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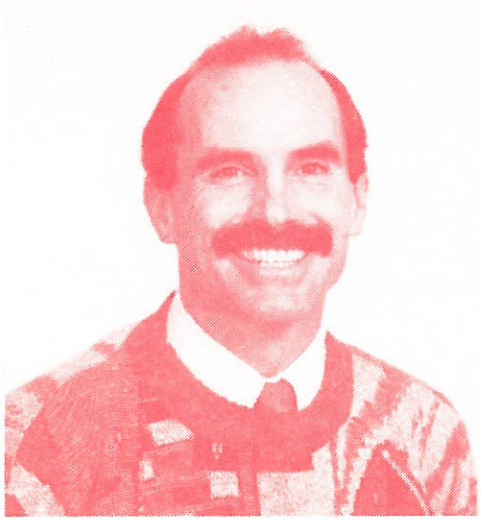
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- *To be instrumental in the reinstitution of personal freedom*
  by offering tools whose use empowers anyone to become a master of their own destiny
- *To stimulate and expand minds*
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- *To be a bridge of rapport connecting the many different approaches to the pursuance of success, abundance, peace and joy.*

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Peace, RAPPORTER

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DECEMBER 1990 #38

This 'N That! 2
WHATEVER HAPPENED TO . . . ? & OTHER STUFF
By Pamela Lieberman

NLP in Education 3
LEARNING, LEARNING DISABILITIES AND EDUCATIONAL CHANGE
By Dr. Lloyd Flaro

Hypnosis 6
MILTON MODEL, METAMODEL AT ITS BEST
By Rene Pfalzgraf

Behavioral Modeling 9
ACCESSING CUES
By Wyatt Woodsmall, PhD

International NLP 14
NLP & ACCELERATED LEARNING
Part VII — Applications of TDS
By Marvin Oka

Special Feature 16
PRESUPPOSITIONS OF NLP
Part IV — Indirect Rapport
By Rene Pfalzgraf

Reviews 18
BELIEFS: PATHWAYS TO HEALTH AND WELL-BEING
by Robert Dilts
Reviewed by Nancy Beplat

NLP & Law 19
THE OPENING STATEMENT
Part I — Reframing in the Courtroom
By Gordon Gamm, JD

World Healing Meditation . . . . . **Inside Back Cover**

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THIS 'N THAT!



PAMELA LIEBERMAN
Editor

WHATEVER HAPPENED TO . . . ?

To answer some of your "whatever happened to . . .?" phone calls and letters, here's the scoop: **Wyatt's "Beyond Self Awareness"** column will be returning some time in the future — he'd been working on new material for the column, book and audiotapes, which was "interrupted" when he took on several new modeling projects. I'd love to tell you all about them — they certainly sound exciting! — and news of these particular projects will be coming your way from Wyatt in the (distant) future.

Kenrick Cleveland's "NLP in Business" column is also "on hiatus" as he wraps up some corporate trainings he's been conducting — he's promised to be back soon with fresh, new material. Also, watch for news of Claudy Cleveland's (Kenrick's wife) very special trainings "for women only."

Tad James has promised me something on the Huna material.

Tag and Judi Powell have been tremendously busy keeping up with the success of their International Publishers Alliance and plan to resume their **"Basic NLP"** column as time permits. (They don't spend much time in one spot — much less in one country!)

As soon as **Eric Robbie**'s manuscript arrives (I'm still waiting, Eric!), we'll all be treated to a "sneak preview" of his newest *stuff*.

Help Wanted!

Nancy Beplat (soon to be *Doctor* Beplat) has requested we find a replacement for her. Sorry, Nancy, it can't be done — you're too special! Where will we ever find someone with your multitude of talents and abilities to take your place as reviewer for the RAPPORTER? Nancy is, among other things, a Certified NLP Trainer, partner in a succesful business, musician, artist, teacher — in other words, an intelligent and creative being! Not only has she read just about every book printed covering NLP, she's extemely well-read in related areas, as well. And — for the icing on the cake — a gifted reviewer and author — who *never once!* —missed a deadline (heck, she's never even needed a reminder that her column was due — it just showed up, magically, on the "appointed day" in the mail) — in other words, an editor's dream-come-true! If you'd like to try your hand at reviewing, I'd appreciate getting a phone call or, better yet, a sample of your work. Thanks!!

Stuff that doesn't fit easily into a category

Are you having trouble getting a copy of Dr. Flaro's book, *Mending Broken Children*? If so, please let him or us know what problems you've been having and he'll (we'll) do our best to help you.

Marvin Oka has moved to new (bigger and better!) offices, so check out his new address, phone and FAX numbers at the end of his column.

