International Association for Neurolinguistic Programming

N L P Connection

The International Association for Neuro-Linguistic Programming

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▼ *Inside This Issue*

Leadership Roster 3

From the President 4
by Douglas Sauber

TRANSFORMATION Happens in Atlanta 7
by Carole Ann Mackey

Changing Synesthesias Through Choice Building 8
by Tim Hallbom

The Presuppositions and the NLP Community 10
by Lyle D. Chubb

NLP Can Positively Impact Education! 16
by Diane Famiano Lutzinger

Calendar of Events 20

Artist in Residence: Peter Joyes 25

FYI 27

Advertisers' Index 27

Advertising Schedule/Rates 27

Canadian IANLP Call for Proposals ..... Insert

TRANSFORMATION Pictures ..... Insert

▲▲▲▲▲▲▲

'93 Conference Highlight

Winners DO Network

by Martha Wiglesworth, VP/Program

I am reminded of the story about the psychiatrist and the patient whose conclusion was, "Oh, dead men DO bleed." Among some, networking has of late become suspect. I think this may reflect "scarcity" thinking--that the "real" world out there is "dog eat dog," that competition and cooperation cannot co-exist, that winners have to fight for the market, that coalitions are entered into out of weakness.

However, with a presupposition of abundance, there is a complete shift in perspective. It is from this position that as VP/Program, I offer to the IANLP community the possibility of joining energies at some level with other organizations whose visions and beliefs are compatible with our own.

The Saturday CELEBRATION Luncheon at our 1993 Conference, in addition to honoring our own past presidents, will feature a Round Table discussion with designated representatives from four such groups. These are:

*American Society for Training and Development: NL Network

*AVANTA: The Virginia Satir Network, Executive Director, Margarita Suarez

*National Council for Self Esteem, President, Betty Hatch

*Society for Accelerated Learning and Teaching, Executive Director, Phillip Cassone.

Our guests at the Saturday Panel will be Scott Simmerman, ASTD's Neurolinguistic Network; Shauna Adix, past president of AVANTA; Brenda Nelson, chair of the Utah chapter of NCSE, and Paul Sheele, representing SALT.

Since some of our readers will not be present to experience the networking discussion, this article will provide basic information about the groups. I hope the way will be opened to future cooperation with several other groups in addition to these four, for the mutual encouragement and stimulation of us all.

FOUR PARTNERS IN CHANGING THE WORLD!



Scott Simmerman

ASTD is a large association, encompassing many sections with a common purpose of increasing training and consulting skills across a variety of contexts. There are some 800 members involved in the ASTD Neurolinguistic Network.

(cont. on pg. 3)

TRAINING FROM EAST TO WEST

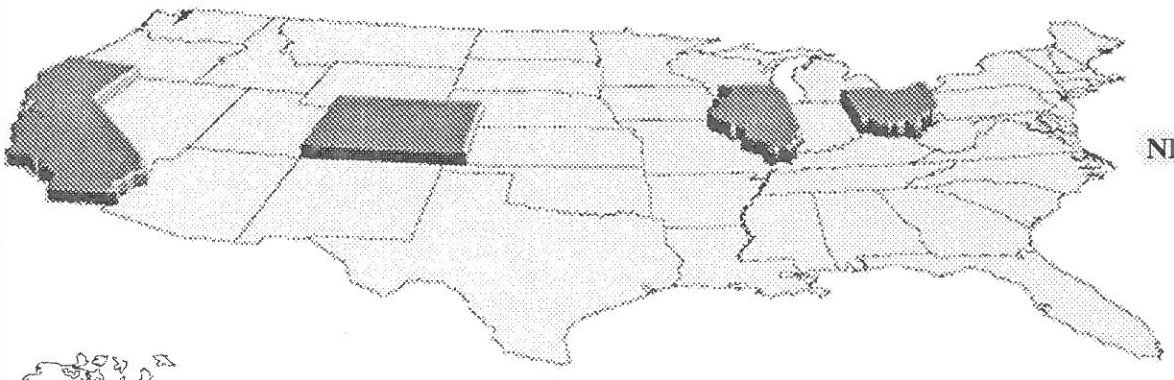
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Virginia Satir *(in memorium)*

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Modeling	Wyatt Woodsmall	(703)979-3835
Health	*No representative*	
Training	Ardie James	(808)521-0057
	Rachel Holt	(201)509-9599
Research	Oakley Gordon	(801)586-7899

For general information about interest sections, call Rene' Pfalzgraf at (602)252-4840.

Winners, *from pg. 1*

Scott writes: (This network) "is focused on applications of neurolinguistic technologies and models in the business of training and development. There are obviously many uses and frameworks where these techniques apply, and a major role of our Network involves communicating about their effectiveness in business applications.

"The ASTD NL Network is also interested in developing general guidelines about Business Practitioner Certification, since a variety of programs and practices over the years, passed off as 'Business NeuroLinguistic Programming,' have been so unsuccessful as to cause Business NLP to have a manipulative and negative reputation."

(These concerns of the IANLP Business Section will be addressed in the Business Forum room at the Conference.)



Shauna Adix
Past president,
AVANTA

AVANTA NETWORK

"AVANTA currently describes itself as an educational organization whose mission is to support, connect, and empower people and organizations through the Satir Growth Model, to respect differences, transform conflicts, develop possibilities, and take responsibility for their own lives, health, work, and relationships.

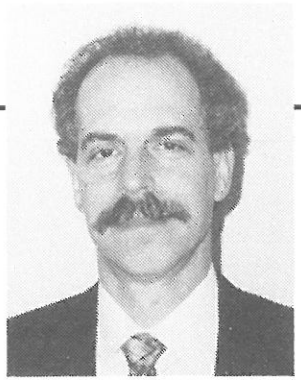
"It was begun by Virginia Satir in the late 1970's to bring together those who had studied extensively with her, to assist her in trainings or substitute for her when requests for her presence outgrew her capacity to respond.

"AVANTA is a membership-by-invitation group under the direction of a Governing Council. The majority of the 200 members reside in North America, with representation also from South America, Asia, Australia, and Europe. Satir centers are now located in many parts of the world, so that her model is taught by AVANTANs in their own areas and within their native languages and cultures.

"Many AVANTANs are students of NLP, and we appreciate the parallels between her mission and beliefs we find there. We feel a bond to those who came to know her through the channel of the NLP modeling of her excellence."

(cont. on pg. 6)

From the President



Douglas J. Sauber, M.Ed.

Dear Fellow Members of IANLP,

This is the last time I will be writing a President's Letter for inclusion in the NLP "Connection". As I write, in mid-March, I am already deep into the transition from my Presidency to that of Teresa Robbins, who will be IANLP's next President. I find myself thinking about this past year, about what has and hasn't been accomplished, and about what the future holds for our association.

I've learned a great deal about what can and cannot be accomplished in a year. I began the year hoping to make a difference in our level of local activities, particularly in the form of local chapters, to create a stronger and more workable organizational structure, to get the Guidelines Seal into use, to move towards an international orientation that makes it realistically possible for IANLP to provide leadership in the expanding international NLP community, and generally to move the association into a more activist stance.

During the year, the Local Chapters Committee has made what I hope is significant progress in the production of a simplified "Chapter Development Handbook," and I have spoken with many people who are forming, or are interested in forming, local NLP groups. It is my hope that there will be four or five times the number of local chapters, local study groups, or other sorts of informal groups meeting locally this April than there were last April.

It is also my hope that the organization itself is stronger now than when I took office. By stronger, I mean more goal oriented, more accountable to itself and its members, and more capable of learning from its own history. I hope that in the coming years, our association (the Board, the Executive Committee, the various standing Committees, and our management team) will spend less time second-guessing itself and re-deciding decisions and more time acting to implement decisions.

