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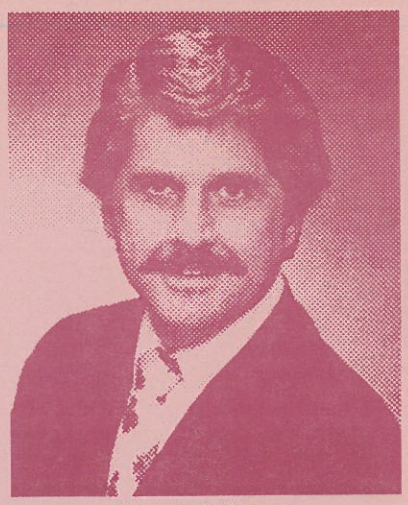
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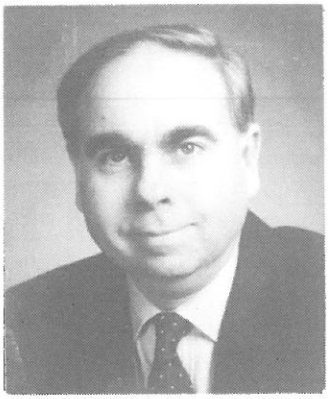
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LOVE STRATEGIES

How do you know when and if you are in love? In a relationship, how do you know when and if your partner is in love with you? How often have you heard someone say "I would marry him/her if I could only be sure that I really loved him/her" or "if I could only be sure that s/he really loved me." The point at issue here has to do with knowledge. The question is "how do you know?" People may frequently be in love with other people and not "know it," although it is evident to all of their friends. Even more common is that a person may love someone else and the other individual never knows that s/he is the object of such affection. Romance novels and songs are full of stories of unexpressed love. As the song in *Camelot* goes: "I loved you once in silence, and misery was all I knew...The flame of love would burn in you forever and I'd never, never know the spark was there."

Trigger

At a certain point in a relationship, one or both parties may begin to assess the nature of the relationship. This may occur at different stages of a relationship. Some people are looking for love all of the time while others wait and let love come to them. Some people are perpetually looking for love in every relationship. Many of these people decide early on in the relationship in what direction it is going. Other people don't want love and may be surprised when it comes when least expected. People look for love in many places. Some look in the right places and some spend a lifetime searching in all of the wrong places. There are problems inherent in both assessing relationships too early and too late.

If one assesses a relationship too soon, the relationship may not have had time to flower. The danger here is eliminating many potential relationships that would have developed over time. On the other extreme, some people waste many years in relationships that are going nowhere. If they had evaluated the relationship earlier, then they could have saved a great deal of futile effort.

Triggers are similar to convincer metaprograms. Some people are automatic and evaluate everyone who comes along. Other people need to have known the person for a period of time before they begin to consider the possibilities of a relationship. Others have to have seen or gone out with the other person a certain number of times. Finally, there are those who may date another person for years and never entertain the notion that the relationship is developmental.

People are triggered to begin to consider whether they are in love or if someone else loves them by different things. For some, it may be a look or a word or a touch. For others, it may be proximity or attention or a gift or an unexpected occurrence.

Once a love strategy is triggered, a person begins to gather data to form the basis of a judgment as to whether love exists or not.

Operation

This determines the kinds and amount of evidence that a person gathers to determine whether s/he loves or is loved. Some people have to observe themselves or the other person. Others have to listen to themselves or to the other person. Still others have to experience certain feelings and sensations. Finally, others may generate a list of digital criteria. Most people will use a combination of these. The order may or may not be critical.

The operations that one uses to collect and represent information about potential relationship partners are some of the most important operations in a person's life. Some people rush into relationships with little, if any, representation of their partner. Other people spend a lifetime gathering and representing data on potential partners. Here, as in all things, efficiency is of critical importance. Each representation system offers a different kind of information. We live in a predominantly visual society, and appearance is of primary importance for many people and of some importance for most people. People who have a visual operation step will need to see the person to "fall in love" or know that they are loved. For these people, it is important to look good and for others to look good. This may include dress, hair style, cosmetics and pleasing visual surroundings. Often clothing is important for visual operations. Visual is obviously one of the primary ways of gathering information about another person. In addition to appearance, other visual operations include observations of behavior and expressions. A smile or other appropriate expression is important to visual people. If forced to trade off between appearance and comfort, a visual will choose appearance.

Auditory is probably the least used way of gathering information about a person. People who have good auditory acuity will judge congruency and sincerity by voice tone. They often love talking on the phone and may learn a lot about another person without being physically in their presence. Voice is an excellent barometer of a person's emotions and will often reveal more about another person's personality and character than their appearance.

Kinesthetic represents information in terms of touch and feelings. In fact, many people experience love primarily as a feeling. As the saying goes "You are in love when you have a feeling that you have never had before." Touch can reveal a lot about another person. Skin temperature and muscle tension are good barometers of physical and mental health. Also, pressure is an important variable. Some people prefer soft and gentle touching, while others prefer more vigorous activity.

Smell is often important in relationships. Body odor can be a major eliminatory factor. The fact that the perfume industry ia a multi-billion dollar business is an indication of the importance attached to smell by our society. Also, animals and some humans have the ability to smell certain sexual pheromones. This is called the vomeronasal sense. There is some evidence that we are all born with it, but that it atrophies in most people. Where present, it may be a major source of information as to the other person's level of arousal. Taste may be an important but seldom considered source of information about another person. Kissing is an important sexual communication, and if this leaves unpleasant tastes, the results can be negative.

Some people have a list of digital criteria that they use to represent others. These people may only know that they are in love when they discover themselves satisfying certain criteria. They will also only know if another person loves them if the other person meets certain digital criteria. People may use criteria such as wealth, position, education, social standing, status or intelligence.

Each representational system provides certain information

and leaves out other information. In general, the more complete the representation, the more grounds for evaluation. Some people may have only one operation for gathering and representing information. In this case, their representations will always be limited.

People who focus exclusively on appearance may end up only being attracted to people who are visually striking. Such people may be pleasant to look at but difficult to live with. Also, as people grow older and aging takes its toll, these people may be in perpetual stress that they will lose their looks and hence the love of others. If a person only gathers data about whether other people love them visually, then they may never know how many people feel about them who do not express their feelings visually. Often people in our society become quite good at masking their feelings. To the extent that they are successful, they deny a visual access to the only information that they access to represent the other person.

People who focus only on voice tone may end up making more compatible choices than visuals. They may not end up with partners who are as visually striking, but they may end up with partners who are more emotionally stable. As with all people who have single-track representation operations, they run the risk of not being aware that some people care about them but do not communicate this with their tonality. This will be particularly true of digitals, who believe that it is what you say and not how you say it that counts.

People who focus entirely on a kinesthetic representation may end up on an emotional roller coaster. They may have terrific sex and incredibly intense feelings some of the time and be in terrible conflict most of the rest of the time. When the relationship is great then it is great, but the rest of the time it may be a living hell.

In romance, there is the age old struggle between "the heart and the head." A balance of both is probably the wisest counsel.

Test

People use different tests to determine if they are in love with someone and if someone is in love with them. For some people, the test is visual. They know that they are in love when their internal or external representation of the person matches an internal picture. They know the person loves them when the person looks a certain way or looks at them in a certain way.

For other people, the test is auditory. They know that they are in love when they speak to themselves internally or externally in a certain tone of voice or when they say certain things to themselves. This may just be hearing themselves tell the other person "I love you" in a congruent tone of voice. They know that other people love them when the other people speak to them in a certain tone of voice or say the right words to them — such as "I love you." People who go off of the congruency of tonality usually have a more reliable test than those who only go off of the words. As we all know, people frequently lie not only to themselves, but to other people. More than one jilted suitor has justified his/her broken expectations with the statement "but s/he said that s/he loved me."

Another test for love is kinesthetic. People with a kinesthetic test know that they love another person when they touch them in a special way and know that the other person loves them when that person either touches them in a special way or allows the other person to touch them in a special way. Touching is a critical part of couple relationships. In our society, the level of intimacy is correlated with the extent and degree of touching. Mismatches in this area inevitably lead to problems in relationships.

Other people use a digital test for love. They know that they are in love when they find themselves engaging in certain behaviors (eg., gift giving, house buying). These people know that the other person is in love with them when the other person fulfills a list of criteria (eg., gift giving).

The difference between these tests leads to the age old discussion as to whether a person marries for love, for sex, for money, for security, for convenience or for something else. These are all different criteria and what is best for one may not be so for another.

Decision Point

The next element of a love strategy is the decision point. This evaluates whether the test was a match or not. This determines whether the picture, sound, feeling or digital criteria meet the inherent picture, sound, feeling or digital criteria. The decision point may be a picture, sound or feeling. It determines whether the person knows that they love or are loved or whether they must continue to assess the situation.

Outcome

The outcome of a love strategy is a relationship that may or may not be fulfilling depending on the adequacy of the strategies used in selection. For those who choose wisely, a lifetime of happiness may lie ahead. For those who choose poorly, a lifetime of conflict and disappointment may lie ahead.