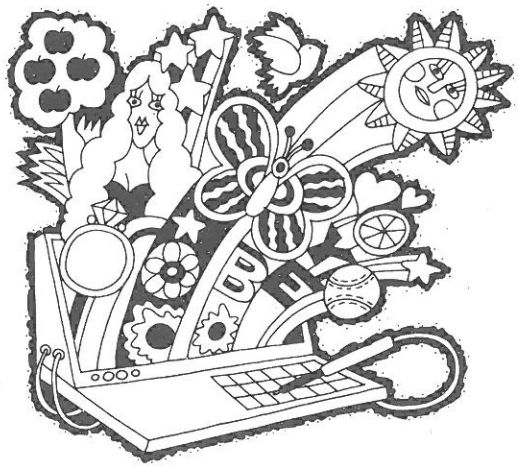
Rene Pfalzgraf is nearing completion of his book on hypnosis and we'll let you know as soon as pre-publication copies are available.

Anne Entus has put together a really exciting program that will take place next August (10-31, 1991) — she's combined her highly successful and transformative intercultural Bali experience with her NLP Practitioner and Master Practitioner Certification Trainings — and the cost, for three weeks in Bali, air transportation, room and board, *and the training* is about the same as most other two-week, non-residential trainings in the States. If you haven't yet contacted Metaformation for their new "catalog," you're in for a real treat when you do get it — very informative, extremely well written (by Sherry Entus) and graphically beautiful.

Coalition for Global Self-Empowerment

Some time ago, I was contacted by a group of NLPers in Poland who asked our help in setting up an NLP Training Center in the Eastern Bloc — their request for assistance came at the same time a similar request was made by NLPers in South Africa. During a telephone brainstorming session with Debi Pike, the idea of a "coalition" or network of concerned-with-the-state-of-the-planet NLPers evolved and I got on the telephone to ask for volunteers to work on these special projects. What incredible results! **David Balding**, owner of **Metamorphous Press, Inc.**, offered to donate books and tapes; **Laura Grinder** offered to ship materials wherever needed *and* pick up the cost of shipping; **Eric Robbie** offered to donate "whatever he could do" to help. I've found that what I need, in order to keep this "coalition" alive, is more volunteers — to write letters, answer phone calls, etc. I'll let you know what we're doing as it gets done!

— *Peace,* Pam



NLP IN EDUCATION

LEARNING, LEARNING DISABILITIES AND EDUCATIONAL CHANGE

By Lloyd Flaro

In the educational system, a substantial number of students are diagnosed as having some sort of learning disability (LD). Indeed, it is estimated that within any school district there is a strong possibility that 3 to 30 percent of the student population could be labeled as learning disabled — a sad commentary on the state of our educational institution. Such students are often subjected to a wide range of cognitive, achievement and educational tests to determine their level of academic competence in several subject areas: reading, writing, math and spelling. The results are used to identify the degree and severity of the learning deficits so that appropriate educational placement can be provided for the students in question.

Generally, several criteria are employed to identify and to diagnose a learning disability. First, the individual must have an average or better level of intelligence as measured by a standard IQ test. Secondly, there must be a significant discrepancy between the student's intellectual potential and achievement level. Usually this is manifested in a specific subject area as the student performing in the tenth to the second percentile level. A third possibility is that the student performs two grade levels below current educational placement. Lastly, there is no evidence to indicate that the identified learning disability is the result of physical, organic or perceptual impairments. More often than not, each school district develops their own set of in-house criteria. To make matters worse, few researchers can agree on an appropriate definition of what a learning disability is and how to "cure" it. In the field of learning disabilities, there have been some admirable attempts at developing a conceptual definition of LD, but there has been virtually no progress in coming up with an effective operational definition of this elusive entity.

Educational Placement: A Panacea or A Holding Pad?

While special classrooms and remedial programs are developed for the LD student, more often than not, the effectiveness of the programs is remarkably poor. This makes sense if one considers the fact that most remedial programs are attempts to correct the learning problem at the content (knowledge) level rather than at the process (strategy) level.

At the content level, you take the information to be learned, chunk it down into smaller knowledge units and feed it back to the student piece by piece. By breaking the curriculum content down into smaller pieces, remedial specialists assume that the students will learn more effectively because they will be able to handle the material in a way that fits their abilities to deal with the prescribed information. This fallacious assumption predisposes the student to learn how not to learn. What remedial teachers have to realize is that, unless you change the student's internal cognitive strategy, the information to be learned will be processed through the same strategy that causes the problem in the first place. In other words, unless they change the LD's internal processing strategies, there will be no noticeable effect on the student's ability to learn — to develop LEARNING COMPETENCE.

Learning Competence

Learning competence is the ability of an individual to know *how* to learn and to gain conscious control over the processes involved in the activity of learning. In short, it's the ability to run your own brain and to know that you are doing so. In the psychological literature, this is often referred to as metacognition — being aware of the internal processes responsible for effective learning. It's the ability to know how you think, cognize and cogitate and to be consciously aware of the underlying mental operations involved in the act of learning. When many learning disabled students are taught how to become cognizant of their internal cognitive systems and inner mental strategies that they employ when solving problems, thinking or imagining, their learning abilities and capacities increase substantially over time. A number of research studies attest to the effectiveness of metacognitive awareness as a type of intervention per se. In addition, it creates a psychological shift in the student's locus of control: external to internal. This internal reorientation puts the student back into the driver's seat where s/he naturally belongs.