I am especially pleased with the progress made in getting a Guidelines Seal out where it can be useful to us all. A significant number of institutes have applied to use the seal (which indicates an NLP Certification Training that meets the IANLP Training Guidelines), and some of those applications have already been approved. This is the one of the goals I mentioned for which I get to say simply "accomplished."

In terms of a more useful, and more internationally oriented, organizational structure, I can say that the IANLP leadership is more aware of the issues we face and has begun to develop ideas for meeting our needs in the future. I expect that it will be some time before we are ready for action in this area. However, since there is a more activist sense amongst the leadership, a sense that we must act clearly and quickly to address real world issues, I may be being overly pessimistic.

As I write, I have thought of more things that have been accomplished this year, such as the establishment of a Legal Action Committee, which has begun to coordinate the gathering of information about the legal status of those who use NLP in their various professions and in the various states and provinces in the USA and Canada, and in countries around the world. Others have worked to make things happen for IANLP as well, and I hope that they will not be too disappointed if their work is not mentioned specifically here.

I have discovered, particularly as I attended the Regional Conferences, that there is a lot of energy and interest in IANLP. This energy is expressed by the many wonderful volunteers who worked to make things happen and to plan for our future. It was also expressed by those who demonstrated their interest and attachment to IANLP through the depth of their anger and disappointment with the association. There are far more opinions and needs being expressed, and expressed with more intensity, than ever before. I hope that we will be able to use the resources of our community to address those needs usefully.

In my trainings, I often use a Star Wars Bar Scene metaphor to discuss what our world is like. In the Star Wars Bar, each creature is clearly from a different planet or solar system. Each has clearly different biological and psychological ways of experiencing the universe, and clearly will react to the same stimuli differently. The trick to getting what you want in the Star Wars Bar is to figure out what the other creatures want (no matter how bizarre it may seem to you), how they will know they've gotten it (no matter how little relation to "reality" that may seem to have), and how you can get them to give you what you want in exchange for what they want. If you do it well, the other creatures will never know that what they want doesn't make sense to you, as they will walk away (or hop, or slither, or whatever) fully satisfied.

I hope to see more of this sense of working together to build rapport while going for what we each want in our interactions as an association. I fear that, as a community, we are too focused on our individual

(cont. next page)

perspectives, too little willing to live in the Star Wars Bar, to be capable of building a mutually supportive and activist organization; an organization that has capacities far beyond those that any individual practitioner or institute can have. I hope that I am too pessimistic here as well.

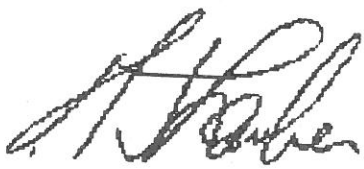
One more point; I have learned a lot about what sort of organization we have during this year. We began as, and still are, for the most part, a volunteer-run association. Most of the people in leadership positions, most of those with whom we as members interact in our IANLP business, are volunteers. In addition, most of those volunteers are elected by the membership. Nobody (except all of us) owns IANLP; what that means is that there is really no one in charge. All decisions are made by committee and by vote. This structure slows us down as an organization in two ways. First, all decisions get to be fully discussed by a group, and can be reconsidered by the group at any time. While as individuals, many of us have an entrepreneurial bent (from which we can act quickly and on our own), as an association, we require a much higher level of consensus to take real action or make decisions that stick.

Second, the people who have been elected or appointed to leadership positions have limited time to work for IANLP; they have little things like earning a living, spending time with their families, and developing their own skills to distract them. When you get frustrated with the response you get from the association leadership, remember that you are dealing with volunteers, people who are giving a great deal of time, effort, and probably some money to IANLP (to you). These days the "return on investment" for most of these volunteers is not great. They work hard, with few resources, and get little in the way of reward.

My final hope is that we, as the membership and owners of IANLP, will find ways to get what we want from the association while recognizing the work, commitment, and good will of those who are doing our work for us. In the short run, the only reward they really get is our recognition and our thanks.

Thank you to all those who have worked during the past year to make things happen for the NLP community and for the association. I've talked with some of you frequently and some of you almost not at all. All of you (and you know who you are) have contributed to the possibilities that are IANLP.

Thanks,



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think you'll be ready to rejuvenate?



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Winners, *from pg. 3*



Betty Hatch

Brenda Nelson, chair of the UTAH chapter of the National Council on Self Esteem, will be our guest representative.

Betty Hatch, current president of NCSE, had this to say to their members in a recent journal article:

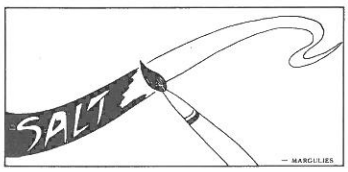
"I have a vision of. . .an organization that realizes our interconnectedness; that embodies and celebrates diversity; that has the trust of all people; an organization that lives its mission with integrity, energy and enthusiasm; an organization that serves as a model for other institutions to emulate, esteem and extol.

"Members, we must 'walk our talk.' We must demonstrate love and responsibility; our presentation must be impeccable... We cannot effectively teach what we do not demonstrate. We can change the tide of our times with respect, responsibility, love and forgiveness, for ourselves first and then others."

These are familiar words for NLPers. We are linked to this group through our keynote speaker, Jack Canfield, and through the influence Virginia Satir had in what has become a world-wide movement for self-esteem.



Paul Scheele



Paul Scheele, IANLP member, has been designated by SALT to represent them at our luncheon.

He writes, "SALT is the leading international networking organization dedicated to improving human performance in business and educational organizations through the use of Accelerated Learning.

"SALT members include training directors, human resource managers, organizational development consultants, business executives, teacher and educational administrators. The annual SALT conference is a meeting of 'cutting edge' trainers and teachers from around the world.

"The organization functions through an annual practitioners' conference, publication of six newsletters and two research journals each year, and a communication link through the America Tomorrow Leadership Information Service computer network.

"Collaboration between SALT and NLP would complement and strengthen each organization's desire to continuously improve education, learning and human performance in the United States and around the world."

We welcome these four guests as they help us translate our theme, "THE DIFFERENCE OF ONE" into "MAKING A DIFFERENCE TOGETHER" in a world of abundant opportunity and resources.

© 1993, Martha Wiglesworth

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TRANSFORMATION
Happens in Atlanta!!

WOW, can you imagine being motivated, tantalized and en"light"ened in one stimulating, terrific, wonderful, fantastic, extremely enjoyable weekend with excellent, clear, special, interesting, informative great speakers? WOW!!*

According to participants, that's exactly what happened the weekend of January 15-17 in Atlanta, Georgia, at the Southeast Region IANLP Conference.

The FUN began on Friday morning with the preconference "experience" with Robert Lowe. The Wyndham Garden hotel shook with laughter as the participants were led through fun, games, improvisation, and interactive sharing that created a mutual trust and cohesion that lasted throughout the weekend. Great job, thanks, Rob!

In the Keynote address, *Lightening Up on Change* on Saturday, Robert Lowe set the conference theme of Transformation, which carried through the other presentations on Saturday and Sunday.

