exercises and I think readers might find it interesting to start playing around with them. I think of all of this as practical cybernetics," said Tim. He continues, "I've noticed that when Suzi, Robert, or I work, we tend to touch the other person. It's not about anchoring, it's about making contact. I tend to touch and then give feedback. It really punctuates the speaker and changes your voice tone and everything. I got this idea from a study I read."

The study took place in New York City where Researchers had a subject put a 5 dollar bill in a phone booth. The researchers would watch a stranger come into the booth and put the money in their pocket. Then the researchers would have their subject run up to the stranger at the booth and say, "I think I left 5 dollars here. Did you find it?" Typically, the New Yorkers would often say, "No" even though the researchers had seen them put the money in their pocket. The researchers found that if the subject would go up and touch the person for just a split second on the shoulder and say, "Excuse me, I left 5 dollars here, did you find it?" the subject got their money back much more often.

Hallbom concludes, "I encourage people in NLP to start exploring that sort of thing. We can learn a lot about how we connect as people. One way of doing this is to ask, 'what is the relationship between...?' If you watch and practice, you'll always find that there are significant things going on. Since we are a system."[6]

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Kristine Johnson is a free lance journalist and has been writing professionally for 9 years. She is also a Master Practitioner. She can be reached at 2290 East 4500 South Suite # 120, Salt Lake City, Utah 84117 or (801) 278-1022. Article photo is by Kris.

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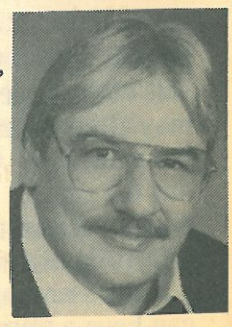
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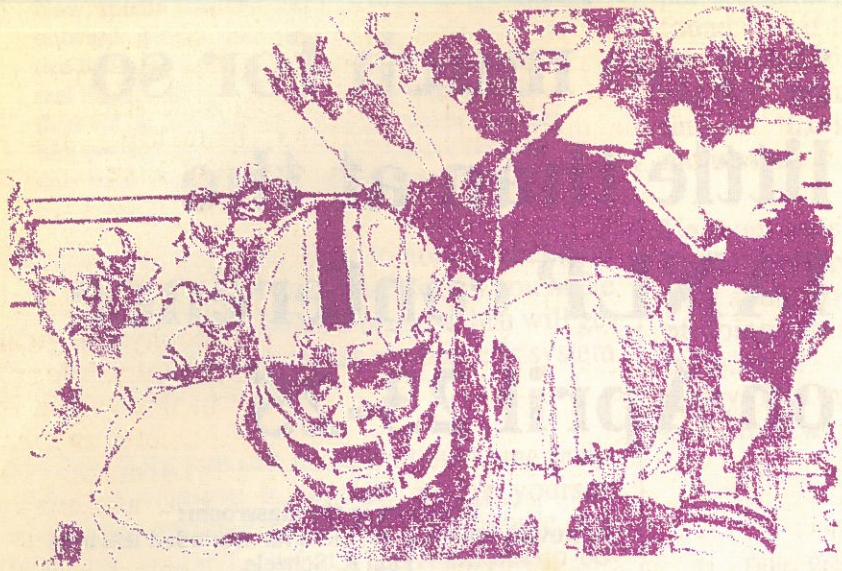
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Reinstating Athletic Peak Performance Strategies

By Nicholas M. Rosa, Ph.D.

Skilled athletes, like skilled automobile drivers, follow a complex strategy or recipe for successful performance without conscious thought. Can you remember when you began learning how to drive a car? It was a conscious, probably uncoordinated effort. Some of you may have even had the torturous experience of learning on a stick shift: "... depress the clutch with your left foot -- right foot depresses break pedal -- left hand holds steering wheel -- right hand on transmission stick and put it in neutral ('Now, where is that?') -- take right hand and turn ignition key clockwise -- right hand release safety break by squeezing, pulling back and then forward -- right hand puts transmission stick in reverse -- look left -- look right -- look in the rear view mirror -- put your right arm over the back rest -- look over your right shoulder -- take right foot off the break pedal -- SLOWLY lift left foot up from clutch as you concurrently, and with equal slowness, depress the gas pedal with right foot -- while looking over your right shoulder, steer the car with left hand -- and we haven't even gotten out of the driveway yet. But through repeated practice, we can execute the movements and sequence of this complex task without conscious thought.