The End-Gaining Syndrome

Once labeled, learning disabled students are placed in special educational and remedial settings where they may spend the rest of their lives. The intention behind such special programs is to remediate the specific learning dysfunction and then put the student back into the regular stream. This

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does not happen very often, usually because of the end-gaining syndrome: the programs focus so intently on the results or goals that the means to obtain the ends are frequently overlooked and often just ignored. This obsession with getting content results is often compounded by a "more of the same approach": if what you are doing/trying isn't working, then do it more often or more forcefully until the student learns the material or gets frustrated and gives up.

To make matters worse, a number of theories have been proposed to explain the development and the emergence of learning disabilities. Most prominent among them is the NEUROLOGICAL THEORY of learning disabilities. This theory postulates that learning disabilities are the result of underlying structural defects in the brain's machinery. Often, teachers engage in premature extrapolation and assume that, since the student has been labeled LD, there must be underlying neurological damage and, therefore, the student is incapable of learning. Consequently, to appease the demands of the educational system, programs are set up to offer less tasking and chunked-down versions of the regular curricular content. Teachers and educators have to understand that the neurological theory was developed from observing pathological cases of brain damage and extrapolating from these neuroscientific investigations. What most individuals seem to forget is that there is really no hard evidence to support the underlying theory of neurological dysfunction. In his controversial book, *The Learning Mystique,* Gerald Coles (1989) categorically states that there is no evidence to postulate underlying neurological deficits for the emergence of learning disabilities. While researchers and theorists are upset with his findings, it seems to me that this position forces the educational system to treat learning disabilities as processing differences or differential mental styles of handling and coding incoming information. This perspective forces us all to look at learning disabilities in a new way and to develop remedial approaches designed to fit the processing strategies of the student. From this position, we may need to take Milton Erickson's statement literally: invent a new theory and approach for each individual student!

While the whole field of learning disabilities is in its embryonic stage of devlopment and present theoretical models are basically directions to nowhere, the educationally trained NLP educator needs to delineate the underlying mechanisms and cognitive processes responsible for the occurrence of learning disabilities. Given the technology of NLP, this goal should be forthcoming and is now in many school systems. This also means that neurolinguistic programming will need to incorporate other psychological models into its present repertory and use only those things that work and that produce results. Remember, the educational system is results-oriented and any positive outcomes you can produce will eventually impact the school system.

After working with a large number of LD students, I often wonder if we are not barking up the wrong tree. We spend an inordinate amount of time diagnosing who is learning disabled, but perhaps we should be wondering who isn't learning disabled? It seems to me that everyone has a learning disability in some area or another; however, many learning disabilities do not show themselves in the educational context because they are not incompatible with the educational demands of the classroom. These may never be detected unless an individual is put into a situation that behaviorally, mentally or psychomotorically demonstrates the deficits. Underlying all of this is the presupposition that we know what learning is, how it occurs and how to qualitatively measure it.

Learning: What Is It? How Do We Know It Is Happening?

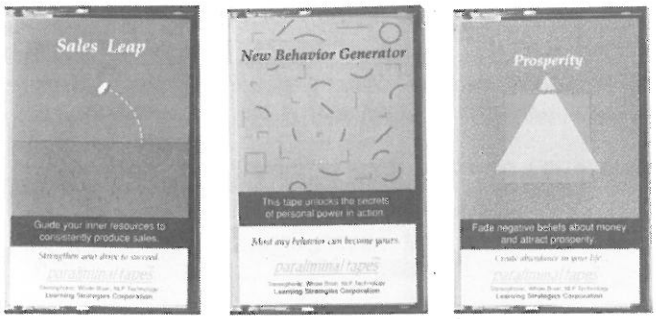
Typically, learning is defined as a change in behavior that occurs over time. Gagne (1975) defined learning in the following way in his book, *Essentials of Learning for Instruction:*

> *It is a process which enables these organisms to modify their behavior fairly rapidly in a more or less permanent way so that the same modification does not have to occur again and again in each new situation. An external observer can recognize that learning has happened when he notes the occurrence of behavioral change and also the persistence of this change. Inferred from such observations is a new "persisting state" achieved by the learner.*

This is all well and good, but it tells me nothing about the cognitive processes or mental systems going on inside the student's head which create the behavioral changes in the first place. In fact, the above definition is paradoxical given Gagne's statement that "If the aim of instruction is to promote learning, the teacher must have some idea of what learning is and how it occurs. In order to plan events external to the learner, one must gain a conception of what is going on inside the learner's head!" It seems to me that learning is a logical byproduct of what happens inside an individual's brain and that, just because there is a behavioral change (usually in the form of test results), does not guarantee learning per se. Indeed, it seems to me that there are basically five types of learning that human beings can engage in throughout their developmental stages: Training, Taming, Teaching, Transforming and Transcedent.