❐

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Wyatt Woodsmall, PhD, *Certified NLP Master Trainer and Master Modeler and Founder and Chairman of Advanced Behavioral Modeling, Inc. and Director of the National Training Institute for NLP, has pioneered in applications of modeling in the governmental and private sectors. Richard Bandler, co-creator of NLP, has described him as "a walking encyclopedia of NLP," and as "one of the few people in NLP today who are actually doing modeling and extending the limits of its application." Doctor Woodsmall is co-author of* Time Line Therapy and The Basis of Personality *and is currently working on books on human typological analysis, advanced behavioral modeling, negotiations, training, and NLP and personal growth. He can be reached at Advanced Behavioral Modeling, Inc., 801 South 20th Street, Arlington, VA 22202, 703-979-3835 or FAX 703-979-4530.*

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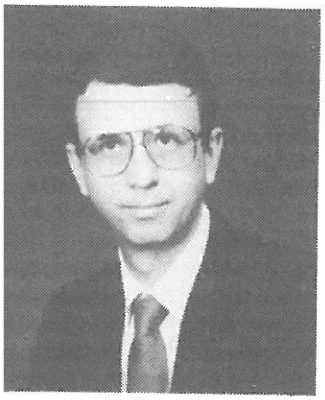
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SPECIAL FEATURE



RENE PFALZGRAF
Founder
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PRESUPPOSITIONS OF NLP — Part III

RAPPORT: THE KEY TO COMMUNICATION

In the previous two articles, we have taken a look at the presuppositions of NLP. Since you have now had ample time o practice these presuppositions and to begin to incorporate hem at an automatic and unconscious level, it is now time to nove on to the next topic in this series, Rapport.

Before you can communicate with anyone, you must be in apport. Most people believe that if they are talking to a person n a friendly, attentive manner they are in rapport. Although this nay be true, this way of looking at rapport does not offer many ptions when you want to communicate with someone who isn't riendly or when you are talking to someone with whom you annot seem to get rapport.

Most people look for something in common to talk about in rder to establish rapport. Having things in common is the way hat rapport is established, and it should be noted that having imilar interests is only one way of establishing rapport — although a rather limited way, since there are many other ways.

Having similar interests will create some rapport on the conscious level, but in order to have really powerful rapport, it is ecessary to also create rapport with the person in ways that are utside his or her conscious awareness. This is usually referred to s establishing rapport with the unconscious.

Since 93% of our communications are at an unconscious level, he best and easiest way to establish rapport is with other-than-onscious communication. Of course, you might wonder just how ou will be able to do this easily.

In actuality, unconscious rapport is much easier to establish han conscious rapport, because, unlike having interests or experiences in common (which requires you to have done and to now certain things), you have everything you need to establish apport with the person even before you are introduced.

In its most basic form, the way to establish rapport is to be like he other person. This means that if you sound like them and you ook like them, they will think that you are like them. Now, of ourse, this sense they have that you are like them will be something they will not be able to explain because most or all of the nformation that supports this feeling is from other-than-conscious communication on your part, and, yet, they will feel more omfortable with you just the same.

The most basic way to establish rapport is by matching. When ou match, you do exactly what the other person is doing. As an example, if the person you are talking with is talking very quickly, then the way to match that person is to talk very quickly. The more identically you match voice speed, intonation patterns and volume, the more you will be in rapport with the other person, and the more you will draw the other person into rapport with you.

It is good to keep in mind that if you are dealing with someone who is angry, you may only want to match some of the components, otherwise you may find yourself in the same emotional state as the person you are matching. As you are already beginning to realize, when you establish rapport at an unconscious level, you are becoming more like the other person. And the more like the other person you become, the less like yourself you are — which means, from a modeling standpoint, that you have begun becoming the other person.

Since establishing unconscious rapport causes you to experience what the other person is experiencing to the extent to which you have matched what s/he is doing, it becomes obvious that with people who are angry, if you match them identically in every way, you will also become angry. So what you want to do is to match them just enough to get his or her attention so that you can direct that person in a new and better direction.

It has been said that Leslie Cameron-Bandler used to avoid working with people who had physical problems such as allergies because she would get in such complete unconscious rapport that when the session was over, she would, at leat temporarily, have similar physical problems.

When you match physiology with the other person, you will sit or stand in the same posture, and you will also match the gestures that the other person is making. Often, people worry that the other person will think that you are mimicking them.

Mimicking is not quite the same as matching. Usually, in mimicking, the person who is doing the mimicking is slightly

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exaggerating some part of what the other person is doing, and the intent usually has a component of ridicule or humor.

Matching, on the other hand, is something that occurs naturally as people become more and more engaged and engrossed in the conversation. The intent of matching, whether it is done consciously or unconsciously, is to comunicate to the other person's unconscious mind that the listener is aware of, and paying attention to, the person with whom s/he is communicating.

In order to get into rapport, it is only necessary to match a few of the things a person is doing. The more you match, the deeper the level of rapport, and the deeper the level of rapport, the more the other person will attend to your communications.

You might be wondering why rapport is so important, and that is very simple to answer. Without rapport, there is no communication (if the communication is voluntary). If there is a complete breakdown of rapport, the person you are talking with will leave. If there is only a partial breakdown, the person may avoid future conversations.

Now, in addition to the ability to know what to do to get rapport, there is one other thing that you must be able to do, and that is you must be able to tell if you have rapport with the other person.

There are several ways to tell if you have rapport. One of the obvious ways is to check and see if you are in similar body postures and using similar voice patterns (speed, volume, etc.).

Another is to check and see if the other person is responding to your communications. Response = rapport and no response = no rapport.

A third way to tell whether you are in rapport is to check and see if they follow your lead. This means that if you do something, they will do something similar within 30-60 seconds. This is often seen when one person in a conversation scratches their nose and the other person will then scratch their nose or face within a few seconds after that.

This doing of similar things is the sending of a message from the unconscious of one person to the other person's unconscious that you are paying attention to more than just the content of the communication.

These unconscious signals that people send naturally are the most important rapport signals. They are the things that very few people notice consciously, but they are the things that will let the other person feel that you are really paying attention to them.

In order to have effective communication, in order to be able to work with a client, in order to motivate anyone, rapport must be there.

And since you are already preparing yourself to communicate more effectively by reading this article, you may be wondering what are some specific things to which you could pay attention that would, as you were attending to these things, begin to improve your ability to create unconscious rapport. But the really interesting thing many people forget is that no matter how much you try to control your unconscious communications, your unconscious communications are still primarily unconscious. So the other person's unconscious may be fooled once or even twice, but after that, even if you are really sincere that time, their unconscious mind will begin to totally remember last time and believe that time more than this time, so that anytime you might have wanted to have used your rapport abilities to manipulate, you would find that those with whom you were just then communicating would seem to increase in irritation as you tried to get more in rapport because of the times before, and until you allowed them to have their own outcomes as their own and learned to find ways to dovetail yours with theirs, so that if you did manipulate them, it would be for their good and a direction they would agree was good, you might perceive too that then they would relax because the times before would have been good times instead of used times and they would remember to trust you as you deserve because this time you do deserve trust, you will then naturally communicate effectively and well, with as much effort as a raindrop uses to reach the ground.

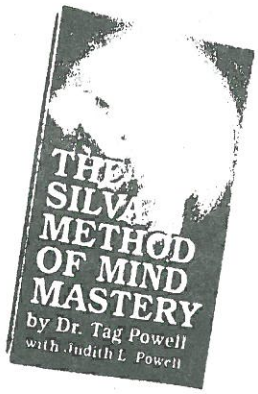
So as you begin to pay more attention to how you communicate, you may begin to notice that many of the things that you have already been doing at an unconscious level may begin to come to a level of conscious awareness, and that as this happens, you may be more able to use these awarenesses in expanded ways such that when you do communicate with an other, in one way or another, you can always communicate more effectively, whether you are totally aware of how you are beginning to improve your communications or not.

And since you have finished reading this article, and are beginning to assimilate the information so that you can begin to use it along with the presuppositions that you are already practicing, you might begin to imagine what it will be like when you have read the next article in this series and have begun to apply those learnings also, and so until next issue, continue to practice, paying attention and learning.

❐

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Rene Pfalzgraf *is the Founder of NLP Arizona, Ltd. and has been certified as a Trainer by the Society of NLP. He has a bachelors degree in Psychology, a masters degree in Business and is presently working on a doctorate. He has been providing NLP trainings in Arizona for the past three years, including introductory seminars, practitioner trainings, master practitioner trainings and business training. He also has been involved with developing many new personal-change techniques, including Belief Lines and Values Lines and is co-developer of Lifeline Therapy™ He is presently working on several books relating NLP to business and to personal change. He may be contacted by writing NLP Arizona, Ltd., P.O. Box 2800-291, Carefree, AZ 85377 or by calling 602-252-4840.*



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AN INTEGRATION OF APPLIED KINESIOLOGY AND NLP

By Dr. Samuel R. Anteby

Each of us has experienced the patient who says, "Doc, I'm an asthmatic" or "My colitis took a turn for the worse last week." A careful look at the linguistic content of these statements indicates that each patient accepts the condition as an integral part of themselves, hence the use of the words "I am" and "my." Undoubtedly, these patients have received prior care for their condition, possibly in our offices, yet their images of themselves continues to include the undesired state. They have not yet let go.

What has happened to these patients that they have come to accept an unhealthful state as part of their "me"? By combining the results of many of my Applied Kinesiology colleagues with the Time Line Therapy outlined by Tad James, we can get a significant insight into the etiology and correction needed for this type of patient to regain health.

My research has led me to believe that three factors are operational at the time an individual changes her/his self-image to include an unhealthful state. They are 1) the significant emotion(s) present at the time of acceptance, 2) the aberrant physiology and 3) the acceptance of the process into the "me." All three must be treated to free the patient, allowing her/him to regain health.

Emotions

The first step in treating the patient is to have her/him mentally relive the experience when s/he made the transition to a sick person. Since this was done at an unconscious level, we must treat the unconscious level. I have found the following phraseology to be useful: "I know you may not understand everything I'm going to say, but a part of you will understand the most important parts of what I say. And that's okay." If the patient is a polarity responder and says no to everything I suggest, I add the phrase, "Isn't it?" Normally I add "right" or nothing at all.