And transformation happened! Patrick Porter *Awakened Our Genius* as we felt the *Power of Love* with Thomas Grinder and *Enhanced our Living* and well being (Grant Urquhart). Dr. Albert Nehl created health and wellness by *Cellular Regeneration* (just ask Frances Wiggins!). Edna Clay created a real *Partnership in Excellence,* then Faye Wisner and Margaret Graham took our newly found *Strategies for Success* across the *Cross-Cultural Bridge* to Peggy Dean. Ed and Maryann taught us to *Invision our Visions* while the Spechlers *Implemented Total Quality Management* within Susan Grace Branch's *Seven Patterns of Mastery.* Everyone agreed Diane Sohler and Kevin Carlisle had a really *Moving and Touching Experience.* Somewhere in the process, I lost my *Owner's Manual of the Mind.* Can you send me another one, Gary? If there is any part of this you don't like, *Blame* it on Doug Sauber (he will forgive you).

We educated, healed, enhanced, touched, loved, ate, talked, laughed, cried, drank gallons of coffee, networked and made new business connections and friends. There were tons of sharing, hundreds of hugs, a shortage of handouts (large attendance) and not enough sleep! The speakers ranged from seasoned veterans to newcomers making their debut.

Friday night was get acquainted time attended by many new to NLP, the "regulars" and visitors who came to say hello. Dancing was planned for Saturday night by the optimistic who ended up relaxing in front of the lobby fireplace renewing old friendships and making new ones. Sunday Brunch was attended by most and many stayed for special afternoon sessions and/or to chat with friends.

(cont. on next page)

Dave Dobson's-O.T.C.C.
Fun-Shop Schedule for:
1993

Las Vegas, NV.....April 29th - May 1st
(Communication for Health Professionals)
Friday Harbor, WA...May 16th - May 22nd
Friday Harbor, WA.....June 28th - July 2nd
Pittsburgh, PA.....July 25-31
(Continuing Ed. for Previous Students)
Friday Harbor, WA..Sept. 12th - Sept. 18th
Detroit, MI.....Oct. 16th - Oct. 23rd

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TRANSFORMATION, *cont.*

Hard work and loving effort by many created this event and contributed to its success. **Special THANKS to:**

- Carol Even, Dan Pesut and Peggy Dean for the great program.
- John Heck for publicity, being the "Go For Committee #1", audio taping, moral support, time, energy and humor.
- Myra Darnish and Margaret German for an excellent job with registration.
- Rebecca Ewing for selection of the beautiful site and elegant handling of hotel arrangements.
- Frances Wiggins for all her "behind the scenes" action.
- Martha Wiglesworth for advice, guidance and supportive words of encouragement.
- The great speakers and enthusiastic participants.
- And the dozens of others who contributed in countless ways.

For those of you who didn't attend and want to really know what you missed, we have it all on audio tapes *(see below**)* or you can join us next year!

We are a hard act to follow; West Virginia, get ready.

With thanks and love,
Carole Ann Mackey
Southeast Region Conference Chair
Program Chair

*The research committee took a poll at the conference and asked for a one-word comment to sum up the weekend. This sentence is the collective response.

**For special prices and to order tapes: P.O. Box 157, Riverdale, GA 30274, (404) 991-1266.

{See the newsletter insert for some conference pictures.}

Changing Synesthesias Through Choice Building

by Tim Hallbom

I would like to share with you a useful set of NLP patterns that my partner, Suzi Smith, and I have assembled over time. These patterns are easy to do, and they almost always work to increase a person's flexibility and unconscious choices within a specific problem context.

They are especially great for working with young children, because they don't require the child to come up with any complex resources, but are equally effective with adults.

These techniques have been developed through our work in the NLP domain of strategies. As you may already know, strategies are the sequence of internal representations (sounds/words, feelings, smell and taste) that lead to an outcome. Simply stated, they're our learned thinking patterns.

Once you've learned something well, whether it's useful or not, your brain will automatically repeat the same sensory sequence in your thinking patterns. Thus, you will think, behave and typically produce similar kinds of results. This goes hand in hand with the NLP presuppostion: **If you always do what you've always done, you'll always get what you've always got.** When you repeatedly do something well, it's because you are thinking about it in the same way each time. When you do something poorly, it's for the same reason. When we are "stuck" and are not being resourceful in some context, we are generally non-resourceful in the same way each time. When you watch people's eye accessing cues and listen to their predicates, you see and hear the same patterns each time they access the non-resourceful context.

(cont. on page 11)

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Master Practitioner: July 17 —August 10

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with Paul Carter, Steven Goldstone and Anné Linden
Practitioner: July 23 —August 1
Master Practitioner: July 26 —August 1

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Looking for a **MASTER PRACTITIONER TRAINING**? NLP Arizona offers training in the standard material such as Metaprograms, Sleight of Mouth, Modeling, Advanced Submodalities as well as **NEW DEVELOPMENTS** by René Pfalzgraf such as in-depth training in **NLP What To Do When**, a new analysis model which provides the unifying principles for the effective application of NLP, **The Automatic New Behavior Generator**(tm) for those times when you forgot to plan ahead, **STRATACRITERIATEGIES**(tm), advanced conversational use of strategies, **THRESHOLD TO EXCELLENCE**(tm), a simpler and more effective replacement for the swish, and much more.

Prepublication Books:

LIFELINE THERAPY (tm): Unlocking the structure of Identity. This book has René Pfalzgraf's new developments on values and beliefs. You will learn new procedures for changing values, beliefs, value structures, belief structures and more. If you want the latest information on values and beliefs, read this.

HYPNOTIC LANGUAGE PATTERNS AND THE ONE STEP SIX STEP REFRAME(tm): This is a workshop René led on hypnotic language patterns, and also includes René's article on how to do a six step reframe in one step. If you are looking for an example of hypnotic language patterns to use for reference, you will find what you are looking for here.

SAVE $600

On Our July 17 - Aug. 1

NLP PRACTITIONER TRAINING

When You Enroll by

June 1

METAPHOR: Including delightful Wooly Snogglefoot Stories created by René; This is a transcript of a portion of a Practitioner Training which René did. You will find interesting insights into metaphors, and how to structure them so that they are effective.

NLP COLLECTED ARTICLES: This is a collection of many of the more than 40 articles which René has written on NLP. If Gregory Bateson was right that a double description enriches ones perceptions, then these articles by René are a must. They include new insights into many of the areas of NLP.

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The Presuppositions and the NLP Community

by Lyle D. Chubb

Do you remember when you first began to learn about NLP? The person instructing you may have mentioned a set of principles called *The Presuppositions.* These "rules" provided a framework for the whole of NLP, defining (in very general germs) the unique perspective Richard and John applied to behavior and thinking. They are the threads that hold NLP together, providing a structure for advancing our knowledge and abilities as NLP practitioners.

The Presuppositions are more than just a set of abstract principles, however. They provide a philosophical basis for applying NLP in our lives, restructuring and refining our interactions with our "self," others, and the world around us. For those of us who are members of IANLP, we have incorporated those Presuppostions into our accepted Code of Ethics, defining the standards we apply both inside and outside the IANLP community.

I wonder, however, whether we have really taken the time and effort to incorporate these Presuppositions into the fabric of our personal beliefs and values, making them a part of who we are, rather than just a detached set of rules. By definition, a community is a group of people sharing a common set of beliefs, and who practice those beliefs in their lives. When we claim that we are NLP practitioners, that we belong to a community of fellow practitioners, we implicitly (or explicitly) agree to abide by the principles that bind that community together. To me, it is the difference between having a grasp of the idea, and being in the grip of the idea itself.

I am reminded of a story I heard several years ago about a farmer who lived at the foot of a mountain. When the farmer was out surveying his land one day, he came across an egg. The shell was unbroken, so the farmer took it home and placed it in among the eggs in his chicken house, thinking that the chickens could hatch whatever lay inside.