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Flaro's Learning Types

Training occurs when the teacher conditions the student to give a response to a particular stimulus when the teacher is there. Whenever the teacher is not there, one does not see the response demonstrated. In fact, many substitute teachers will attest to this fact. This type of learning actually represents no learning — it is strictly stimulus-response psychology or behavioral conditioning. This does not represent true learning, only the development of a response-generating machine.

Taming occurs when the student is taught to give the response whether or not the teacher is present. Now, instead of being a robot, the student is taught to have more versatility and respond to similar stimuli. This form of stimulus generalization does not represent true learning either, since it requires responding without thinking, often observed by students generating the responses in inappropriate contexts.

Teaching occurs when the student actually begins to teach others what s/he has learned or what knowledge has been acquired in the classroom. This process involves the student with the opportunity to obtain feedback from the external environment so that s/he can evaluate the usefulness, applicability or validity of the information. This may lead to adjustments in the student's cognitive structures or criteria for knowing that s/he has learned the material. If you watch children in this phase, you will note that they play with the material or the information and present and deliver it in a variety of ways until they decide that they know it. Once this occurs, they go on to something else. This is the basis for true learning to blossom and to develop over time.

The **Transforming** learning type is equivalent to Piaget's formal operation phase in the area of cognitive development. At this point, the student begins to think abstractly and to generate multiple hypothoses. Children who reach this level of cognitive development are learning how to learn — they are beginning to come to terms with their own brains. They are learning to become independent learners, to actively seek out things to learn about, how to obtain more information and how to engage in Socractic and dialectic reasoning. In addition, at this phase, they could be compared to scientists and their scientific methodology.

In the last type of learning, **Transcedent**, students are finding problems to solve, they are becoming more philosophical, learning to view things from many perspectives and to decide for themselves what position they will take on a particular issue or problem. They are the independent learners who decide what they are going to learn and how they will learn it. They think at higher logical levels learning to synthesize parts into larger wholes.

The above learning types are categories developed by myself over the years of working with learning disabled students. It is an attempt to reach teachers by showing them that often they only reach the second level with children and often do not teach them how to become generative learners. It is also an attempt to make teachers understand that they need to know how their students learn so that they can match their teaching styles and instructional methodologies to the learning level of their children.

At the same time, the learning types can be combined with the sorting mechanisms of metaprograms so that the teacher can begin to become aware of preferential modes of inputting and cognizing information. The last two learning types are basically concerned with ideas and information, the former with concrete abstract information and the latter with abstract-abstract information (think of pure physics). This will be expanded on in future articles.

NLP and Education

Neurolinguistic programming, with its emphasis on sensory-specific coding, behavioral indexing of cognitive processes and submodality distinctions, can provide the basis for teaching educators how to know what is going on inside a learner's head. The NLP model offers educators the means for understanding how learning and thinking occur so that the ends can be reached realistically and efficiently. It has to be more expansive and, at the same time, more inclusive of other theories and psychologies. This will give it more credibility in the eyes of the educational establishment and, until this point is reached, we will not achieve the impact we so desire. In the field of learning disabilities, we can change children's lives, increase their self-esteem and watch the lights go on as they learn how to run their own brains. Oh, what a feeling!

❐

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 one called* Mending Broken Spirits. *He can be reached at 403-452-4660 or 403-459-2515.*

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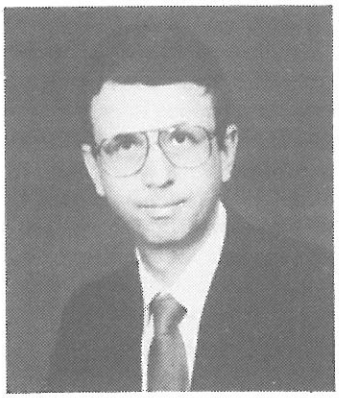
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RENE PFALZGRAF
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MILTON MODEL, METAMODEL AT ITS BEST

In my two previous articles, you began to learn about pacing and leading, and one of the interesting things that happens to people as they read something that is written, is that they begin to believe it. And one of the interesting fallacious concepts that was begun long ago in the early days of NLP, perhaps even by the people who some people think were responsible for what we now have, and of course as you may have begun to realize that without Milton where would they, those people who some think started all of this, have been or be today? And as questions start people thinking and some things lead to another, you might have begun to ask yourself a question of how is it possible to have an inverse Metamodel? After all, some supposedly knowledgeable people have erroneously looked at Milton Model as something that wasn't exactly Metamodel. But how could that be? And, of course, the correct answer, as you begin to realize it, is that it cannot be because as long as you are talking you are using Metamodel.

So, of course, since Metamodel is a delineation of particular semantic structures which everyone must use in order to speak, it becomes more clear even as you sit there reading this article, that everything Milton Erickson said was one or aother of the Metamodel patterns and nothing more and nothing less.

For a moment, begin to think of what it would be like if it were possible (which it isn't) to have inverse Metamodel patterns. Would it be like mathematics, where you would divide the whole into one so that you would come out with some decimal equivalent or would it be the upside down of what you already have? Well, if you write the sentences that Milton said and you divide them into one, you will end up with nothing at all that is readable or sayable. Or you will end up with just what you started with, because you were smart enough to realize that mathematics and English are not the same thing.