The directions continue: "I'd like you to go back to the point in time when you first decided to be an asthmatic (person with colitis, etc.). Within a few seconds, one or both arms will weaken on a straight arm AK test. If only one arm goes weak, proceed as indicated in the section on emotional release. If both are weak, prioritize using Beardall's priority mode or breath holding, etc., and proceed with emotional release on the priority side, following up with release on the non-polarity side.

After treating the weak arms, therapy localize (touch with your fingers, TL) the acupuncture pulse points and test the arms again. Be sure to check CV and GV. Typically, one or more points will test weak, so prioritize and treat in priority order. If, for instance, the Liver/Gallbladder point TL's, test all the Liver/Gallbladder muscles for weakness. Again, if more than one muscle is weak, prioritize and treat in priority order. Each muscle is treated with the Emotional Release procedure described later, until all muscles at that pulse point and, finally, all pulse points are strong.

Emotional Release

Once a weak muscle has been found and determined to be a priority, we are ready to correct the aberrant emotions associated with it. I have found a number of treatment protocols to be useful in this regard. Liebowitz speaks about using the Beginning and End (B&E) acupuncture points on the face as being very effective. In my experience, these points are usually ipsi-lateral to the weak muscle. In addition to the basic six on each side, CV and GV are often needed. TL the points while testing the weak muscle. If more than one point TL's, prioritize. The priority point is then tapped 60 times at 3-4 times per second. There is often a significant emotional release as evidenced by a deep sigh or prolonged heavy breathing.

In a significant number of patients, the 14 B&E points are not enough to eliminate all weakness. In such cases, the author has found the following protocol to be useful as possible alternatives:

1. Emotional Neurovascular
2. Inferior Sphenoid (TL in an X fashion at the greater wings, lift both sides simultaneously for correction)
3. TW3 and/or SP21
4. Emotional Challenge
5. Lateral Occiput (especially if many meridians are imbalanced)
6. Diaphragm Weakness (same)

As always, if more than one shows, prioritize and proceed.

By this point, the muscle should be strong and you are ready to go on to the next muscle.

Objections

After all muscles and acupuncture pulse points test strong as the patient relives the experience, s/he is ready for the next step.

We are accustomed to thinking of our personalities as composed of many parts. Just as there is a part that created the condition, there may be a part or parts that want to hold on to it. We are all experts at holding on to behaviors that have outlived their usefulness.

Objections are dealt with at this point by saying to the patient, "We have just done a number of procedures to release the negative emotions that had allowed you to develop the condition in the first place. The energy they had been using up is now available for you to reassess the decisions you made from that time to the present and on into the future. And as you do it, you can become fully aligned toward health, now and in the future." After a brief pause, I con-

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tinue, "If there is any part or parts that object to this new alignment, let us deal with those objections now." I then test the arms and pulse points for weakness.

This long-winded statement serves a multiplicity of purposes. First, since we are speaking to the part of them that understands, i.e., their unconscious mind, we are directing their thought patterns for the past, present and future towards health. Second, if the muscles test strong, we are ratifying to both the conscious and unconscious minds that change has taken place and that health is acceptable at both levels. Third, if there are any objections (and sometimes there are), we can treat them with the same procedure previously described. Just test both arms, the pulse points and muscles, prioritizing as you go along, and fixing them as you find them, using emotional release.

Be sure to correct for all objections before going to the next section.

Physiology

After neutralizing the negative emotions, we are ready to correct the physiology that started off the process of becoming sick. Repeat to the patient, "I'd like you to go back again to the time when you decided ..." The doctor can utilize her/his AK training and skills to find the physiology, biochemistry, structure, etc., that needs to be corrected. In the words of Dr. Goodheart, "Fix what you find and find what you fix."

It is interesting to note that at this point the clearing of the emotion may have, all by itself, cleared the physiology.

Self-Image

As stated previously, poor health comes to stay when we accept it as part of our "self." We must now change the patient's self-image to reflect a new, healthy person.

Upledger has shown the lateral sphenoid and other sphenoid malpositions to be associated with personality changes. Ferreri has found the spheno-ocular, spheno-vestibular, palatine-ocular and palatine-vestibular faults to be present when there is a poor self-image. In my experience, the spheno-ocular must exist in all 16 options in one or more light/foot options. Testing is done by pushing the sphenoid right to left and left to right with legs straight, crossed right over left, and left over right. Testing is done in both light and dark. Whatever weakens a strong muscle is tested for all 16 options and corrected in the leg and light position it is found. Everything must clear.

The other Ferreri faults are sometimes present and are corrected as found.

The last step is a little more complicated. It is tested for with eyes open, closed, in dark with eyes open and closed, and then again all four tests with something wet on the face. Correction is the same as above, under the conditions it is found.

This completes the first time through and most patients are finished at this point. Complicated cases, however, abound and we must comply with the patient's model of the world.

As described by Tad James, we must now consider two additional factors. The first is past lives. This is treated by saying to the patient, "If there is anything before you were born that may have influenced your condition, we would like to take care of it now. So, will you please go back to the earliest time in which events contributing to the present condition occurred."

Test both arms and pulse points and treat as you did before doing emotional release, physiology and self-image. When handling objections, the doctor can say, "We have just neutralized negative emotions from a time before birth that had helped you develop the condition. The energy from those emotions is now available for you to update any and all decisions you made since that time up to the present and on into the future. And as you do so now, you can become more fully aligned toward health. If there is any part or parts ..."

The second factor is genealogical. An example might be a child who was not wanted by a parent who was, in turn, not wanted by her/his parent, etc. The same procedure as for past lives is followed.

Case Histories

Barry (not his real name) was an 11-year-old boy who described himself as a "scaredy cat." He was afraid to go upstairs by himself, afraid of the dark, afraid of the dogs, and unwilling to walk down even a familiar street by himself. Other than these fears, he was a well-adjusted child.

After our second session, I asked Barry to walk a few blocks to say hello to a local dog that I knew was friendly and tame. When Barry found that the dog was locked inside the house, he walked around the block on his own initiative and found two other neighborhood dogs. He knew enough not to pet a strange dog, but he felt comfortable standing in their vicinity. That night he went up to bed by himself and slept well. More than six months later, he remained a "normal" child.

Rose was a 50-year-old woman who experienced a knee injury. She sought orthopedic and chiropractic care, but her knee pain only worsened. During the only session we had, I asked her if she had been experiencing any negative emotion at the time of the accident which caused the knee injury. She replied that she had been angry with someone and was still upset with them, several months later. During her treatment, Rose experienced a release of emotions that lasted almost 20 minutes. Afterwards, she walked considerably more comfortably and her previous limp was barely noticeable. Five months later she was experiencing only minor discomfort which she chose to ignore.

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REVIEWS



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Remembrance Tape Series
by Ragini Elizabeth Michaels

I've just had the pleasure of listening to a series of hypnosis tapes titled *Remembrance* which combine voice and original music. The producers call their technique "Acoustic Associative Hypnosis" (AAH). They claim this method goes beyond subliminal hypnosis techniques, which originate externally, by allowing listeners to create within themselves the appropriate words and feelings which direct their changes.

Ragini Elizabeth Michaels subtly weaves a spoken message with the music of Divyam Ambodha. Ragini uses her voice very effectively. She has excellent control of tone quality, pacing, dynamics and rhythm. The music is produced with electronic instruments with the occasional addition of acoustic instruments. I found the music rather bland, although it never intruded on the overall effect of the tapes.

By listening to the tapes, I heard a model for additional ways of enhancing my hypnotic work. I am intrigued with the idea of being an "hypnotic story teller." (This is my interpretation of what the voice on the tape does.) I particularly noticed Ragini's use of silence to mark out an important message and I plan to experiment more thoroughly with silence for embedding messages.

The tapes are titled: *Answers Rest Within, Awareness Arising, Beyond the Past* and *Healing Heart*. The first side of each tape consists of the voice and the music; the second side is the music (from the first side) alone. This second side allows the unconscious mind to associate the words from side one with the music to further enhance the listener's personal changework.

I would recommend these tapes to any of my students for several reasons. Ragini plans for the listener's ecological health. She uses a balance of VAKo/g predicates. She uses analogies and metaphors in a refreshing natural manner. She suggests rather than commands. She allows listeners room to do their own processing.

The tapes could also be used as learning models for hypnosis patterns. Ragini Michaels has excellent control of the subtleties of this art.

Ms. Michaels is a trainer of NLP and Ericksonian Hypnosis. She is the director of Facticity Trainings, located in Seattle, which specializes in Hypnosis and NLP Certification training.

Tapes are available from Facticity Trainings, Inc., Post-Office Box 22814, Seattle, WA 98122.

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Nancy L. Beplat *is a Certified Trainer of NLP. She is a partner of Key Concepts, a musician, visual artist and teacher. She is a PhD student in The Fielding Insitute's Human and Organization Development program. She can be reached at 40645 Little Fall Creek Road, Fall Creek, OR 97438 or by phone at 503-746-8409.*

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A RAPP WITH

JEFF THAW
SUCCESS DYNAMICS

RAPPORTER: *Jeff, I'd like to start by asking you to tell us a little about your background — specifically, what led you to NLP?*

I had gotten involved with the "Human Potential Movement" with a number of seminar organizations back in the late 70s and early 80s, the est organization being just one of them. There was a lot of value in what was going on there, but it was missing something, it seemed a bit impotent. What was useful about it was, to borrow a bit of Werner Erhard's jargon, that they opened up "the possibility for possibilities." But they didn't have a technology for being able to consistently replicate the results. They opened up the possibility for, in NLP terms, the possibility for a much greater level of desired state. And so we had this greater desired state and here was present state, but there wasn't a consistently reliable way of connecting them. Then I discovered NLP. When I took my first NLP training, it was the piece was that I had been looking for, for years. It was the "how to." If you do this then you're going to get that result. Just like with a computer, if you hit this key you know that it's always going to produce that result. I also loved the fact that it didn't subscribe to the notion of "no pain, no gain." That with NLP we were able to get certainly equal, if not better results, than some of those old "let's thrash around on the floor" kind of seminars. You know, the kind of seminars that took you days to get over — "oh my God, what a great seminar, such breakthroughs, it's gonna take me days to get over the emotional trauma of it!"