After a time, the egg did hatch, and it turned out to be an eagle. Not knowing what else to do, the farmer allowed the eagle to be raised by the chickens. The eagle learned to peck the ground for food, to bob his head as walking in the way that chickens do; in short, to act just like a chicken in every way.

One day, a conservation officer stopped to visit the farmer. When the officer noticed the eagle dancing and pecking among the chickens, he thought to himself, "This isn't right." He asked the farmer about it, and the farmer told him the story of how he found the egg and allowed the chickens to raise the hatchling. The officer asked the farmer if he could return the bird to its true nature, and the farmer reluctantly agreed.

The conservation officer walked over and picked up the eagle. Holding it gently, he said, "You are an eagle. You are not a chicken. You were meant to soar among the clouds and rule the air." With that, he tossed the eagle upwards, and for a moment, the eagle spread its wings and began to soar. But when the eagle caught sight of the chicken coop, it flew to the ground and began once again to peck for its food.

The officer then took the eagle and went up into the barn, to the highest loft the farmer had. The officer again held the eagle out, and said, "You are an eagle. You are not a chicken. You were meant to soar among the clouds and rule the air." He tossed the bird forward, and the eagle spread its wings in a majestic way, soaring in slow, graceful circles away from the barn. Once again, however, the eagle spotted the chickens on the ground, and immediately dropped down to peck for grain.

In frustration, the officer scooped up the eagle, put it in his jeep, and drove off into the nearby mountains. Up and up he drove, searching for the highest point he could find. On a precipice overlooking the farmer's valley below, the conservation officer once again took the eagle in his hands, and said, "You are an eagle. You are not a chicken. You were meant to soar among the clouds and rule the air."

He tossed the eagle forward, and the eagle once again spread its wings, soaring on those mountain currents. Slow, lazy, graceful circles, using only the tips of its wings to guide its flight. After a time, another eagle flew into view, crying out for its lost brother. And in that moment, the eagle rediscovered its true nature, and it never again returned to the farmer and his chickens.

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Changing Synesthesias, *fr. pg. 8*

The patterns to follow are about adding more sensory representations into a situation where you've been stuck in some way. Frequently, when we're "stuck" in a recurring situation, we glob our internal representations into a single representation, rather than moving our eyes to various eye accessing cue positions. (If you are unfamiliar with eye accessing cues, see the book, Heart of the Mind, by Steve and Connirae Andreas, pg. 254.) This is called a synesthesia, which is a multiple representation. Our pictures, feelings and sounds are locked up in a single, confusing representation.

I first recognized a synesthesia in someone at a time when I had very little NLP training. Years ago, I was working part time at a place called the Family Counseling Center. A man brought his wife in because she refused to hug him or be hugged by him. He was going to divorce her if she didn't change her behavior.

I asked her, "What is it like when he hugs you?"

She looked way up left and said in a frightened voice, "It feels awful."

I then asked her, "What do you see when you move your eyes up here?" (pointing to where she had looked moments earlier).

She screamed, "My father tried to kill me!" Then the memories associated with the experience began to flood into her conscious awareness.

It turned out that her father didn't really try to kill her, but he did frighten her. She was four years old and visiting the North Rim of the Grand Canyon. If you've ever been to the North Rim, you know that there is a trail along the edge of the canyon, and the only thing separating the trail from a 1500-foot drop off is a little rock wall.

Apparently, the little girl was running down the trail and her father worried about her safety. To "protect" her and teach her a lesson, he held her tightly with his hands around her waist and lifted her over the 1500-foot drop off saying, "See how you can fall." She repressed the scary memory from her conscious mind. But her unconscious mind never forgot what it is like to be suspended over a 1500-foot drop off. From that day on, she refused to be hugged or held tightly.

This story is an example of a synesthesia. The woman's frightened *picture* of looking in the depths of the canyon was mixed in with a *feeling,* a fear of terror. At the beginning of the session, I noticed that she was looking up, where a person typically makes pictures, but she reported experiencing an intense feeling in conjunction with her internal picture. Luckily, in her case, just remembering the experience in a conscious way altered how she felt about being hugged. At the end of the session, when her husband came to pick her up, she gave him a big warm and loving bear hug. This woman has successfully separated her kinesthetics from her pictures, which allowed her to create a new and resourceful response. I must note here that just remembering is not always everything a person needs to do. Often, you'll need to apply other NLP processes to really reorganize your resources, such as the ones described later in this article.

The woman I worked with was looking up and getting a feeling before she resolved her problem, thus creating a multiple representation (synesthesia). I have noticed that it is much more common for a person to look down and try to make a picture when "stuck". When a person is looking down when thinking about an issue, the picture will typically be dim, and the person will mainly notice his or her feelings. Keep in mind, however, that everyone's brain is different, and so each person sorts information differently.

One of the often misunderstood NLP presuppostions is **"Communication is Redundant".** This doesn't necessarily mean that we say the same thing over and over. What this means is that postures, eye movements, internal processing, process words, gestures, voice tone and tempo, physiology such as skin color, muscle tension, etc., all communicate the same sensory representations throughout the brain. These physiological communicative patterns affect how we perceive reality both internally and externally. When we get "stuck" in a particular situation or context, we will represent the same non-resourceful strategy (neurology) every time. We'll display the same posture, eye accessing cues, submodalities, muscle tension, voice tone/tempo, etc.

To help someone repattern his or her neurology and increase flexibility, you need to notice his or her non-resourceful patterns. A summary of the sensory system indicators follows:

Visual -- People communicate they're in the visual channel by looking up; gesturing up with their hand or pointing up or out; lifting up their head; standing erect with their shoulders more or less straight across; their voice is usually higher and faster; they have less color in their face and they use visual process words.

Auditory -- People communicate that they're in the auditory channel by cocking their head as if they were on the telephone; pointing to their ear; gesturing to their side; drumming their fingers or toes; moving their eyes from side to side or down to their left and holding their shoulders back.

Kinesthetic -- When people access their kinesthetic (feeling/body sense) system, they'll look down to the right or usually have more skin color. They generally have a lower, slower voice tone; gesture down by their middle or stomach; point to their heart or put their hand over their heart; and they breathe low and deep in the abdomen.

(next page)

Changing Synesthesias, *cont.*

It's important to see and hear these kinds of cues in the person's physiology when doing NLP. In the processes that follow, you'll learn how to add choices in a quick and elegant way to those limiting contexts where you've developed a limiting synesthesia. The following patterns will help to reorganize internal representations into more flexible ways of thinking and into new sequences of representations. Test your work after each step by having the person think of the "stuck" context and look for different eye accessing cues and physiology.

▼ CHOICE BUILDING ▼

This is a two-person process; an "explorer" who experiences the process, and a "guide" to help him/her through the steps.

Goals:

1. To add behavioral choices to "stuck" contexts by creating new patterns of thinking.

2. To increase personal flexibility.

3. To add basic resources quickly and easily by adding various neurological traits to existing synesthesia.

Steps:

Stage One -- Resolving the Issue

1. Explorer identifies a problem context. This set of patterns requires that you find a specific person, time and/or place where the problem behavior occurs. Anchor that state to a space one step in front of the explorer.

2. Explorer accesses "stuck" situation. Calibrate physiology, eye accessing cues, voice tone, etc.

--Change State--

3. Explorer identifies a resourceful state. Calibrate physiology.

--Change State--

4. Have explorer reaccess problem context and associate into it. Exaggerate physiology (physical molding) **while holding the content of the situation in his/her mind** -- guide helps explorer to remold physiology (including eye movements) to that of the resourceful state. **Make sure the explorer holds the content of the problem situation in his/her mind throughout the movement from non-resourceful physiology to resourceful physiology.** *(*The initial idea for this process was given to us years ago by Don Aspromonte, who is an NLP trainer living in Denver, Colorado.)*

Stage Two -- Repatterning Thinking: Adding Thinking Options

Step 1: Add an auditory digital/visual construct (ad/vc) synesthesia by having the explorer tap left foot, touch finger to chin and look up right to visual construct. Then have the explorer say, "Mmmmm...,". As they do this, have the explorer step onto the "content space". Think through that content while holding the ad/k physiology for a few moments.