Understanding Peak Performance Strategies

Allow me to borrow a cake baking metaphor from Anthony Robbins (1986) and expand upon it to explicate the concept of peak performance strategies. A recipe for baking a prize winning cake requires specific ingredients mixed in exact proportions; precise amounts of flour, water, eggs, sugar, salt, shortening, yeast, and so forth, baked at a certain temperature for a specific amount of time. Likewise, a strategic recipe for peak performance calls for precise proportions of air in the lungs, adrenaline in the system, tension in the muscles, kinetics, positive thought, intense yet relaxed "state of mind" and so forth.

However, in addition to having the proper ingredients and proportions for a prize winning cake, the sequence of the mixing and baking is important. Mixing flour and water together, baking at 350 degrees for an hour and then adding eggs, yeast, and the other ingredients just doesn't produce a prize cake. Sequence is important. Likewise, a strategy for peak performance is combined and sequenced in a precise way.

When executing mastered skills, the skilled athlete unconsciously follows a precise and complex recipe called a psycho-

physiological strategy. Such a strategy is a complex mixture of the proper psychological and physiological ingredients, precisely proportioned and sequenced. By the way, be reminded that one of the ingredients in such a strategy is that it is *unconsciously* followed.

Developing Treatment Plans for Athletes

The value of proper proportioning seems very obvious. Yet, too many expert advisors to slumping athletes advocate that the athletes alter the ingredients to their strategy. For example,

- "Increase your breathing rate!"
- "Decrease your breathing rate!"
- "Get more focused!" and
- "Feel more confident!"

Just as decreasing the amount of flour by half or doubling the amount of salt will adversely affect our prize cake, changing the proportions of psychophysiological ingredients of a precise, finely tuned, high level athletic performance strategy will adversely affect the level of performance.

However, it is not my intention to have you believe that an athlete is not able to intuit the need to evoke one or more specific psychophysiological resource(s) to enhance athletic performance. If it is the athlete that made any of the above statements, it is very probable that he/she has pinpointed a needed ingredient. However, assuming that the athlete needs to consciously change breathing depth or visual focus will neither effectively nor efficiently reinstate a high level performance strategy. A method which will evoke the needed resource and allow it to be unconsciously utilized is required. Anchoring is one of the NLP techniques that meets these requirements.

Finally, the athlete's level of performance is negatively affected by the addition of unwanted ingredients. What would happen if a few ounces of plaster were added to our cake recipe? I suspect that would affect our outcome negatively. Likewise, the athlete's level of performance is adversely affected by the addition of extra ingredients such as experiencing anxiety, ruminating over poor play, or trying to consciously follow a strategy.

Accordingly, the skilled athlete who is performing at or near peak efficiency and effectiveness (in some aspect of competition) has his/her psychological and physiological (psychophysiological) resources working automatically and systematically for him/her. At such times, visual and auditory thoughts are automatically confident and they work synergistically with physiology toward the positive execution of technique and goal oriented behavior. The result is successful athletic performance; hitting the three pointer, hitting the outside corner, hitting the line drive, hitting the green, hitting an opponent, hitting the target, slipping the punch, catching the pass, making the block, making the save, the hat trick, the stolen base, the return, the ace, etc.

When the skilled athlete is performing at or near peak performance levels; perceptions, thoughts, muscles, nerve endings, breathing, body chemistry, and kinetics are properly proportioned, sequenced, and working in harmony toward the athlete's intended outcome. When an athlete's psychophysiological strategy (psychophysiology) is fine tuned in this way, it is said to be resourceful and the athlete's performance is smooth, efficient, automatic, and/or effortless. Such a resourceful, psychophysiological, strategy is a peak performance strategy.

The skilled athlete who is not performing at or near peak efficiency and effectiveness (in some aspect of competition) does not have his/her psychophysiological resources working automatically and systematically for him/her. At such times, visual and auditory thoughts may not be automatically confident nor synergistically working with physiology. At the molecular level, the athlete's strategy is not precisely tuned; psychophysiological ingredients have been added, are absent, insufficient and/or out of sequence. The result is poor athletic performance. The greater the malfunction of the peak performance strategy, the poorer the performance level.