But what about if you were to reflect it in a mirror? I understand that Leonardo da Vinci did that so people would not be able to read what he had written. Have you ever wondered what would happen to words if you reflected them in a mirror? Do you think that they would be reflected back as the inverse of what they were originally? Well, one way to find out is to stand in front of a mirror and say something to yourself and notice whether you hear what you said or if it comes back the mirror image and quite reverse, perhaps inversed to you.

Now you might be wondering just what the point is or you may think that I am just poking fun or you may be waiting until I make explicit what I am really going to be teaching, and if you are doing any of those, that is just fine because they all will increase learnings in ways that you will more fully appreciate as time goes on since you have not yet fully realized everything, and yet the rest of you who have not yet made a decision to be in one of the other groups or have made a decision to not be in one of those groups, I would like to ask if you have yet realized that your course of action will result in very complete and useful learnings which you may begin to apply almost immediately.

See, one of the important things for you to get in touch with is how people would lead you to think of things by the way that they show you things by placing you in certain positions so that the concepts will resonate in certain ways. When this happens, the result is that you nod and say yes before you begin to think even a little. And that is how the concept of inverse Metamodel began.

There are Metamodel patterns — which are the ways people say things. There are Metamodel challenges — which are the ways that you recover the missing information from the speaker's world so that, as the listener, you can more fully comprehend what is being said. But somewhere some people thought that Metamodel was being specific, and nothing could be further from the truth.

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Now, for those people who are familiar with Milton Erickson's work, you are aware of the fact that when Milton Erickson spoke, ambiguity abounded. And ambiguity is ambiguity, not inverse Metamodel, because he still had only so many ways to structure what was to be said. And as he skillfully used those patterns in specific ways, the listener was allowed or forced or encouraged to begin to fill in the gaps and holes, without the luxury of asking pointed questions.

In fact, if those questions had been pointed at Dr. Erickson, they would have shot holes in what he was weaving so well. But, if you had inverse Metamodel, you would have to have different questions, because we have already discovered that you can't reflect the question off a mirror and make it inverse, and you can't divide it into one and make it inverse. In fact, the questions are just the questions and you can only use Metamodel questions on Metamodel patterns, so Dr. Erickson must have been using Metamodel patterns after all along.

So what does that mean to you? Basically, the more you master the ability to generate Metamodel patterns, the easier you will be able to do what Milton Erickson did.

All Dr. Erickson did was to use language in a way which was artfully vague or sometimes, just vague. He always used Metamodel patterns. In fact, if he were alive today and able to speak, he would still be using Metamodel patterns. And, unless he wasn't speaking at all, he couldn't not use Metamodel patterns when he spoke, and neither can you.

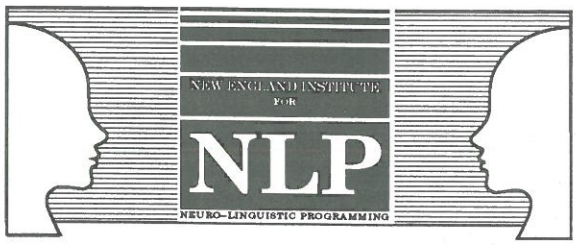
Now, the misconception began because some people misunderstood the difference between the Metamodel patterns and the purpose of the Metamodel challenges. The challenges were designed to recover specific information and to make things explicit and concrete. The way that Milton Erickson used language was designed to make things fuzzy, to blur the perspective in ways that would allow the person who was listening to begin to draw back the curtains in order to see things from a new perspective. To do this, Dr. Erickson had to use Metamodel patterns.

It is interesting that when NLP trainers demonstrate Milton Model, they only speak Metamodel patterns. In fact, although there is a great deal of what some people might construe as Miltonesque phraseology in this article and in other articles I have written, as is evidenced by the concluding paragraph of my most recent NLP article on rapport skills (if not by what you are presently reading), yet, everything I have written or will ever write will still and only be Metamodel patterns.

So the real question isn't how to reflect Metamodel patterns off a mirror or how to carry that mirror with you in a convenient way so as to be ready at any moment when Milton Model would be useful, but rather is how to use Metamodel in the same way that Milton did?

For those of you who have persevered, it is time to give you the pearl that you are seeking. For today, we will take a look at one of the Metamodel patterns. This pattern is very important and it will utilize what you have learned in my two previous articles on hypnosis. This pattern is "Cause and Effect."

This is one of the most powerful, since it utilizes pacing and leading. In fact, as you master this pattern, the result will be that you will find that your clients will change even more completely than ever before. As we continue, your learnings will deepen and you will begin to appreciate how something so simple can be so powerful because you will begin to see things in a way which will allow you to have new insights. So if you are ready, we can then begin to enhance your knowledge at all levels.



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Now to explicate what has been implicit all along. What is a Cause and Effect pattern? It is

SOMETHING "causes" **Something else** .... or

SOMETHING "results in" **Something else** .... or

SOMETHING "makes" **Something else** .... or

SOMETHING "etc." **Something else** .... or

Something else happened "because of" SOMETHING.