Note: You will recognize the physiology associated with this ad/k synesthesia as one that people use when they're being creative. By adding these multiple representations (creating a synesthesia), a new set of resourceful choices becomes available for the person.

Step 2: Break up the synesthesia by having the explorer step into the context and while the explorer thinks about the context, have the explorer move his/her eyes through all eye accessing positions in a figure 8 pattern, then reverse the direction.

Note: This will move the content through different neurology, thus creating more options and will actually produce a significant change of state.

In 1987, my colleague, Charles Faulkner, and I began to experiment with this Choice Building process with a woman who did not like her present profession, but wasn't sure what to do. When asked about what she wanted to do, she'd move her eyes sort of up and feel confused.

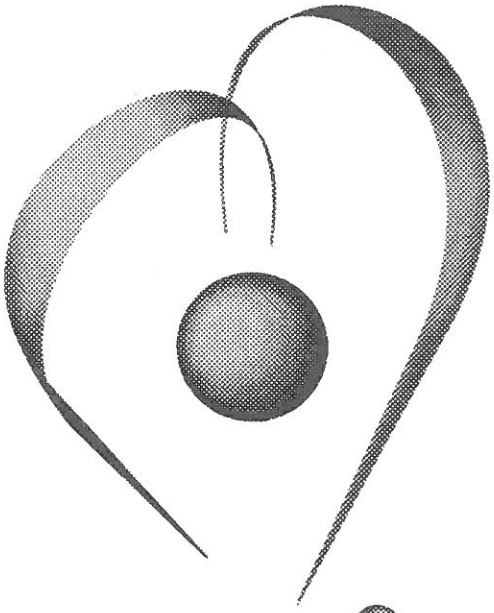
She had a vague sense of a fuzzy picture and a feeling of confusion. We had her move this picture to each eye accessing position, and added an auditory tone. We saw something shift in her physiology, and the next day she reported that she had gained a more clear understanding on what to do about her situation.

When someone has a physical symptom, you can often ask, "What's causing your (cancer, migraine headaches, stomach problems, etc...)" They will usually answer, "I don't know," but they'll move their eyes to some spot. Have them hold the feeling that they're having. When they do, have them move their eyes by pointing to each of the six eye accessing constraints, as described above, in a figure 8. Often, the information about their issue will come to mind.

Connirae Andreas independently developed a similar and very thorough process. NLP Comprehensive is reportedly making a video of it, and that should be very useful. She got the idea from a therapist on the West Coast who uses a variation of this theme to help people resolve traumas. She has a person move their eyes back and forth from Ac-Ar several times while holding a picture of what their phobia is about. We've tried it and it works well to break up traumas locked into synesthias.

(cont. on page 14)

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Al Huang is a T'ai Chi master and dancer who teaches how to let NLP principles flow from our minds into joyous flexible body movement. Al's books include ***Thinking Body, Dancing Mind: Tao Sports for Extraordinary Performance in Athletics, Business and Life; Embrace Tiger, Return to Mountain; Living Tao;*** and ***Quantum Soup.***

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Step 3: Access a k/v synesthesia. Have the explorer step into the problem context space, and as he/she steps in, lift his/her hand up, directly in front, and above eye level. **As they move their hand up, have them look above their hand, way up in the air, at about center, while holding the content.** This takes the content from K (stepping out) to V (looking up.) Have the explorer step with his/her dominant foot (The one they'd kick a ball with) and lift the other hand (i.e. right foot - left hand, left foot - right hand). This often will produce a state of, "Go for it!" and will certainly anchor the problem content to a more resourceful state of action. We originally created the process where the person stood statue-like. Bob Spencer, a Feldenkreis teacher that we shared this process with, suggested that the explorer begin to access the problem content, and make strong movement at the same time. This creates a more flexible response because it involves movement. After a moment, have the person step out of the context space. Return to a neutral state.

Step 4: Access a resourceful breathing pattern, one that is markedly different from the one calibrated when the explorer accessed the non-resourceful state in problem context. (See the summary of representation systems for how to add different sensory systems by shifting breathing rates.) If you just make sure the person is breathing in a full way, he/she will be more resourceful and will be utilizing new neurology. After a few moments, step out and change state.

Step 5: You have now helped the person "re-think" his or her problem context using "more" of his or her brain. You'll find a significant difference in the person's response to the problem situation. Test the change by having the explorer step into the "problem context space." You'll typically see the person's eyes and body move quickly with micro-movements through the original neurology, the resource state neurology and the choice.

Step 6: Future pace to appropriate contexts via rehearsal.

I would enjoy hearing from people who use this pattern. It almost always gets some important changes.

✦✦✦✦✦✦✦

Tim Hallbom is co-founder of Western States Training Associates, where he conducts Practitioner, Master Practitioner and other NLP trainings in Salt Lake City. He is a Certified NLP Trainer. He trains with NLP Comprehensive and many other institutes in the United States and Belgium. He is co-author, with Robert Dilts and Suzi Smith, of the book, Beliefs: Pathways to Health and Well-Being, and is past President of IANLP. He can be reached at (801) 278-1022.

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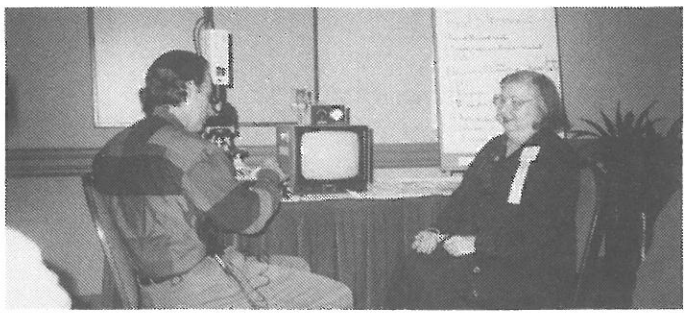
Rebecca Ewing (l) and Carole Mackey - busy(?) at registration; maybe it's not all hard work!



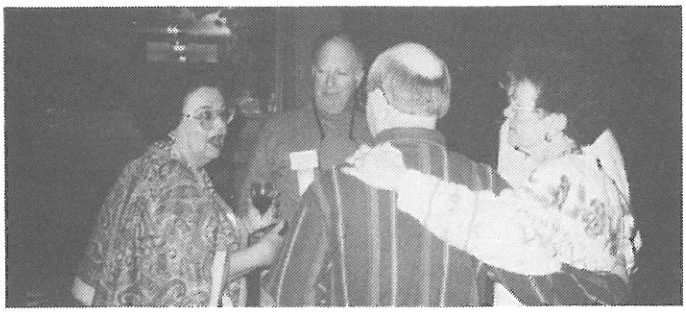
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NLP Can Positively Impact Education!

by Diane Famiano Lutzinger

This is the first of three position papers addressing the question, "HOW CAN WE MAKE A DIFFERENCE IN THE WORLD?" (See the article by Peggy Dean in March-April *Connection.*)

✦✦✦✦✦

When I was asked, "What is the particular, specific contribution which NLP is best equipped to offer to the educational system?" I knew I had some very definite ideas on the subject. This is a question I have asked and answered with my work over the last 9 years. However, I elicited answers to the questions from colleagues in a variety of occupations, all of whom are interested in improving the educational outlook for this country. I would like to share the three main themes which were repeated when I asked, "What specifically do we as NLPers have to offer education today?"