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When an athlete is slumping, conscious attempts at affirmative self talk or visualizations has little or no positive effect on psychophysiology, performance, or outcome. In fact, typically, such attempts have a counterproductive effect. Likewise, training harder and focusing on techniques not only have little or no remedial effect on psychophysiology, performance, and outcome but doing so has a detrimental effect. With such attempts, psychophysiology becomes more disorganized, movement more erratic, and performance more inefficient and strained; the strategy gets more and more out of tune.

In my experience, it is when the slumping athlete is provided with the proper keys to unlock and evoke the resourceful psychophysiology (synchronized, automatic thinking and physiology) *anchored* in his/her positive streaks; his/her peak performance strategy is reinstated and peak performance results.

NLP techniques utilize the resourceful psychophysiological strategies anchored in a skilled athlete's history to promote or reinstate peak performance.

Depending on the need presented by the athlete, an NLP treatment plan might consist of only one technique or it might combine two or more techniques. For an athlete who identifies a specific resource that (s)he needs to regain a peak performance level and there be no evidence of trauma or phobia, Anchoring (Bandler & Grinder, 1979; Dilts et al., 1980) or Mapping Across (Andreas & Andreas, 1987) and Future Pacing (Grinder & Bandler, 1981; Bandler & Grinder, 1982; Citrenbaum et al., 1985) might be utilized. Either Anchoring or Mapping Across can be utilized to help the athlete evoke or regain the resourceful, synergistic, psychophysiology *anchored* in past winning performances. Future Pacing is used to reinforce this resourceful psychophysiology and retain it for utilization by the athlete over time.

The Quick Phobia/Trauma Cure (Bandler, 1985; Andreas & Andreas, 1985) can be used to effectively neutralize current maladaptive psychophysiology that is anchored in traumatic athletic history. More specifically, it is included in the treatment plan when: (1) there is an identifiable trauma that can be linked to the erosion of peak performance and/or (2) there is some evidence for post-traumatic stressors, for example, rumination and/or flash backs to the traumatic event.

Assuming an athlete to be uninjured, when treated with these NLP methods, his/her athletic performance would be bound only by the limits of his/her natural talent and technical skill. Stated more positively, when treated with NLP, an athlete will consistently function at peak performance levels.

Reinstating a Boxer's Peak Performance Strategy

This case study to be presented here is chosen for a number of reasons. The athlete wanted to regain a lost resource state (An-

choring used) to be utilized in future competition (Future Pacing used) with the resource state to be triggered by a naturally occurring anchor in the competitive environment (Contextual Anchoring used). Additionally, there was evidence of post-traumatic stressors (Quick Trauma Cure used). Albeit, a strategy that utilizes very basic techniques, it is one that I continue to use with great success with athletes in various sports.

Furthermore, this case study is chosen because the treatment strategy reflects the utilization of Ericksonian language patterns such as embedded messages and tense changes. Embedded messages indirectly evoke and reinforce the psychophysiological resources desired by the athlete, making the treatment strategy more effective and efficient. Tense changes further refine the strategy.

Angel is a professional boxer who was ranked within the top ten in his division by all of the boxing associations. Because of a momentary loss of concentration in a warm-up fight to the next, most important, fight in his career he was knocked out by a lesser opponent.