NLP seemed to be able to get equal or better results without the pain, without the stress, and it was just delightful. And, for the first time, gave me a way to really be able to understand people. Before I got into NLP, there were basically two ways of doing things — my way, and the wrong way. If people did things differently from me, I just didn't have a basis for understanding how could they do that. With NLP, I got how people could be different and how in their own way, it worked perfectly for them. And I really gained an appreciation, an understanding, a compassion for people that I didn't have before that.

The other thing that intrigued me about NLP, when I started hanging out with "NLP people" was that what we did was have fun. Whereas the other organizations I had been with, mostly what we did was talk about our "breakthroughs" and what we were "up against." I also liked what I was hearing, like Richard talking about "too much ecstasy isn't enough" and that life's really about a party and how good a party can we make it? That really fit with my own beliefs and I finally had a technology for how to do that.

So, while I was in the business world, I got involved with studying NLP. It was just what I was looking for. I had always had a long-term goal, going to back to before I was a musician, to be a consultant. Back in those days, we called them "efficiency experts." I don't know if I'm dating myself with that. I thought I would leave that company to start a consulting firm, and then I got an offer to join a company that had just started up that was doing NLP consulting. I figured, "might as well join somebody who's doing what I want to do." I learned a lot there, including how to *not* to run a consulting business. Most importantly, I got highly trained and skillful in using NLP in very practical ways. That ultimately led to starting Successs Dynamics over two years ago, and doing what I do now. That is, having fun, and teaching other people how to have more fun in all areas of their lives.

RAPPORTER: *What's different about Success Dynamics as a training institute, and you as a trainer?*

One of my students at our last Practitioner training came to me about half-way through the training, this is so delightful, because he came over to me and said "You know, Jeff, I finally figured out how you teach. The way you do it, it's like you're the host of a party, and just invite people to come and play!" I thought that was a great description.

The way that I teach is what I was consider to be a happy medium. My original training in NLP was with Tony Robbins. There was something about Tony that was unique. He had a passion that came through. I had heard of NLP several years prior to that, but never got interested because of the way it was described — it seemed so dry. And there was, you'll pardon the pun, a real "fire" in Tony that sparked my interest. Fairly quickly after starting to study with Tony, I realized how little actual training he had. Then I went on to study with some of the top trainers in the field. What was useful about Tony's training was that there was a lot of fun, it was very high on experience. I saw that at one extreme, and at the other extreme I saw trainers who were the opposite. While Tony's been accused of installing "confidence without competence," I saw a lot of the exact opposite in rest of the field. There seemed to be trainers installing "competence without confidence," almost going out of their way to install lack of confidence. I thought that was just so bizarre, why not have a training that installs confidence AND competence, that's high on fun, high on competency, on skill, on thoroughness, and yet is also enjoyable, pleasurable, and is a real good party. So that was my commitment in designing my trainings.

One of the courses I developed is called Enhancing Personal Excellence™ — the Essential Skills of NLP. It's a rather intensive weekend, about 25 hours, in which we teach the basics — rapport, anchoring, submodalities, strategies, some basic values work, and there's even more than that.

RAPPORTER: *What's the "even more?"*

Well, we do some modelling. We teach board breaking as a metaphor for breaking through limiting beliefs and we certainly do it in rather a unique way. One of the things that's unique is that the people who "have difficulty" breaking boards, now take about two to three minutes, as opposed to when I've seen "difficult people" take as much as an hour or more with other ways of doing it. The reason for that is that I'm a believer in overkill. My trainings are operating on so many levels simultaneously as to virtually guarantee the result. I just didn't want people to have an experience of breaking a board. I wanted them to have the experience of not only doing something that they previously thought may have been impossible for them, but to also have it be easy. THAT was the metaphor I wanted for them in life. Not just "breaking through" something that they used to think was impossible, but having it be easy. Because that's what I think it's about — that, if you put your mind to it, you can just glide right through it. We use a lot of videotape clips, music, etc., and it's a really integrated experience. Some people have wondered if it's possible to teach that much with competency in one weekend, until they see our graduates. That's what it's really about for me.

Our Practitioner training is a unique format. There were basically two ways that people ran trainings — the 2-3 week intensive, and the 10-month training, the once-a-month weekend for 10 months. Each has got advantages and disadvantages. Personally, I could never sit through a 10-month training. I couldn't imagine taking a year, because to me 10 months is a year, (that gives you some idea about some of my strategies). I just couldn't imagine taking that long. The amount of time that passes is good on the one hand because it allows people a chance to go out in the world, and practice and integrate their skills. Which unfortunately, there's not a lot of time to do in the intensive trainings. On the other hand, the intensives, because of the intensity, tend to produce high degrees of personal transformation and breakthrough. So I designed our Practitioner Training as a six-weekend training, but we compress the time-frame so that it takes place over about a 4-month period. We meet about every 2-3 weeks, with supervised study groups in-between. I teach a longer weekend than most — Friday night, as well as longer hours on Saturday and Sunday, so we have equal or greater hours to the other formats. It seems to be an ideal mix, with the weekends spaced far enough apart to allow skill integration and development, as well as being closely enough spaced that there is still a high degree of intensity. With the study groups, it's virtually every week they're involved with something. That really keeps the intensity up, the enthusiasm up and most importantly, the skill. To me, that's really the only way to know how good a job I'm doing. I think there's two ways to evaluate trainers. There are trainers, for example, who I think are great speakers, and maybe not the best trainers. To me, the only way to really evaluate a trainer is not by looking at the person in front of the room, but by looking at the student. How competent are the students, can the students go out and do it? It's not enough that the trainer is entertaining, fun, and charismatic. That makes them a great speaker. How good can they train people? That's what it's really about for me — excellence and competency.

RAPPORTER: *I know you finished a Practitioner training in June, and something interesting has occurred with the group itself, in that they're continuing to meet and have formed their own continuing study group after certification is completed. How would you explain that?*

Well, that's a good question. I'd like to take credit for it, and I really don't think I can. I was delighted when they first came to me during the training and asked if they could meet every week instead of just once in between weekends. I was delighted that they had really taken the bull by the horns. And I'm delighted that after their Practitioner training they've continued to meet, and it's really a study group. They get together and they really work on things and develop their skills. It's not a coffee-klatch, which many "study groups" deteriorate into. I guess maybe how to explain it is my own training philosophy. When I'm talking about "What is NLP" I go back to Richard Bandler's definition, which is that "NLP is an Attitude and a Methodology that leaves behind it a trail of techniques." Even at the introductory level, I think that the most important thing to do is to install the Attitude and the Methodology, because when you're coming from there, you develop your own techniques. One of the key parts of the Attitude is a state of curiosity, and wanting to grow and develop. I also encourage people, and some people have thought I'm crazy, but I actually encourage my students to go out and train with other trainers. I believe in the Law of Requisite Variety. I don't think that to really do NLP that you want to do NLP my way. My way is good for me, and NLP is far more than just who I am, or what *any* individual is. The key is to develop your *own* style. That comes from experiencing as many different styles as you can.

A number of my Practitioners went out, with my blessing, to do their Master Practitioner Training with Richard Bandler. One of the things that really delighted me was the feedback that they came back with. In the middle of the training, they called to thank me for what a thorough job they felt they had gotten at the Practitioner level. The feedback was that they were among the best students there. They said the only people who they thought were more skilled were some of Richard's own Practitioners. For me, that's a real acknowledgement.

I think the best acknowledgement a student can give their teacher is to become better than them. I really do my best to give them everything I can. I don't believe in the model of teaching from scarcity, of "let's restrict what we're gonna teach people" so we have something to lure them back to Master Practitioner, and then something more to lure them back later. Even at the Practitioner level, we get fairly extensively into a lot of Master Practitioner-level material. In fact, we even get into some "trainer level" material in a way that they can get it, integrate it and synthesize it. I believe that the *more* we teach people, the better as a community we become and the better as a world we become. It's not about a model of dwindling resources. Some other trainers, some friends, have looked at my trainings and said "Jeff, what are you gonna teach them at Master Track?" My response is "Well, if worse comes to worse, I'll develop some new stuff!" Which is what it's about, continuing to grow and develop the field.

RAPPORTER: *What would you say is new and exciting on the horizon for Success Dynamics?*

From a training point of view, there's two things that are really exciting. The first is something that, unfortunately, I think there isn't enough emphasis on in training, which is really exquisite linguistic skills. To quote one of my teachers, "Linguistics *is* our middle name." I'm working on a book right now, which is tentatively entitled *A Word Creates a Thousand Pictures.* There are so many exquisite distinctions about language that can so incredibly powerfully affect the way that we work. You know the model we use about com-

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munication, that only 7% of it is words, and, therefore, nonverbals are more important? Well, I have a different interpretation of that. Which is that, only 7% of the words *get through.* Which means, what's the key 7%? I don't think there's any doubt in anyone's mind about just how powerful words are. So we establish an incredibly strong linguistic base in our trainings. As far as I'm concerned, the two most important NLP skills are linguistic skill and sensory acuity, presupposing, of course, rapport, without which, we all know, nothing happens. If you've got exquisite use of language and the ability to calibrate what's going on, then everything else flows from there. I could take all the NLP skills, and chunk them on that level, which is about your ability to communicate and your ability to know what's going on.