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. One of the five "disciplines" 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 gives people tools and techniques with which to be successful and to repeat their successes.

The foundation on which this model is based is the set of assumptions or presuppositions that guide our thoughts and actions. To quote Michael Wakefield, concerned parent and psychotherapist, "Schools based on, and managed by, the basic NLP presuppositions would set the stage for the most effective outcome: better learning for all students. It would allow for a new consciousness throughout the institution of education. Such a perception would create a new perspective from which to challenge the current, not-so-effective attacks on the 'crisis in education'."

Some of the foundation presuppositions include:

* 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.
* People have all the resources they need to make any desired change.

And many more. (See Introducing NeuroLinguistic Programming, by O'Connor and Seymour, for a representative list.)

IMAGINE what school would have been like for you, or could be like for our children, if we just focused on the last statement! One veteran educator suggests we would look at LD (Learning Disabled), BD (Behavior Disorder), and "at risk" students in terms of possibilities instead of limitations. We know "words are boxes" and labels can define people. Whether labels are useful for getting positive outcomes (or not!) is the question.

The NLP model of how we think suggests that what a person is thinking, i.e. representing, affects our perceptions, behaviors, and choices. (We are not alone. Many studies have been done in education showing that what a teacher believes a student can accomplish affects that student's success or not success. It is called the "Pygmalion Effect.")

Therefore, we need to look at presuppositions IN GENERAL and ask, "How would the outcome of a situation be different if I presupposed something more useful?" Let me give you an example a school principal shared with me. "Teachers often go into parent conference with very non-useful presuppositions (e.g. The parent is out to get me) and wonder why the conference goes badly. When I have worked with them ahead of time, gotten them to examine their assumptions and then change them to more positive and useful ones (e.g. The parent just wants information), they've been amazed at the results."

One colleague (from the U.S. Department of Education) states that to influence education, he would START with the "presupposition that 99.5 percent of all students are capable of learning at a very high level if taught how [to learn] and expected to do so." One of the key words in that sentence is "capable" of learning. I have worked with hundreds of students who may not know how to learn, but can LEARN how to think more effectively.

This idea of capabilities brings us to another concept of NLP that can greatly impact the entire educational system. Robert Dilts gives us a model of logical levels (from Gregory Bateson's levels of learning and change.) The levels are these:

IDENTITY
BELIEFS AND VALUES
CAPABILITIES
BEHAVIOR
ENVIRONMENT

(next page)



You may have heard people say such things as "on one level, that experience was positive." Dilts states that in our "brain structure, language, and perceptual systems, there are natural hierarchies or levels of experience. The effect of each level is to organize and control the information on the level below it." Each level up is more abstract than the one below; however, the impact on the individual increases as we go up the hierarchy. The level at which we attempt to impact a system can affect the success or effectiveness of that intervention.

For example, it is often suggested that struggling students sit at a desk while studying, using the proper light, with no music playing. These suggestions approach the problem at the environmental level. Other suggestions might be to study more, take better notes, or the like. These suggestions intervene at the behavior level. I see these as remedial types of change, rather than generative. NLP can impact education more effectively by using strategies, for example, to affect the capabilities level. Teaching students to use all their representation in effective ways is one example of changing a learner's capabilities. We have already mentioned presuppositions which can affect the level of beliefs--starting with what we believe is possible. One colleague indicated that the problem area is the "belief system, i.e. that traditional approaches to education need to remain." NLP offers several processes for helping people and systems adjust their beliefs and thus expand their thinking and options.

However, many agree that the most important level to impact in order to get a lasting change in our success with students is the identity level. California published an enormous report, Toward a State of Esteem, (1990), defining self-esteem, illustrating key principles for nurturing self-esteem, and recommendations for impacting education and personal and social responsibility. Healthy self-esteem is the core of our identity. A new way of looking at the "three r's" in learning and ways to accomplish them is offered by NLP--respect, rapport, and reframing.

Imagine if we looked at students AND teachers with respect for his/her perceptions and "model of the world" AND had the means to get information with which to understand that person's internal representations! (Meta-model, language patterns, non-verbal acuity for a start.) The following story illustrates how respect for another's model can have dramatic potential for changing outcomes.

Michael Wakefield writes, "A recent experience with my daughter highlights [the need for respecting another.] Nicole left for her first day of kindergarten enthusiastic. She came home that day in tears, not wanting to return. It seems that her father neglected to pack both a snack and a lunch. So, when snack time was announced, she opened her lunch, took out a portion and all was well. When lunchtime arrived, she was stopped by her teacher (in front of others) and told that she was not allowed to take her "snack" to lunch. Nicole was taking her lunch to lunch. The teacher, without checking out Niki's perception, assumed that her parents meant for her to buy her lunch from the cafeteria. The teacher (keeping with her own map of the situation) tried to make Niki buy her lunch. Niki, with her limited five-year-old repertoire, handled the situation by bursting into tears. The impact of this event on Niki, and all the other children who witnessed it, regarding trust and rapport, has proven to be as you might predict. Three weeks into the year, the teacher can't figure out why the children are reluctant to ask questions."

Now, replay that scenario with this change: The teacher had integrated the basic presuppositions of NLP, gathered more information about Niki's internal map, taken responsibility for the responses her communication elicited, paid attention to sensory cues Niki must have exhibited, ETC.! Not only would Niki have been happier, the teacher's job could be made easier! Win/win!

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--with RESPECT, I believe we get very different (and better) outcomes. Some time ago, a first-grade teacher wrote that all she needed to use in order to teach first graders anything is "Respect and Justice." I can't agree more. This is especially true in the first grade or kindergarten, when we set the tone for the rest of the students' educational lives.

A way to demonstrate respect is to build rapport. The ABC's 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 period of 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.

A Master Practitioner and Middle School Principal from Littleton, Colorado, writes, "Our district is developing Middle Level outcomes for students and authentic performance assessments to measure their progress and, like every district that is moving in that direction, we are meeting resistance along the way. During many parent forums we've held you can imagine the types of questions and heated debates we've found ourselves in. I've found that when I concentrate on pacing, leading, meta-model questions, matching representational systems that the atmosphere in the

(cont. on pg. 19)

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-Roger Bailey, developer of the LAB Profile

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-Ann Gardner, Ph.D., NLP Trainer

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-Tamara Andreas, NLP trainer and author

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John Friedlander

John is the author of The Practical Psychic. A graduate of Harvard Law school, he practiced law for 15 years. John studied personally with Jane Roberts, the author of the Seth books; with Lewis Boswick; and in India.

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-Marilyn Ferguson, The Aquarian Conspiracy

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- Leslie Cameron-Bandler, co-developer of NLP and Imperative Self Analysis (ISA)

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room stays more manageable and the audience begins to be more willing to listen."

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. One French teacher in particular comes to mind. She thought it was totally unnecessary to formally build rapport with students. She also felt it would not work because the students "just hate to work hard and I make them work hard." (Presupposition?) 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.

One of my personal goals in working with educators and students is reframing. 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. When one has struggled in learning, not knowing learning can be rewarding and fun, that is a tragedy which can affect a lifetime. Learning how to learn can certainly reframe what's possible for an individual and open up a new world for some.

In training classes, we play the "Reframe Game." Participants are asked to write limiting or "undesirable" traits or qualities on a 3x5 card. I collect 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 concepts.