The SOMETHINGS are your paces. The **Something else's** are your leads. If you want to make your changework more effective, you will want to connect specific SOMETHINGS to specific artfully vague **Something else's** so that the **Something else's** have to take place because they are linked to specific SOMETHINGS which are definite and verifiable.

Once you have set a particular change in motion, it will be reinforced when you begin to have every other SOMETHING linked in such a way as to constitute cause and impetus for the change or demonstrate proof that the change is either going on or has already gone on and is complete.

As you look at what Milton did, you will begin to realize that he often linked trivial things with change and that, by so doing, he reinforced what was taking place.

It is interesting that houses are built a piece at a time, and that if someone tries to have the whole house just there, they have to have the house built a piece at a time somewhere and then apparently appear somewhere else all at once, so that it appears all at once a piece at a time. So allow yourself to slowly come along quickly, as you will find this is an excellent strategy for learning everything, and was probably one that the great Dr. Milton Erickson, the person without whom NLP would be like any other three letters of the alphabet, did use.

So use it also, because you have a head start that Milton didn't have, and find out how you also can begin to cultivate the curiosity that Milton had, and the result will be that your learnings from doing will greatly outdistance your learnings from reading, and your learnings from readings will be seen through the eyes of experience and understood through the thoughts of objective verification. So as you wonder, you will deepen your realizations and, as you begin to notice something, you will have already begun a process which will result in ever-expanding realizations and skills. So you might just allow yourself to enjoy the unfoldment which will make the learning that much easier to use in every context, and you might reflect on how this article was doing what you learned later earlier, and as you do, your unconscious has already set about applying these learnings if you are willing to have them. And so practice either consciously or unconsciously so that you may better utilize the learnings that you will be gaining in my next article. Continue to build your foundation well. ❐

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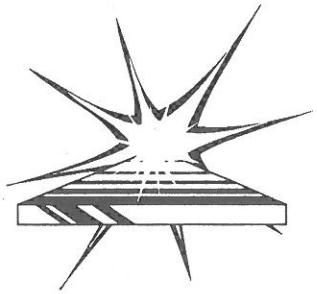
Rene Pfalzgraf *is the Founder of NLP Arizona, Ltd. and has been certified as a Trainer by the Society of NLP. He has a bachelors degree in Psychology, a masters degree in Business and is presently working on a doctorate. He has been providing NLP trainings in Arizona for the past three years, including 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.*

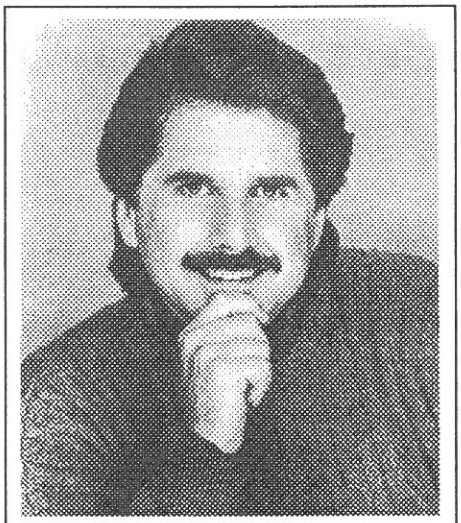
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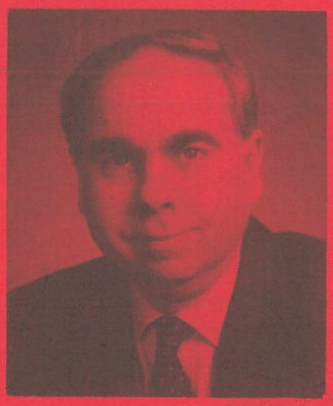
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ACCESSING CUES

Neurolinguistic programming is a powerful model for modifying human behavior. The basic building blocks of the NLP model are representational systems. They are the processes by which human beings perceive, represent and operate on the world. All human experience (both external and internal) may be decomposed to these basic primitives. The basic representational systems are visual, auditory, kinesthetic, olfactory and gustatory. These correspond to the senses of sight, hearing, touch, smell and taste. A fundamental presupposition of NLP is that all individual skills are a function of the development and sequencing of representational systems. These combinations and orders are called strategies.

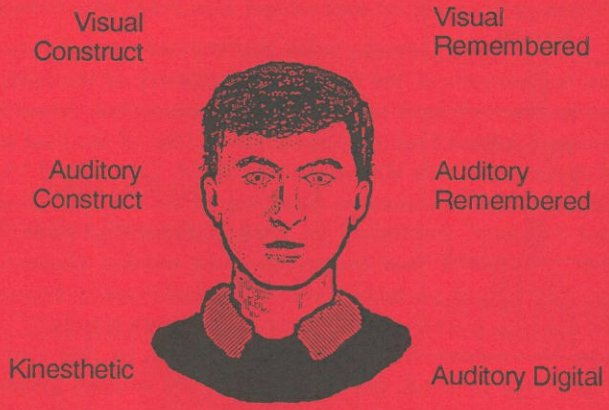
The fact that human experience is the result of the internal or external perception of sense data is a useful insight. For this insight to have utility, however, it is necessary to be able to determine which representational system a person is accessing at any given moment in time. Part of the power and utility of NLP comes from the techniques it uses to perform this task. There are certain indicators as to when a person is internally or externally experiencing in a particular sense modality. They are called accessing cues, because they are the cues that tell us when a person is accessing in a given modality.