With all due respect to John and Richard, but *Structure of Magic,* which contains some real gems, is like slogging through oatmeal. There really isn't any material out there which really teaches how to use language in a way that's exquisite, that's elegant, and that's useful. That's really what my book is about.

It will also include some of the new things that I've been playing with, from a linguistic point of view. I seem to have discovered — actually, it was pointed out to me — that the way I am working is, well, something unique. We have in NLP conditions for well-formed outcomes. I seem to have stumbled, in my own inimicable way, onto criteria for well-formed *problems.* It seems that a large category of problems, when you get them stated as a well-formed problem, causes the problem to either disappear, or within just a few questions, be able to totally dissolve it. There's also some other work, some incredibly powerful linguistic parts integration models, that really seem to re-wire people's neurology, and really totally blast out limitations. It's real fun stuff, and really exciting.

The other thing that's exciting is that I've developed a new model for substance abuse. Thinking now on a much larger scale, it's really about the structure of compulsions. It applies some leading-edge material, most of which isn't even being taught, and certainly isn't published. There are certain people in the field who call themselves researchers. I think that's great, and we need that. I consider myself a "synthesizer." What I like to do is hang out with the researchers, and find out what people are doing, and then bring all the pieces together, and continue to chunk up to higher and higher and higher logical levels. So, in the course of taking some work of Leslie's, some refinements on that by an associate of mine, Jaye Brideson, some work of Tad James, work of Richard, and who knows who else, I synthesized it into a model that explains rather simply, exquisitely simply, the structure of what's going on with compulsions. Not "simple compulsions," that you might, for example use with the Compulsion Blowout. I mean *deep* compulsions in overall behavior patterns. The stuff that *really* drives people. I started off using it as a model for alcoholism, and am now expanding it. There will be a book as soon as we finish with the field testing and utilization of this model. The whole issue of compulsiveness is a big issue today. It's such a big issue, we could do a whole interview just on that.

Those are the two major things. We're also expanding our work much more into the corporate field. We've been teaching the PhotoReading™ course, a brilliant application of NLP and Accelerated Learning to the process of reading, and we're having a tremendous amount of success with that program, which was developed by Paul Scheele out at Learning Strategies Corporation. We're also continuing to look for new things to play with, new ways to assist people in getting more of what they want, and less of what they don't want.

RAPPORTER: *And now, as we wrap up the interview, Jeff, where do you see the field of NLP heading?*

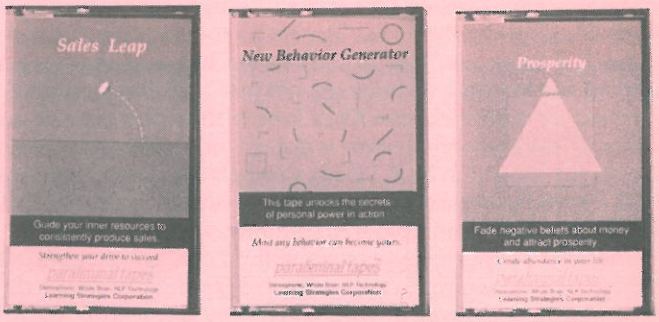
Well, there's two scenarios that I see. The real distinction is going to be what happens with this community, whether we actually become a community or whether we're going to tear ourselves apart. You know, that's one of the things I got kind of a reputation for early on. I was one of the first people to bring Eric Robbie to public notice after I trained with him out at my Trainer's Training with Richard Bandler several years ago. In the course of promoting Eric, I invited all of the NLP institutes that I knew of, and all of the NLP trainers up and down the East Coast to participate and take some role, because here was Eric doing some incredibly powerful, advanced patterns that I thought they'd want to make available to their students. And I was flabbergasted at the range of response I got.

RAPPORTER: *From the other trainers?*

Yes. There were some trainers who were incredibly supportive excited, and helpful, including people to whom I had never befpre spoken. I'd like to mention them by name — Ed Reese, for example, and Ron Klein, were very supportive, and very helpful. As were John LaValle, Roger Lees, and Sara Wehle. Then on the other hand, there were people who barely would give me the right time of day — those I won't mention by name. Even for the people who were not supportive, I called them all back several weeks before Eric's seminar to invite them to send literature for me to put out. Because I believe in the Law of Requisite Variety. Here were people coming from literally all over the country, and I thought that it was important that we let them know just what's available. NLP is supposed to be about increasing choices. Some of those trainers, well, I think I fried their circuits, because they couldn't figure out how somebody to whom they were totally cold came back and invited them to send literature to put out. I think that in order for NLP to grow and to survive, we need to

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chunk up, to recognize that we have a powerful technology. And that it really hurts us all when people look and say "how is it possible that a science based on rapport and communication is filled with a community of people who hate each other, who don't talk to each other, who don't support each other."

For example, here in New York City, there's three training organizations, legitimate training organizations, people who are certified trainers, as opposed to the organizations run by people with almost no NLP training, claiming to be teaching it. I have a real challenge with that. We have three organizations here, just in New York City, not counting several others right over the river in New Jersey. We're all different, and I think that's great. Running the gamut from very therapeutically oriented, for which there's certainly a use and a need, to my brand of training. I'm not a therapist or a psychologist. I'm much more into practical applications in *all* areas, though I certainly do all the therapeutic patterns, teach people all the changework patterns. We have very, very different training styles. What's important is for us to start representing NLP as much bigger than any one of us. Let people know there's choices. Maybe somebody doesn't like the way that I teach. For them to think that I am NLP and I represent NLP does NLP a disservice. Let them know there's choices. Maybe there's somebody they'll like better and vice versa, another trainer, well, maybe that trainer doesn't meet their criteria. There's choices, and I think that it's time for us to start representing NLP to the world at large instead of fighting amongst each other.

If we can get our act together, I think that the real future of NLP lies in business, and in education. Really, those are the two areas where I think it can have the greatest impact. Therapeutically, it's certainly useful, though I think it goes too much against the grain of a lot of "mainstream" therapists. What's a guy gonna do who's taken 10 years to cure a phobia when he suddenly finds out he can do it in 45 minutes? How does he justify that to his client who he's gotten maybe $100,000 from over the course of all those years? It's threatening to the mainstream therapeutic community. Certainly, to their credit, there's a number of people who have embraced NLP and incorporated it. I'm not much for therapy — I don't believe that people are broken. Certainly, there are people who have challenges, and some have a use and a desire for personal counseling, and that's important to have available.

I think that the real place in this is increasing the overall effectiveness of our society at large and particularly the kids. As a former school teacher, I have a real attachment to seeing, as Wyatt Woodsmall calls it, our "dis-educational system," get back on track. I think it's time to start expanding and applying so much of the learning technology, not just NLP, but Accelerated Learning for example. Peter Kline (one of the world experts, and author of *The Everyday Genius)* is doing some brilliant work and Peter is not trained in NLP. I think that he's a master practitioner of NLP even though he's never studied a day. If we don't get our act together and clean up the community, well ....

There are people misrepresenting this field who do us a lot of damage. People who aren't appropriately trained, or certified, or credentialed, and some of them even who are. I don't want to mention names, but there are too many examples of people stealing material, copyrighted material, and slapping their own copyrights on it. Then this whole notion of scarcity, of "let's create a pattern, let's put a trademark symbol on it and nobody else is allowed to use it." You know, I never saw a trademark symbol on submodalities, for example, or any of the patterns that formed NLP. Let's start sharing this material, let's expand the field. If we don't clean up our act, sooner or later it's going to get to the point that if you mention you do NLP, people are going to say "oh God, that stuff?" And you find out that they had experienced one of the less desirable members of the community, or people who aren't even *in* the community. So we really are going to have to clean up our act if we're going to survive as a community, and survive in expanding the availability of just how much we have to offer.

I guess that's where I see the future of it, that we've just begun to scratch the surface. What's really exciting is when you stop and realize just how young this science is. It's kind of like having been around at the turn of the century, when Sigmund Freud was first starting to figure out what was going on. That's what it's like now, to be able to train with Richard Bandler, for example, or John Grinder, or Leslie — here's the people who started creating this, and it's so young. Look at where we've come! Ten years ago, we didn't have half the technology we do today in NLP. We're just *beginning* to get going, and I think that's what makes it so exciting. There's a generation now growing up with it, with parents who are trained in NLP. With kids growing up with not just the *belief* that anything is possible for them, but really learning how to do it. How to create what they want. How to get past their limitations and expand their possibilities. There's also a new generation of trainers. The start-up group was primarily therapeutically oriented, coming from a therapeutic background, and NLP was largely positioned for therapy. There's a new generation now, a lot of business people are coming in, for example. NLP has never been marketed really that well, successfully and effectively, and we're starting to see some changes there. That's exciting, that the field is growing. What's important is that we fuel it's expansion and development, rather than trying to limit it and carve it in stone.