I hope these concepts 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 (and for our teachers). In fact, some people think all our students are "at risk." This is especially true when you consider that "4 out of 5 students are eager to start to school, but only one out of five fourth graders are happy to go to school." (Chuck Jackson, Tulsa, Oklahoma, educator and lecturer)

I posed this question to my colleagues regarding what we can do with our wonderful NLP skills and attitudes: How can we get into the system? I will directly quote come of the responses in "bullet" form:

- Serve on educational boards
- Get on government and private task forces
- Pace and lead in at the grass roots level
- Go in at the National level every which way you can; quit being so parochial
- Market to state boards (I have successfully done this in two states)
- Do more research
- Write articles for your local paper
- Just DO IT - Help anyone who will listen
- Talk to parent groups--they have power
- Speak at conferences

What can IANLP do?

- Keep the standards HIGH!
- Assist members in grant writing and fund-raising for consultants to move into the educational systems
- Better overall public relations
- Help publicize successful programs as models
- A special foundation to promote and use NLP targeted to school systems with QUALITY MATERIAL
- Best return would be from a focused effort to provide services to schools
- Joint conferences with other groups, e.g. Self esteem
- Support research

These are some of the suggestions I received. I would personally welcome any more that you may have. We CAN make a difference in education. We ARE making a difference right now. Let's keep up the good work.

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The Learner's Edge, Inc.



Calendar of Events

Listings in the Calendar of Events are provided FREE OF CHARGE. Send a list of your program offerings to the editor if you wish to be included in this catalog. ▼▼▼

IANLP Study Group Contacts: SOUTHEAST Region

Atlanta	Wesley Anderson	(404) 266-0790
Savannah	Janice Gnatt	(912) 925-7366
Kentucky	Ray Holdren	(606) 233-1551
Alabama	Edna Clay	(205) 881-0884

Advanced Communication Training, Inc., A Center for NLP, 11 Waverly Place, #2C, NY, NY 10003, (212)529-9227, FAX (201)509-9599

April 19	Free NLP Preview in New York City
June 6	Introduction to NLP in New York City
August *(tba)*	One week Ericksonian Hypnosis Training (NYC)
October *(tba)*	Practitioner and Master Practitioner Training (NYC)
October *(tba)*	One-week Ericksonian Training in Zurich, Switzerland

Advanced Neuro Dynamics & Tad James, 1833 Kalakaua Ave., #908, Honolulu, HI 96815, (800)800-MIND, (808)941-2021

April 24-May 1	Accelerated NLP & Time Line Therapy™ Certification in Irvine, CA
May 14	Free Intro To Creating Your Future® Seminar in Los Angeles
May 15-17	Secret of Creating Your Future® Seminar, Los Angeles
May 21	Free Into To Creating Your Future® Seminar, San Diego
May 22-24	Secret of Creating Your Future® Seminar, San Diego
June 25-30	Accelerated NLP & Time Line Therapy™ Certification in Hawaii
July 3-18	Master NLP & Master Time Line Therapy™ Certification in Hawaii
August 1-15	NLP Trainer's Training, Hawaii
August 17-21	NLP Trainer Evaluation and Certification, Hawaii

Centre Quebecois de Programmation Neuro Linguistic, 3826 St-Hubert, Montreal, PQ H2L 4A5, (514)281-7553

May 1-3	Basic NLP begins

Dr. David Dobson, OTCC, Box 697, Friday Harbor, WA 98250, (206)378-4999, FAX (206)378-7266

April 29-May 1	Weekend Chiropractor's Communication Seminar, Las Vegas, NV, Dr. Patricia Petrie (815) 288-3514
May 16-22	One week, Spring Fun-shop, Friday Harbor, WA, (800)369-4390
June 28-July 2	Continuing Education Program for former students, Friday Harbor, WA
July 25-31	One week, Summer Fun-shop, Pittsburgh, PA
September 12-18	One week, Fall Fun-shop, Friday Harbor, WA, (800)369-4390
October 16-23	One week, Fall Fun-shop, Detroit, MI

Dynamic Learning Center, Box 1112, Ben Lomond, CA 95005, (408)336-3457, FAX (408)336-5854

June 27-July 27	NLP Practitioner Certification
June 29-July 10	Basic Trainers Skills
July 11-22	Master Trainers Skills
July 24-30	Supervision & Assessment
July 31-August 2	NLP Integration
August 4-Sept. 4	Master Practitioner
August 6-17	Epistemology of Systemic NLP
August 21-Sept. 1	Basic Trainers Skills

All classes held at the University of California at Santa Cruz

Georgian Bay NLP Centre, 92 St. Vincent St., Meaford, Ontario N0H 1Y0, (519)538-1194

May 3-4, 10 & 31	Photo Reading, Toronto
December 3-6	NLP Master Practitioner training, Toronto

Metaformation Inc., NLP Centre Learning Opportunities, 3538 Marlowe Ave., Montreal, H4A 3L7, Quebec (514)486-1282, FAX (514)486-7736

Summer 1993	Int'l Practitioner, Master Practitioner Training, Bali

New England Institute for NLP, 125 Pratt Corner Rd., Dept. NLP, Amherst, MA 01002-9606, (413)259-1248

June 18-20	"Healing From Outside In and Inside Out," Richard Clarke, Ph.D., and Finbarr Nolan, Boston area

NLP Arizona, PO Box 2800-291, Carefree, AZ 85377, (800)584-6884

June 12-27	Master Practitioner training
July 17-August 1	Practitioner training
August 2-8	Integrative Behavioral Patterning

NLP Associates, 775 Burnett Ave., #2, San Francisco, CA 94131, (415)282-2221

May 22-23	Barrier Breakthrough Weekend, Art Giser, San Francisco
June 18-21 & July 23-26	The Next Level: Combining NLP with the human energy system, psychic phenomena and spirituality, Art Giser and John Friedlander, San Francisco
October 22-25	The Emprint Modeling Method, Art Giser, San Francisco

NLP Comprehensive, 2897 Valmont Rd., Boulder, CO 80301, (800)233-1657, (303)442-1102, FAX (303)442-0609

April 22	Creating Meaningful Relationships, Gerry Schmidt
May 13	The Eye Movement Integrator, Steve Andreas
June 4-July 4	NLP Comprehensive Practitioner Training, Winter Park
June 5-July 2	NLP Comprehensive Master Practitioner Training, CO
July 28-August 27	NLP Comprehensive Practitioner Training, Winter Park
September 24-26	'93 Nat'l Conference: "NLP:A Path With a Heart", Denver
October 15-18	Aligned Self Workshop, Connirae Andreas, Boulder, CO
October 15-Feb. 6	NLP Comprehensive Extended Master Practitioner Certification Training
October 29-Mar. 6	NLP Comprehensive Extended Practitioner Certification Training

NLP Manitoba, #4 - 83 Lenore St., Winnipeg, Manitoba, Canada R3G 2C2, (204)775-9607

May 14-15 & June 12-13	Photoreading
July 4-25	Practitioner & Master Practitioner Certification Trainings

NLP Network - Chicago

First Friday of every month	Contact Tim McPike, (708)975-9521

NLP of Ohio, 869-1/2 Franklin Ave., Columbus OH, (614)253-7127

April 29	Self-Concept and Self-Esteem, 7-8:30 p.m. (free)

NLP Santa Fe, PO Box 9910, 220 Johnson St., #D, Santa Fe, NM 87504, (505)986-3922, FAX (505)983-1503

June 18-July 8	Master Certification
September 6-10	Patterns of Physiology
October 4-8	Mastering Micro-Patterns
November 1-5	Meaning of Metaphor
November 12	Non-Residential Practitioner Training begins