The eye-scanning patterns are one of the things that is frequently most surprising and intriguing to people when they are first exposed to NLP. Everyone realizes that other people move their eyes continuously. What is news is that these movements follow a systematic pattern and that these movements correlate to what the person is experiencing. Many people have noticed that students, when asked a question, often look up at the ceiling, but they have passed this off as arbitrary and random behavior. Other people may have wondered at the origin of certain expressions in our language such as "that's down right obvious," but they have merely assumed that these are just idiomatic expressions. The news is that these behaviors and expressions are not just random or arbitrary, but they follow a systematic pattern.

How was this pattern "discovered" by the founders of NLP? I once asked Richard Bandler this question. He told me that in the early days, when he and John were teaching, they would ask certain questions of a class and they noticed that many of the students would look in the same direction before answering the question. Richard and John noticed this behavior and then began to look for the pattern in it. This led to the "discovery" of eye-scanning patterns. They had already observed that, in talking, people used certain sensory predicates to describe their experiences. They discovered that the internal and external processes that people experienced were correlated with both eye movements and predicates.

What Richard and John "discovered" was that most right-handed people follow the following pattern of eye movements.

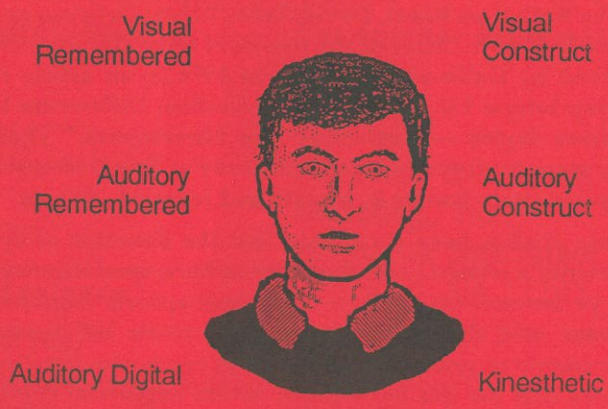
NORMALLY WIRED RIGHT-HANDED PERSON
(Standard NLP Model)



A central focus indicates visualization.

They also "discovered" that most left-handed people follow the following reversed pattern of eye movements.

REVERSE-WIRED LEFT-HANDED PERSON
(Standard NLP Model)



A central focus indicates visualization.

They even discovered a few people who did not fit either pattern. They discovered, however, that these people were systematic in following another pattern and that they were consistent in their particular pattern. This all seems very straight forward. Every NLP practitioner has verified this model for themselves thousands of times. But is the matter really so simple and straight forward? It turns out that not everyone thinks so. To understand the possible complications, it is necessary to study the subject further.

In *The Structure of Magic I and II*, published in 1975 and 1976, Grinder and Bandler describe representational systems, predicates and other accessing cues, but they make no mention of eye-scanning patterns. Eye-scanning patterns are first mentioned in *Frogs Into Princes*, published in 1979. It is evident that Grinder and Bandler "discovered" eye-scanning patterns some time between when they wrote *The Structure of Magic* and when they delivered the workshops that were transcribed and edited into *Frogs Into Princes*.

Bandler and Grinder were not the only people studying eye movements at the time. The discovery of the split brain led to research into what each half controlled. Some of this research focused on eye movements. One of the first studies of eye movements was an article by M. Day called "An Eye Movement Phenomenon Relating to Attention, Thoughts, and Anxiety" published in 1964 in *Perceptual Motor Skills*. Day concluded that individuals do exhibit characteristic eye-movement patterns from the age of three in response to differential questioning. J. Duke, in an article titled "Lateral Eye Movement Behavior," published in the *Journal of Psychology* in 1968, found that subjects exhibit greater eye movements in response to reflective questions than to factual questions. These studies were followed by further research published in two articles in 1972. These are K. Kocel's article "Lateral Eye Movements and Cognitive Mode" in *Psychon Sci* and M. Kinsbourne's article "Eye and Head Turning Indicates Cerebral Lateralization" in *Science*. Kinsbourne replicated Duke's study by presenting subjects with verbal, numerical and spatial questions. He found that in right-handed subjects there was consistently more right eye movement in response to verbal questions and more left eye movement in response to spatial questions.

Further studies on representational systems and eye-scanning patterns were conducted at the Langley Porter Neuropsychiatric Institute in San Francisco in the early 1970s by Katherine Kocel, David Galin, Robert Ornstein and Edward L. Merrin. Some of the results of these studies were published by Galin and Ornstein in 1974 in an article in *Neuropsychologia Vol. 12* entitled "Individual Differences in Cognitive Styles — Reflective Eye Movements." Their results were confirmed in a similar study at Yale University by psychologists Bonnie B. Meskin and Jerome L. Singer.