❐

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NLP IN EDUCATION

ATTENTION DEFICIT DISORDERS: SPECULATIONS ON POSSIBLE TREATMENT STRATEGIES (Con't)

By Dr. Lloyd Flaro

Profiling Attentional Styles

To begin with, let us simply concentrate on the sorting mechanisms associated with metaprograms. Most individuals sort memories according to people, place, things, activities or information. But this is an internal cognitive process which presupposes that the storage of memory is encoded via one of these sorting variables and, more specifically, that the retrieval process occurs because the individual has associated certain experiences and information with one of these coding mechanisms. Yet, in the case of attentional deployment strategies at the output phase, students probably decide unconsciously what to attend to based on these internal and external directional filters. Consequently, many learning disabled students with Attention Deficit Disorder deploy this energy in direct relation to the sorting hierarchy. In my observations, for example, many children labeled as being ADD are often individuals who sort primarily by people or things. In the classroom, such students would typically expend most of their attentional energy focusing on classmates, typically getting up and interacting with their friends or peers. The ADD type that sorts primarily by things would be busy exploring the classroom, touching materials, exhibits and instruments provided by the teacher. Often these children bring things to school that they can constantly play with at their desks — an activity which frustrates many teachers, but gives them many collectibles!

Over the years of working with such students it became clear that ADD individuals do not typically sort by information. They tend to move away from information and data and toward other stimuli and, yet, there is a type of student who exhibits an Attentional Deficit Disorder who may, indeed, be thinking about information in usual and innovative ways. This student can typically sit in front of the television set and watch educational or documentary programs for hours. And, interestingly enough, they can usually relate the information back to you if questioned about the content of the programs. Often they sit still and exhibit no hyperactivity. The two types of ADD can be labeled as *Impulsive* and *Reflective*. Before proceeding to profile these two types of students with varying degrees of attention deficit, let us continue to speculate on other sorting mechanisms and how they may relate to the development and manifestation of Attention Deficit Disorders.

Consider, if you will, input systems, representational systems and, to a smaller extent, the output channels. Students labeled as ADD typically employ a preferential input channel to interact with their environment. More often than not, they have developed a hierarchical arrangement of input channels, with one generally the predominant one and one, more than likely, the least developed system. This learning-style organization predisposes students to pay attention to certain stimuli in their environment and to delete other aspects of the environment. Some students, for example, may expend a lot of energy noticing only the visual aspects of the classroom milieu — noting the colorful pictures decorating the walls or the fact that the teacher's slip is showing. Others will be attuned to the auditory stimuli within the classroom, often seeming hypersensitive to auditory (aural or vocal) stimulation. In the research, input systems are often referred to as learning styles — how individuals intake information from their environment. Frequently, students with ADD are extremely external-oriented with their focus of attention on the external world. When attempting to detect representational systems or the individual's cognitive style, one typically realizes that a large percentage of ADD students do not focus their attention inward. They seem to be so focused externally that they are not aware of internal pictures, self-talk or internal feelings. They will often admit to not being cognizant of any internal cognitive processes.

Other metaprogram distinctions seem to be working as well. For example, some students are in-time and present-oriented, whereas the second type of ADD is more between-time and past-oriented. In addition, some students are other-oriented, whereas another type is self-referenced. Instead of going on and discussing other metaprogram distinctions as they relate to Attention Deficit Disorder, let us discuss the two types mentioned above.

A Proposed Typology of Students with ADD

In my clinical practice, two types of students labeled as being ADD are evident in terms of specific characteristics. A general typology of these characteristics is presented in the table below.

IMPULSIVE ADD	REFLECTIVE ADD
Externally oriented (Behavior)	Internally oriented (Thought)
In-time	Between-time
Present focus	Past-future focus
Input/output specialization	Representational preference
People/Things	Ideas/Information
Towards	Away from?
Other sort	Self sort
No internal dialogue	Definite internal dialogue
Possible pictures	No external awareness
High activity	Low activity
Reactive	Inactive
Differences	Sameness
Peripheral vision	Foveal vision
Contextual	Detailed

The proposed typology is in its embryonic stage of development, but it can give the teacher, educator or NLP practitioner a means for identifying the two types of students with Attention Deficit Disorder and designing the appropriate intervention strategy to help the student cope within the classroom and, more importantly, the ability to focus her/his attention on the task at hand so s/he can learn what needs to be learned. In other words, the proposed typology offers a way to think differently about ADD and, thus, provides a basis for gathering appropriate information as well as designing an intervention that will work and, hopefully, keep some students off medication.

Strategic Interventions and Sequences that Work with ADD

In the case of the Impulsive ADD, the following sequence seems to work very effectively.

The first step is to anchor in an internal state conducive to learning — one which keeps them external-oriented, but at the same time, allows them to match/mismatch incoming information; to register, code and organize incoming information. This state typically is one of calm alertness combined with internal curiosity. At the same time, the NLP strategist, teacher or educator may transfer anchors to the task at hand or even to

information itself; however, make sure that the student has a way to determine what information is relevant or not.

Secondly, the student with Impulsive ADD should be taught how to use internal dialogue to ask her/himself questions and to guide her/his behavior. The use of verbal mediation strategies is an effective maneuver for helping students with attention deficit. It is even more effective if you pair internal dialogue with the appropriate eye movements, so that when the student looks down at her/his assignment, internal self-talk is activated and applied in the appropriate context.

The third step required is to teach the student with ADD specific problem-solving methods for gathering information: matching incoming information against past experiences and learnings, evaluating and comparing known knowledge within unknown variables, and the ability to develop a plan of action with built-in testing procedures.

The general intervention strategy presented above is very effective with a large percentage of students labeled as ADD. For some students, more refined interventions will need to be designed according to the profile developed from pertinent information gathered through interviewing, observation and teacher reports. It is important to remember what metaprogram distinctions are being used to create the Attention Deficit Disorder in the first place and then utilize these distinctions to develop effective intervention strategies.

The Reflective type of student with ADD needs to be treated differently. They also need to be taught anchoring, but to a state which is externally oriented.

First, you need them to pay attention to what is out there in the external world of the classroom and how to feel positive about it. You may not only need to anchor in a state of calm alertness, but also a state that is internally pleasant. Typically, these students go internal because of the fear of the external environment. Thus, they need to operate out of a resourceful, confident and relaxed internal state so that they can focus without distraction on the information presented within the classroom. Once they can do this, they seem to have the internal ability to ask themselves the appropriate questions to analyze or synthesize incoming information. However, do not assume this — check it out, because they may need a more effective method for learning about learning.

SUMMARY

What has been presented in this series of articles is a brief introduction to the area of Attention Deficit Disorder and a new way to think about this deficiency. It is hoped that this information and the proposed typology will provide the basis for educators, teachers and NLP practitioners to look at this learning disability in a new way — a way which teaches these students to develop their internal potentialities, as well as the ability to run their own brains. It is also hoped that a greater effort will be made to find other, more effective, intervention strategies for remediating and, yes, even "curing" Attention Deficit Disorders. The over-reliance on medication is not effecting a useful change but, in the long run, is only making matters worse. It is ancticipated that better intervention stratgies will be found to help these children and I believe it will come from the NLP community.

❐

Dr. Lloyd Flaro *is a psychologist in full-time private practice in Edmonton, Alberta, Canada. He has been working in the area of learning disabilities over the last twelve years. He has been trained in a variety of therapeutic treatment modalities and educational approaches. He is also an NLP Trainer. He is the author of the successful book* Mending Broken Children and is in the process of writing a second book, Mending Broken Spirits.

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NLP & ACCELERATED LEARNING
Part VI — TRANSDERIVATIONAL SEARCH

In the August issue of the RAPPORTER, we began to explore how we can directionalize the unconscious learning processes within our students through the use of "structions." Structions may be likened to hypnotic suggestions which trigger the appropriate neurological connections required to manifest certain physical behaviors, intellectual strategies or emotional responses. As NLP trainers, we want to utilize the structions that activate Learning 3 experiences within our students. As a quick reminder, Bateson's Logical Levels of Learning may be translated as follows:

Learning 0 — stimulus response conditioning, rote memory
Learning 1 — traditional learning, content based
Learning 2 — learning how to learn, patterns vs content, process based
Learning 3 — the process of processing, the process of patterning, learning how to "learn how to learn."

As we have discussed previously, the appropriate structions which facilitate Learning 3 experiences have a specific structure. As part of that structure, these structions must activate a unique kind of Transderivational Search (TDS) which directionalizes the unconscious mind to operate at very high logical levels. Thus, the learnings that are delivered into conscious awareness, as well as behaviourally integrated, are as generative as possible.

In order to appropriately deliver the structions which can facilitate Learning 3 experiences within our students, we want to be highly skilled with the Milton Model and our hypnotic language patterns. If you have been following this series so far, I am presupposing that you have been formally trained in NLP and are skilled at hypnotic language patterns and trance work. As a trainer, we can now utilize our hypnotic skills to maximize the quality of the learning process. To do this, we must more fully understand the nature and dynamics of Transderivational Search (TDS).

TDS AND LEARNING 3

TDS has been traditionally defined as the unconscious search for meaning. In the context of hypnosis and basic NLP, TDS is the unconscious process that allows us to make sense of any form of sensory stimulation. Once our senses have been stimulated through conversation, a touch or any other form, our unconscious mind starts searching for an appropriate deep structure. Once our unconscious mind has settled upon the most relevant deep structure, we have then found a workable context for the sensory stimulation. Thus, we have unconsciously "made sense" of the world. The process of TDS is how we understand each other's conversations (or at least get the feeling we do!).