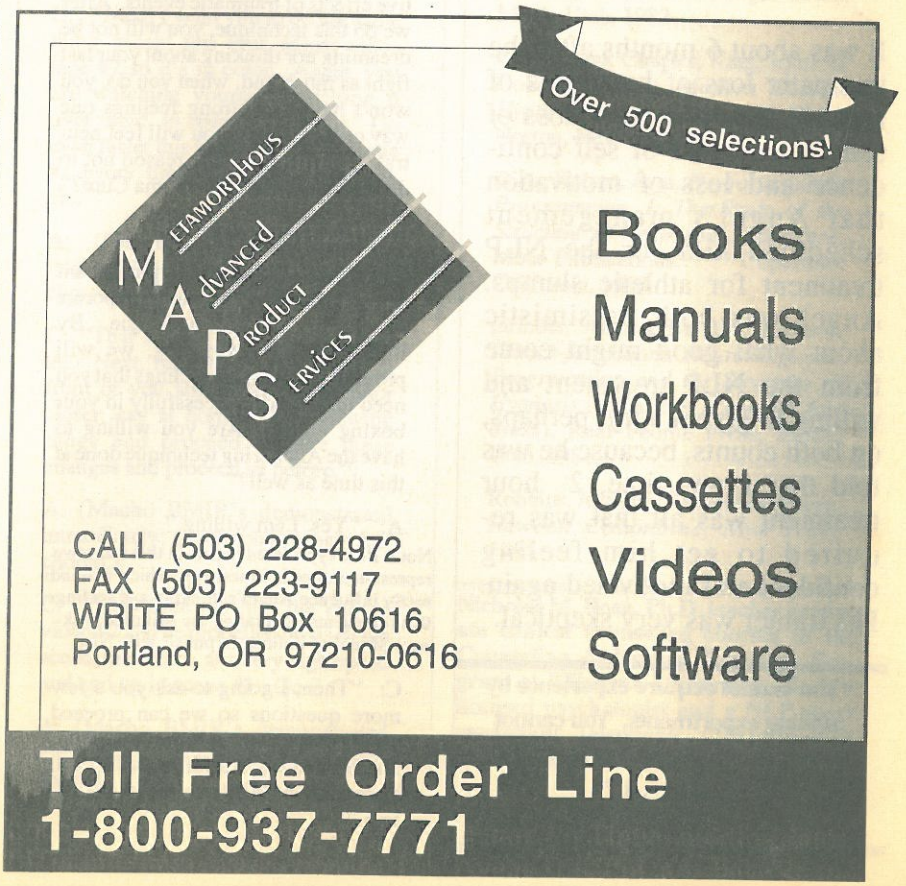
Immediately following the fight, Angel seemed devastated by the defeat. However, in the days immediately following this traumatic event, Angel was able to cope with the knock out loss through verbal rationalizations, some of which reflected contradictory thinking: "I didn't take this guy seriously." -- "I had trouble making the weight." -- "I didn't train hard enough...I overtrained and peaked too early." -- "I should have listened to my corner...My corner gave me the wrong strategy."

At first, Angel's management thought that he would benefit most by getting back into the gym after a short, 10 day rest. However, after returning to the gym, it became obvious that Angel was glum and lethargic. He would arrive late at the gym or not show up at all. When he did, he was argumentative with this trainer and lacked motivation to train and seemed unable to stay focused.

Seeing this, his manager and trainer recommended a longer lay off of a couple of months so that Angel could "get it together." Three months later, Angel still did not have it together. He was even more preoccupied, morose and lethargic than earlier. He was not sleeping well and he had gained a great deal of weight from a combination of under activity and over-eating. Fortunately, he had not turned to drugs, as is all too frequently the case when athletes fall deeper into the throes of a slump.

Be that as it may, Angel's management arranged for him to see a psychotherapist. Seeing a psychotherapist three times a week for approximately $2\frac{1}{2}$ months proved to be beneficial. In doing so, Angel was able to explore and better understand the loss of confidence in his

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boxing ability and generalized loss of self confidence, feelings he was totally unaccustomed to having. He was able to understand that his defense mechanisms proved grossly ineffective to ward off the psychophysiological effects of what he was now able to admit to as being a "crushing, devastating defeat."

As a result of the psychotherapy, Angel was feeling less depressed, less argumentative, and less lethargic and he was sleeping better. However, he was still continually thinking and dreaming about the traumatic event. Moreover, he was still unable to focus, his technical skills were deficient, and he lacked the self confidence and motivation to train and be committed to his boxing career.

It was about 6 months after the traumatic loss of bout, loss of ranking, loss of energy, loss of self esteem, loss of self confidence and loss of motivation that Angel's management scheduled him for the NLP treatment for athletic slumps. Angel was both pessimistic about what good might come from the NLP treatment and willing to give it a try; perhaps, on both counts, because he was told that a one time, 2 hour treatment was all that was required to get him feeling confident and motivated again. His trainer was very skeptical.

"You cannot acquire experience by making experiments. You cannot create experience. You must undergo it."

- Albert Camus

Angel and I had a brief, pre-session, conversation on the telephone. We agreed to meet after closing hours at the gym where Angel trains. I asked him to bring a mouthpiece with him to the session.

Angel, his trainer, and I met at the gym just as it was closing. By the time we exchanged social amenities and had a soft drink, we were the only ones in the gym.

Outcome Interview for Quick Phobia/Trauma Cure

C: "Angel, do you want to neutralize the bad feelings and symptoms that have remained from your last bout?"

A: "Are you kidding, doc? Of course!"