NLP Training Systems, Inc., 2129 Spring Garden St., Philadelphia, PA 19103, (215)854-0800

May 1-2	Stances™

Pace Personal Development, 86 S. Hill Park, London NW3 2SN, (071)794-0960, FAX (071)794-7366

April 27	Introduction to NLP (free), London Embassy Hotel
May 1-2	NLP and Creativity, Judith DeLozier, London NW1
May 8-9	Creating Humor, Robin Prior and Helena Beddoe, Embassy Hotel, London W2
May 20	Introduction to NLP (free), London Embassy Hotel
June 5	NLP Foundation Skills (Summer program)
June 21-23	Dealing with Difficult People, Lara Ewing, Regent's College, London NW1
September 17	NLP Master Practitioner Training begins

REPERE - Centre International des Etudes Avancees NLP, 78 Ave. Du General Michel-Bizot, Paris, France (33-1) 43.46.00.16

May 15-16	Introduction to NLP for Professionals
June 12-13	Introduction to NLP for Professionals

Southern California Center for NLP, 2075 Palos Verdes Dr. N., #200, Lomita, CA 90717-3726, (310)326-5545, FAX (310)534-3515

April 30-May 2	Metaphor, Torrance, CA
June 26-27	Advanced Training, Torrance, CA

Syntax Communication Modeling Corp., PO Box 2296, Los Gatos, CA 95031, (408)353-4590, FAX (408)353-2497

June 21-25	Syntax Trainer Institute, Santa Cruz Mountains, CA

Western States Training Associates, 2290 East 4500 South, Salt Lake City, UT 84117, (801)278-1022, FAX (801)278-1088

April 30	The Art of Relationships, (free), Gerry Schmidt
May 19	Change by Choice, (free), Robert McDonald
June 4	NLP and Health, (free), Tim Hallbom and Suzi Smith
October 8	Practitioner Training begins

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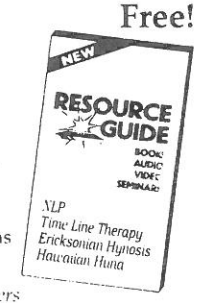
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July 3-18	Master NLP & Time Line TherapyTM Certification in Hawaii
August 1-15	NLP Trainer's Training in Hawaii

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√ Paul R. Scheele, developer
Δ Patricia Danielson, co-developer

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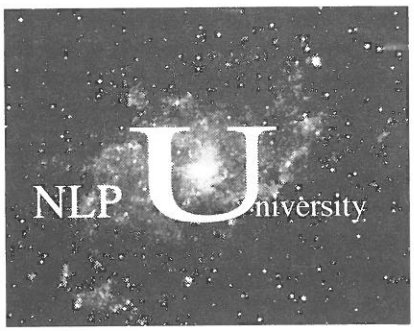
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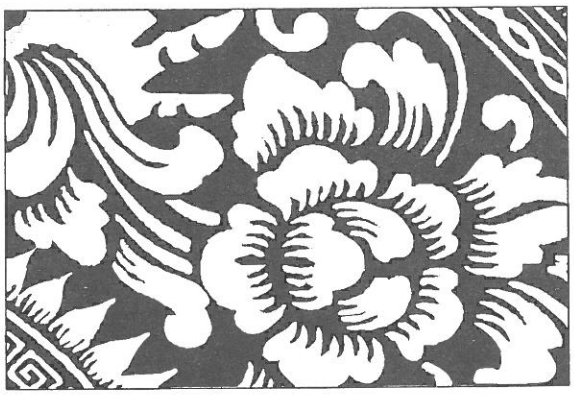
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"Hello! My name is Peter Joyes. For the past 15 years, it has been my pleasure to live my life and to earn my living doing the things I enjoy. I am a professional artist and calligrapher. I teach classes in airbrushing and handwriting. I love to do magic shows and to tell stories to one or a thousand children. I have written and illustrated a book, MAKING YOUR DREAMS COME TRUE.

I live and travel in a 40-foot luxury converted bus. I enjoy public speaking, particularly when it involves making you laugh. I make jam, play piano. I've had my political cartoons published in two newspapers. I do illustrations for the RAPPORTER and have been featured on CNN-TV doing psychic readings with M&M candies."

Martha Wiglesworth, VP/Program, writes: "I had the pleasure of riding in Peter's bus from Seattle to Gabriola Island, BC, where we attended the Satir process community training together. Peter will be doing posters to highlight special events of our conference. He is part of our entertainment crew, and will be at the RAPPORTER exhibit booth. Guess the correct number of M&Ms in the jar and get a free reading! His poster series on NLP presuppositions will be available."

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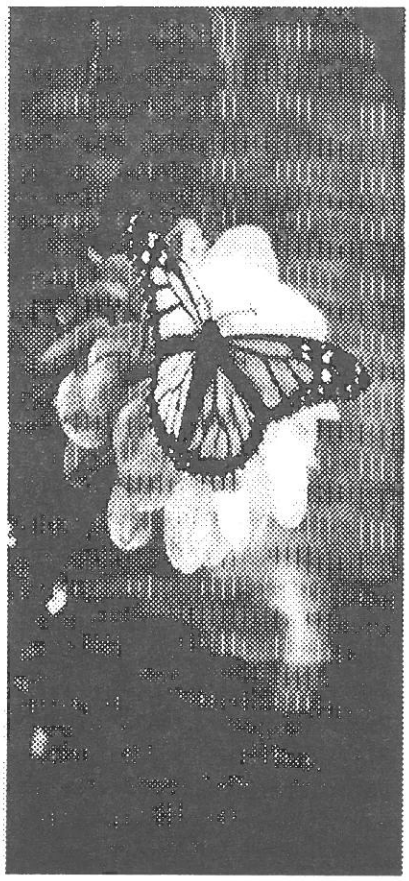
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Call if you want our complete position and a detailed statement on Amendment 2.

▼FYI

Generic Press Release
A generic press release is available to local chapter people, special interest groups, and regional representatives. Contact Laura Shaw at the IANLP Office.

Legislative Action Committee
The committee requests that each IANLP member help us monitor legislation in the country. Send information to Gordon Gamm or Teresa Robbins.

North Central Region
The Ohio Chapter of IANLP meets on a regular basis. To join and receive their quarterly newsletter, call Claire Skinner at (614) 846-3755.

Public Relations
Have you an interest or talent in public relations? IANLP Public Relations Committee needs you! Please contact Daniel J. Pesut at 1400 Shady Lane, Columbia, SC 29206, (803) 787-3217.

▼*Advertisers' Index . . .*

Advanced Behavioral Modeling 26
Advanced Communication Training 14
Advanced Neuro Dynamics 22
Dave Dobson's-O.T.C.C. 7
Int'l Center for Change 6
John Friedlander 18
Mid South Institute of NLP 14
Mountaineer Affiliates in NLP & Marshall University 15
National Board for Certified Clinical Hypnotherapists 10
New England Institute for NLP 25
New York Training Institute 8
NLP Arizona Ltd. 9
NLP Comprehensive 2
NLP Comprehensive 13
NLP Comprehensive 26
NLP University 24
Rivijon Training Institute ..... Insert
Vision Bali 93 24

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Editorial Committee:
Martha Wiglesworth, Wyatt Woodsmall, Tim Hallbom, Rene Pfalzgraf, Steve Davis, Rodger Bailey

Editor: [open]

IANLP Office:
Laura S. Shaw
Association Manager
200 Marott Center
342 Massachusetts Avenue
Indianapolis, IN 46204
Phone: (317) 636-6059
FAX: (317) 638-0539

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