As NLP trainers, we want to go farther than just the traditional definition of TDS. Obviously, if TDS is a key component in how we make sense of the world, then facilitating the TDS of the learner is a major function of our training design and delivery style. We want to be masters of facilitating the kinds of TDS that result in *learning*, not just making meaning. In order to do this, there are least five aspects of TDS to which we want to pay attention:

Quality (Logical Level)

The quality of the TDS is related to the logical level at which the TDS is occurring. This is directly related to Learning Levels 0, 1, 2 and 3. The TDS that occurs at Learning 1 is quite different from that of Learning 3. For example: if I were to ask a group "What are the Well Fomedness Conditions for Outcomes?" at the level of Learning 1, the quality of the TDS is about finding the answer(s). At Learning 3, the quality of the TDS is about the process of answering. The Learning 3 student might TDS on such unconscious questions as "How do I access information?" (and not just this immediate information, but *any* information I'e been exposed to); "How do I *not* access information?"; "How do I do both of these states?" The process of asking these kinds of unconscious questions is originating from a quality of TDS which can lead to learnings of a very high order. It is a kind of TDS that notices itself, learns from itself and is able to generalize these learnings *because* of itself. The ability to access a Learning 3 TDS that functions at such high logical levels can bring about ongoing learnings into both conscious awareness and behavioural integration.

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Direction

The direction of your TDS is important as it will determine where you end up mentally and emotionally. For instance, if I say "dog," your TDS might end up with "cat." But if I directionalize your TDS by first saying, "Think of the kind you would like," *then* saying "dog," you might respond with "German shephard." TDS can be directionalized and governed by the structions you deliver to the unconscious mind. The quality of your results with your students can be facilitated and enhanced through proper directionalization of their unconscious TDS.

Scope (Generalization)

The scope of your TDS has to do with how many contexts your TDS is encompassing. For instance, if you were to look at a leaf, you might TDS on its texture, its smell, its shape, its color and whatever else that specifically pertains to the leaf itself. Or your TDS might allow you to notice its shape and size, and you might be reminded of your shape and size, and how your shape and size is different in relation to your brother, which makes you think about the leaf having brothers and sisters, and whether or not the leaf's siblings are concerned about how they look, and your own concern about how you look is both useful and not useful at times, and how time is a funny thing when you compare it to how a tree must perceive time . . . .

In the first example, the TDS is mostly within a single context (several micro contexts), while in the second example, the TDS covers numerous contexts, such as the leaf and how it looks, how you look, how you compare yourself to others, the emotion of concern, usefulness and un-usefulness given context, the notion of time, the notion of perception, etc. The latter example is of a TDS with a wider scope than the previous example.

As a trainer, when you facilitate the scope of your students' TDS combined with proper direction and quality, you can engineer powerful learnings which generalize across multiple contexts. Gregory Bateson calls this "trans-contextualization." Through Learning 3, you can elegantly create experiences which generate learnings in all relevant areas of your students' lives.

As Richard Bandler often says, "Isn't there something right now that you're *not* thinking about?" While you don't need to be thinking about everything in the universe, you do want to make sure that your TDS encompasses the full scope of learnings you do want to learn. Because Learning 3 is based on *unconscious* processing, our learnings don't have to be limited to the conscious mind's 7-plus-or-minus-2. The scope of our TDS can be directionalized as wide as we are skilled to deliver the appropriate structions.

Depth

While the scope of TDS is about how many different contexts the TDS encompasses, depth of TDS is about the extent the TDS goes within any *single* context. For instance, in the previous section on scope, the first example of making meaning of the various components of the leaf itself is an example of depth of TDS. While we may argue that shape, color, texture, etc. are, in fact, different contexts, the definition of depth still holds. What you personally define as a single context is up to you. It seems that the ability to process both wide scope and great depth simultaneously is one of the characteristics of genius.

Levels

TDS can occur at several different levels simultaneously. By the word "levels" we meand an inter-relationship between logical levels, levels of awareness and levels of processing. This inter-relationship can be better explained through the concept of "multi-tracking." The unconscious can process information and "track" it. By tracking, we mean it can process information along a particular direction and context. These directions and contexts can be occurring simultaneously at different logical levels. Because these tracks are being processed at different logical levels, some tracks will be more likely to flow in and out of conscious awareness than others. The process of unconsciously tracking several "levels" simultaneously is called "multi-tracking."

Multi-tracking is a different process than the ability to hold several different things in conscious awareness at one time. Many people confuse the process of multi-tracking with the process of being able to remember or notice a lot of different things at once. Holding several things in conscious awareness is an end result of the functions of chunking and the organizing of your 7-plus-or-minus-2. Multi-tracking is the *unconscious* processing of several levels of information simultaneously. The results of multi-tracking may be delivered into conscious awareness simultaneously, sequentially or intermittently. Multi-tracking with simultaneous representation may be a key component in the structure of intuitive thinking.

While there are many more characteristics which we can define about TDS, these five are enough for us to begin to orchestrate Learning 3 experiences in our trainings. In the next issue of the RAPPORTER, we will explore the practical applications of how to design covert structions which optimize these five components of TDS.

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Marvin Oka *is the Director of MAXXUM International Training & Research based in Melbourne and Sydney, Australia, and is a Certified Master Trainer by the Society of NLP. He specializes in the field of Accelerated Learning as applied to business trainings and runs an NLP Network for Professionals throughout Australia. He can be contacted at 14/5 Selwyn Court, Toorak Victoria, Australia, 3142, phone 613-822-5884, FAX 613-822-6512.*

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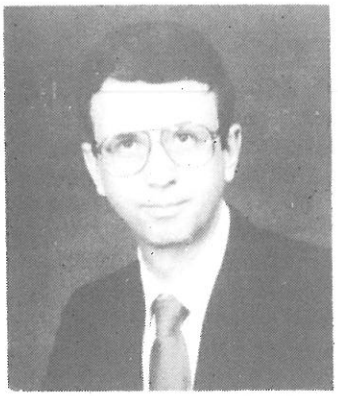
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LEADING? FOLLOW THE PACE

In my article in the August issue of the RAPPORTER, you began to learn how to pace, and since reading that article you have either practiced regularly or you have practiced occasionally or you have allowed your unconscious mind to begin to utilize these learnings in ways that will be best for you, and you may find that you are now ready to begin leading as well as you are already pacing.

Keep in mind that leading is built upon pacing, so you will need to master the basic building blocks of pacing before you will truly master leading. Since this is true and you may have some interest in hypnotic language patterns, you may want to become very skilled in their use, and might find it useful to reread my article from last issue to refresh that material.

Now, one of the interesting things about reading an article is that you can reread parts or all of the article, if you want, and you can read it as slowly as you would like, and you may have begun to read at just the right pace for you, as you think over what you have been reading, you can begin to notice how certain realizations may have begun to occur, and since one thing leads to another, your mastery over this material is increasing even before you are fully aware of how much mastery you already have.

But time is passing and you might already have begun to understand what is going on, so as you think of this at conscious and unconscious levels, you may have certain thoughts which when coupled with the learnings that you will have later on will make everything more clear consciously as well as further ingraining these skills at an unconscious level.

Perhaps you are wondering how this can be possible or if it will take place completely and totally or you might have just let your mind think of something else, so that you are in just the right state of mind to assimilate this in a way that will be very useful to you so that you can use these skills smoothly and effectively and most importantly, unconscious learnings are just what you have already begun to understand now. And then just let yourself, as if you really wanted to just let yourself slip into a special place where you can fully absorb just what is right because you would like to and since you are where you are and doing what you are doing, it is time you learn even more and beginning now you have now begun even more learning, already.

So what have you already learned? Quite a lot, if you would allow yourself to realize it. Since you have already experienced one of the basic pacing and leading patterns. This is a decreasing pace and increasing lead. Of course, at one point, since you were already reading, and because you wanted something, and since you were willing and ready to start, I could then, with your permission, just continue because it is something, as all of us know, and other things. So you might just relax and let the learnings enter in their own way as you just allow yourself to do something or just relax even more and absorb each of these realizations as you read each sentence, each word, each letter or more or less or less or more. As you begin to understand in certain ways so that realizations can begin now and continue forever, since you have already set in motion certain learnings and processes that will continue whether you practice them consciously or not, these skills, pacing and leading, have already begun to take hold. But I have done it again, and how much did you notice this time?

Now, or at least for the time being, I would like to point out the points of how to pace and then lead using the decreasing pace, increasing lead model. The object of this is to begin pacing and to do quite a bit of it, and then do some leading. The leading, of course, is quite scarce at the beginning because you will need to pace quite a lot in order to establish rapport and to obtain the unconscious mind's cooperation. Since you would like to have your leads be just as believable as your paces, of course you will utilize what you have already learned from my article in the previous issue of the RAPPORTER, so that you are better able to effectively create undeniable truths when you add in a lead.

After this is accomplished, you will begin to pace again, and since you now have rapport and have also begun to establish your credibility through pacing, you will pace less and begin to lead more. Your paces make your leads more believable and acceptable.

So you pace again, but less, and then you lead again, and this time more. And you continue to do this until you are just leading and then you only pace, so the person who is listening will remain relaxed and receptive and to allow that person's unconscious mind to realize that you are paying attention as well as talking.

Occasional pacing while you are leading gives you time to think of what you would like to say next as one thought flows into the next and the realizations begin in such a way that the learnings become ingrained since you will be pleasantly surprised at how naturally you will be using these skills in the future, and you may even be in a state of wonderment at how you were able to enhance learnings and doings and doings and learnings so easily just by reading this article so that the awarenesses that you can use best and best use can begin to manifest and always manifest for you all ways forever as you think. It is becoming, now.

So let us talk directly to your conscious mind which might want a direct explanation now. The paces are done in a somewhat systematic way. There might be four or five paces and then one or two leads, and then there might be three or four paces and then two or three leads, and then there might be one or two paces and then just leads except where a pace might enhance what is going on.