C: "O.K. Then, the first technique we use will be the Quick Phobia/Trauma Cure, which is a technique designed to neutralize the negative effects of traumatic events. After we do this technique, you will not be dreaming nor thinking about your last fight as much and, when you do, you won't have any strong feelings one way or the other -- you will feel neutral. Do you have any reason not to do the Quick Phobia/Trauma Cure?"

A: "No, I want to try it."

C: "Great. Before we begin, I want you to know that I plan to incorporate Anchoring into this technique. By incorporating Anchoring, we will provide you with the feelings that you need to proceed successfully in your boxing career. Are you willing to have the Anchoring technique done at this time as well?"

A: "Yes, I am willing."

Note: Bold type faced words in this narrative represent embedded messages which will indirectly influence Angel's thinking and feelings; this represents integrating the Milton (Erickson) Model of indirect hypnosis with NLP.

C: "Then, I going to ask you a few more questions so we can proceed with all three techniques smoothly. Angel, after our session, how will you know that the NLP treatment is effective?"

A: Would you say that again?"

C: "Sure. In a couple of hours, when our session is over, how will you know that the NLP treatment is effective for you, Angel?"

A: "Well, like you say, I won't be dreaming and thinking all the time about the last fight I had."

C: "O.K. You have told me what you won't have, what will you have that you don't have now?"

A: "I want to train again, I want to fight again, I want to be happy and enjoy training and fighting."

C: "So, you will be successful when you want to train, you are happy, and you enjoy training and fighting."

C: "How will you feel differently . . . ?"

A: "Well, I feel 'muy macho'(very manly), a real man again."

C: "O.K. So, given that you feel muy macho, Angel, that you are a real man, Angel, you would know that the NLP treatment is effective for you. Is that correct?"

A: "Yes, exactly."

Note: Angel's demonstrated BMIR changes as "you feel macho...you are a real man, Angel" was said above and thereafter.

C: "How else will you know that you are successful, Angel? How will you be thinking differently about yourself?"

A: "I'm going to be thinking like I used to -- 'You are a very good fighter, the best.'"

C: "O.K. Then, when you are successful, Angel, you will feel muy macho and you will think 'You are a very good fighter, the best.' Is that correct?"

Note: BMIR changes of less intensity occurred when 'You are a very good fighter, the best.' was stated here and subsequently.

A: "Yes. No, I will know I am macho."

C: "I want to make sure I have this right. Then, you will know that you are macho, Angel, and think 'Angel you are a very good fighter, the best.' Do I have it right?"

A: "Perfecto."

C: "Anything else you want to neutralize or results you want?"

A: "No."

Anchoring & Quick Phobia/Trauma Cure

C: "O.K., let's begin. Look over there and focus on the far wall. Now close your eyes and imagine seeing the far wall...as you envision seeing the far wall, tune into the traffic and other street sounds and notice that your breathing is slowing down..."

A: (Breathing is slow, posture is relaxed.)

C: "Imagine over there on the far wall a video tape monitor. Nod when you can picture two blank monitors way over there on the far wall: monitor #1 on the left and monitor #2 on the right."

A: (Nods affirmatively.)

C: "I want you to look at monitor #1 first and review a videotaped scene, scene #1, from your past wherein you see yourself feeling muy macho and you know that you are a good fighter, the best. Review this videotape as many times as you need to identify the point that you most powerfully feel muy macho and pause the videotape at that point. Go ahead and do it. When you have done so, nod."

A: (Nods affirmatively.)

C: "That was fast. Now transport yourself into the videotaped scene at the point where you feel muy macho, Angel; look around at your surroundings, tune in to the sounds, and reach out and get a sense of touch."

A: (Exhibits muy macho BMIR's)

C: (Touches Angel on the shoulder creating a touch Anchor for the resourceful, macho feelings.) "From now on, Angel, when I instruct you to return to scene #1, I want you to be in your body at the muy macho point in the scene, ok?"

A: (Nods affirmatively.) "O.K."

C: Given that you have a good imagination, I want you to imagine that you are sitting behind yourself, watching yourself watching monitor #2."

A: (Nods affirmatively.) "O.K."

C: "Now, I want you to watch yourself watching on monitor #2, way over on the far wall, a black and white videotape of the last fight you had. Start the video before the fight and make sure you include all of the worst moments you had experienced during the fight and since the fight. If you want to speed things up, you can run scene #2 at double or triple speed. Nod when you have watched yourself watching video #2 all the way through in black and white."

A: (Nods about 1 minute later.)

C: "Next, I want you to watch yourself watching, on the far wall, videotape #2, in black and white, being run in reverse and at a very high speed, 20 or 30 times faster than normal. When you have done so, I want you to end up in scene #1 again. I'll know when you are in scene #1. Go ahead and do it now."

Note: Almost immediately, Angel demonstrates intense macho BMIR's, indicating that he is in scene #1 and experiencing a resourceful psychophysiology. The consultant Anchors this resource state or psychophysiology by touching Angel's shoulder. Subsequently, this is done each time these BMIR's are demonstrated.

C: "Next, I want you to do the same thing except this time adjust video tape #2 so it's in color. Again, you are watching yourself watching it over there, in reverse, in color. Go even faster this time. End up in scene #1 every time we do this exercise. Go."

A: (Demonstrates macho BMIR's immediately; psychophysiology Anchored.)

C: "That's great! The faster the better. Next, remove yourself from in front of you and move the monitor closer, say at normal T.V. viewing range and proceed. Make these changes and proceed as before."

A: (Macho BMIR's demonstrated immediately; psychophysiology Anchored.)

C: "This time get into the end of video #2 and be propelled through the scene, in reverse, at a very high speed and end up in scene #1. Go."

A: (Macho BMIR's demonstrated immediately; psychophysiology Anchored.)

C: "Now, take a few moments and then open your eyes."

Note: At this point, Anchoring and Quick Phobia/Trauma Cure have been completed. Future Pacing and establishing a contextual anchor will complete the NLP treatment for reinstating Angel's peak performance strategy.

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Mar. 26 Practitioner Training Begins
Apr. 1-2 NLP and Creativity

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Mar. 23-26 Adv. Communication Skills

REPERE
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May 15-16 Intro to NLP for Professionals

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

Mar 20 PhotoReading Begins (Jacksonville, FL)
May Practitioner Level II Begins (Jacksonville, FL)

SENSORY SYSTEMS
28 Bellwood Street - Shawlands - Glasgow G41 3ES SCOTLAND (041) 632-3179 or (041) 636-6472 FAX

Mar. 20 NLP Practitioner Weekend 2 (London)
Mar. 25 Free Evening Intro to NLP (London)
Mar. 25-26 NLP & Systemic Groupwork
Mar. 27-28 Orientation Weekend - Intensive Practationer London
Mar. 27-28 Orientation Weekend Intensive Master Pract. (London)
Apr. 1-2 Intro to NLP & Systemic counseling (Manchester)
Apr. 10-24 Intensive Practitioner (London)
Apr. 10-24 Intensive Master Practitioner (London)
Apr. 10-11 Basic Skills Workshop (Glasgow)
Apr 15 History and Epistomology of NLP (London)
Apr. 24-25 Basic Skills Workshop (Glasgow)
Apr.25 Advanced Master Practitioner Training Begins
Apr. 29 Topic Evening - Fractal Model of NLP (London)
May 1 Ericksonian Hypnosis
May 3-4 NLP & Sales (London)
May 8 Basic Skills Workshop (Glasgow)
May 26 Free Evening Intro to NLP (Glasgow)
May 26 Topic Evening - Thinking Processes (Glasgow)

THE SOUTH CENTRAL INSTITUTE OF NLP
P.O. Box 1213 - Mandeville, LA 70470 (504) 626-7424 or (800) 347-3615

Apr. 2 Practitioner Training Begins

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

Apr. 1 Free NLP Preview
Apr. 29 Intro to NLP
May 6 Free NLP Preview
May 20 Introduction to NLP

SYNTAX COMMUNICATION MODELING CORPORATION
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Mar. 29-30 Beyond Selling

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D-7863 Zell-Gresgen 40 - Germany (049) 7625-7636 or (049) 7625-217 FAX

Mar. 27-30 Meta Program in Action

UNIVERSITY OF MIAMI SCHOOL OF MEDICINE
J. Konefal, Ph.D. Dept. of Psychiatry, 1425 NW 10 Ave. #302 - Miami, FL 33136 (305) 548-4751 or (305) 547-6088 Fax

May 19-23 Breakthrough: An Advanced Holistic Workshop of Mind, Body, and NLP

CONFERENCES

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