There are several things to keep in mind when you are pacing and leading. The first and foremost is that you are paying attention to what the client is doing, rather than what you are saying. It is very important to attend to the unconscious signals that your client is giving you and incorporate these signals into what you are doing by pacing the information because it lets that person's unconscious mind realize that, although you are doing the talking, you are also aware of the other-than-conscious communications from that person. Since you are listening with your eyes and watching with your ears, you do get in touch with what is being cooked up and can smell out when something needs to be acknowledged so the unconscious mind can delectably savor that it is being paid attention to.

Now the other thing about leading is that it has a lot in common with advice. And although advice is certainly one of the most popular ways to bring about personal change, as is evidenced by the fact that so many people use it, it certainly can also be said that it is one of the least effective. It is of great value to remember that Milton Erickson would often give suggestions to someone about something and if there was someone else who was watching what Dr. Erickson was doing and was listening to what he was saying, realizing that he was talking to the other person about something specific, that other person, the one who was listening and watching so that s/he might learn to do some of what he was doing right then, those changes began to occur outside of conscious awareness in such a way that later on that person, as well as the client, would notice changes, and altlhough the changes were often in completely different areas of each person's life, the changes were there in both places although they were aimed consciously at one and changed the other in addition.

You might begin to wonder what kind of leading would allow you to do this same kind of thing. And as you begin to think about it, you might begin to realize that the more direct and specific you would make what it is that you are saying, the more likely you are to fail at what was just described, and that the more that you were able to give direct indirect suggestions, the more likely someone might hear your words or even while thinking one way about them consciously, might also think about them another way unconsciously so that they could change even if they were just thinking that they were observing rather than being a client, although we are all a client as we talk and listen even to our own words, so speak well to yourself and to others and to yourself speak well.

Although direct indirect suggestions will be the subject of a future article, it might be useful to begin to realize that the less specific you are about what kind of outcome that you are going to produce and the more specific you are about producing an outcome, the more likely you are that the unconscious mind will begin to take the directions to heart and then generate something which may be just what had been in mind or even better and sometimes quite pleasantly surprisingly so.

When you pace and lead well, the person who is listening to you will have a tendency to follow your lead. Since you would like to be leading in a direction that is beneficial for you, you might also begin to realize how useful it is for you to do the same for the people who are listening to you. Since if you find ways to dovetail your outcomes with their outcomes, everything will come out in ways that are beneficial for all. And, after all, that is what you really wanted all along.

Since you have now come to the end of this article, you probably already understand some things that were mentioned, and you may be somewhat confused by some other things or by the way they were presented, and as you allow yourself to reflect, something will begin to happen in time. Now, I'm not sure how quickly you will begin to realize what that is, since you are reading in your own way and I cannot see you or hear you, and yet you may begin to become more certain that something quite useful is taking place and that the benefits will continue to increase over time. Since you may have decided to practice regularly or just to trust your unconscious mind to organize these learnings in a way that is just right for you, you might allow yourself for an instant to understand that even tonight while you are sleeping, learnings are continuing, and since you are always learning every moment whether you have realized that or not, your skill level has continued to increase because you have set in motion a process that will allow you to improve, so that in a month you will be pleasantly surprised at how much you have changed, and in six months you will be amazed at how much better you communicate and you might even wonder in a year or so at how you were ever able to get your point across before you learned these skills. And since time is passing, and you are willing to learn even more, enjoy yourself and speak as well to yourself as you do to others, and speak as well to others as you do to yourself. And I look forward to your reading my next article as much as I enjoyed your reading this one. Thank you.

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Rene Pfalzgraf *is the Founder of NLP Arizona, Ltd. and has been certified as a Trainer by the Society of NLP. He has a bachelors degree in Psychology, a masters degree in Business and is presently working on a doctorate. He has been providing NLP trainings in Arizona for the past three years, including introductory seminars, practitioner trainings, master practitioner trainings and business training. He also has been involved with developing many new personal-change techniques, including Belief Lines and Values Lines and is co-developer of Lifeline Therapy™ He is presently working on several books relating NLP to business and to personal change. He may be contacted by writing NLP Arizona, Ltd., P.O. Box 2800-291, Carefree, AZ 85377 or by calling 602-252-4840.*

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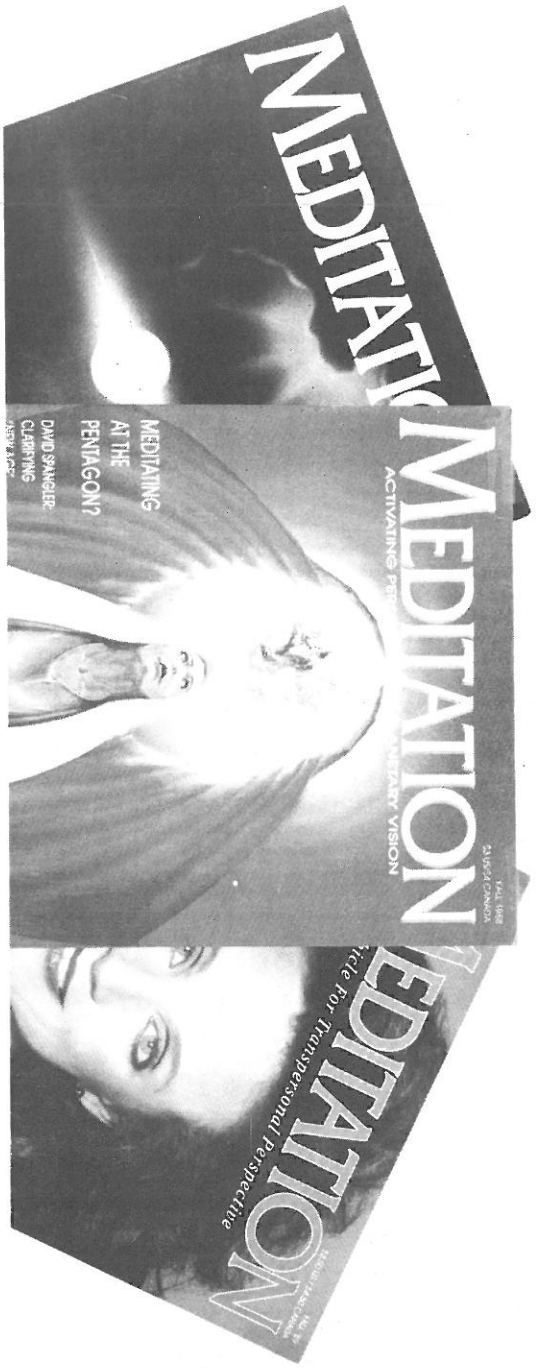
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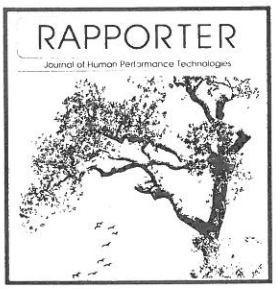


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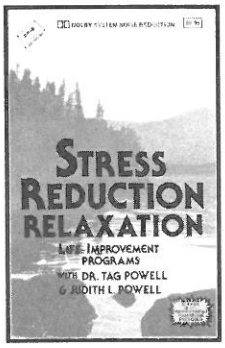
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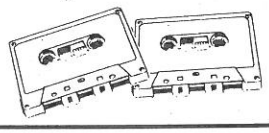
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WORLD HEALING MEDITATION

In the beginning
In the beginning *God*.
In the beginning God created the heaven and the earth.
And God said Let there be light: and there was light.

Now is the time of the *new* beginning.
I am a co-creator with God, and it is a new Heaven
that comes,
as the Good Will of God is expressed on Earth through me.
It is the Kingdom of Light, Love, Peace and Understanding.
And I am doing my part to reveal its Reality.

I begin with me.
I am a living Soul and the Spirit of God dwells in me, as me.
I and the Father are one, and all that the Father has is mine.
In Truth, I am the Christ of God.

What is true of me is true of everyone,
for God is all and all is God.
I see only the Spirit of God in every Soul.
And to every man, woman and child on Earth I say:
I love you, for you are me. You are my Holy Self.

I now open my heart,
and let the pure essence of Unconditional Love pour out.
I see it as a Golden Light radiating from the center of
my being,
and I feel its Divine Vibration in and through me, above
and below me.

I am one with the Light.
I am filled with the Light.
I am illumined by the Light.
I am the Light of the world.

With purpose of mind, I send forth the Light.
I let the radiance go before me to join the other Lights.
I know this is happening all over the world at this moment.
I see the merging Lights.
There is now one Light. We are the Light of the world.

The one Light of Love, Peace and Understanding is moving.
It flows across the face of the Earth,
touching and illuminating every soul in the shadow of
the illusion.
And where there was darkness, there is now the Light
of Reality.

And the Radiance grows, permeating, saturating every
form of life.
There is only the vibration of one Perfect Life now.
All the kingdoms of the Earth respond,
and the Planet is alive with Light and Love.

There is total Oneness,
and in this Oneness we speak the Word.
Let the sense of separation be dissolved.
Let mankind be returned to Godkind.

Let peace come forth in every mind.
Let Love flow forth from every heart.
Let forgiveness reign in every soul.
Let understanding be the common bond.

And now from the Light of the world,
the One Presence and Power of the Universe responds.
The Activity of God is healing and harmonizing
Planet Earth.
Omnipotence is made manifest.

I am seeing the salvation of the planet before my very eyes,
as all false beliefs and error patterns are dissolved.
The sense of separation is no more; the healing has
taken place,
and the world is restored to sanity.

This is the beginning of Peace on Earth and Good Will
toward all,
as Love flows forth from every heart,
forgiveness reigns in every soul,
and all hearts and minds are one in perfect understanding.

It is done. And it is so.

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