These studies have concluded that the direction of eye movements is related to cerebral hemispheric specialization. Left eye movements activate right hemispheric cognitive processes, and right eye movements activate left hemispheric cognitive processes. Research on brain lateralization indicates that the left hemisphere favors sequential cognitive processes and specializes in verbal-linguistic skills while the right hemisphere favors simultaneous cognitive processes and specializes in visual-spatial skills. Actually, each eye provides data to both hemispheres. What happens is that the left visual field of each eye is combined in the optic chiasm and processed in the right visual cortex, and the right visual field of each eye is combined in the optic chiasm for processing in the left visual cortex. This is consistent with the fact that, in terms of motor control, the left hemisphere controls the right side of the body and the right hemisphere controls the left side of the body.

When this is related to the NLP model, the conclusion emerges that when a person accesses visual and auditory remembered and auditory digital they are engaging the right hemisphere which processes information simultaneously and parallel and which specializes in images, patterns and wholes. This hemisphere is nonrational (emotive), intuitive and metaphorical and reacts most strongly to visual or tactile inputs. When a person accesses visual and auditory construct and kinesthetic they are engaging the left hemisphere which processes information linearly, serially and sequentially and which specializes in words, numbers, and parts. This hemisphere is logical, rational and analytic and reacts most strongly to verbal-linguistic inputs. This does not seem to make sense. Kinesthetic would seem to be a right-hemisphere activity and auditory digital would seem to be a left-hemisphere activity. Also, constructing a picture or a sound appears to be more right brained than remembering a picture or sound. It should be remembered that the right- and left-brain model applies to visual external and that the NLP model is dealing with internal visualization. Perhaps the process somehow switches internally. Perhaps by flooding the opposite hemisphere with external input it is easier to gain access internally to the same hemisphere. In any case, it is difficult to reconcile the brain lateralization model and the NLP model. More research in this area is definitely in order.

Combining the left-/right-brain model and the NLP model, one is drawn to the conclusion that visual and auditory memory, as well as auditory digital, is basically nonrational (emotive), intuitive, metaphorical, simultaneous and parallel. Visual and auditory construct and kinesthetic, on the other hand, are rational, logical, analytic, linear, serial and sequential.

It is interesting that not all of this research on eye patterns agrees with the eye-scanning model codified by Bandler and Grinder. The person outside of NLP who has most popularized eye patterns in this country is the educational psychologist Steven Devore. Devore is the founder and president of Syber Vision, the largest distributor of sports performance enhancement video tapes in the world. Devore worked out his process called Neuro-Muscular Programming with the help of Dr. Karl Pribram of Stanford University. Dr. Pribram developed the model of the holographic brain. He also is co-author with Gallanter and Miller of *Plans and the Structure of Behavior* which presents the TOTE model which serves as the basis for the NLP strategy model.

Devore and Pribram's eye-scanning model for a right-handed person as presented in Devore's books *Syber Vision Muscle Memory Programming for Every Sport* (1981) and *The Neuropsychology of Achievement Study Guide* (1982) is presented below.

NORMALLY WIRED RIGHT-HANDED PERSON
(Devore's Model)



A central focus indicates a sensory synthesis.

Their model for a left-handed person is as follows.

REVERSE-WIRED LEFT-HANDED PERSON
(Devore's Model)



A central focus indicates a sensory synthesis.

As can be seen, their model differs in some interesting ways from the standard NLP model. Some of these differences are:

1. Devore's model adds eye accessing patterns for taste and smell.
2. Devore's model has memory of emotions in place of auditory digital.
3. Devore's model has body sensation recall in place of kinesthetic.

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4. Devore's model has a central focus as representing sensory synthesis rather than just visualization as in the NLP model.

5. Devore's model for a left-handed person only reverses visual memory recall and visual construction. (Devore later modifies this to say that some left handers also switch auditory memory recall and auditory construction. Other than these shifts, Devore claims that "all of the other eye-shift positions remain the same for both right- and left-handed people."

6. Devore claims to have discovered the physiological basis of eye-scanning patterns. His explanation on pages 12 and 13 of *The Neuropsychology Of Achievement Study Guide* is as follows:

   Besides being the organ for vision, research tells us that the eye acts as a mechanism to open up channels into and out of the brain for the input and recall of sensory information. Certain patterns of eye movement have been found to beam electrical impulses to the brain. These impulses act as reference beams that stimulate and unfold our holographically stored memory.

Scientists have discovered a basic and ancient mechanism in the depths of the brain that physiologically relates eye movements to sensory memory recall. Called the "reticular formation," this dense bundle of nerves serves as a sensory filter for the brain, deciding which messages are significant enough to be sent to the conscious mind for attention.

The nerves that control eye movements, a set of three nerves (the oculomotor, the trochlear and the abducens) which we'll refer to simply as the oculomotor nerves, originate and derive from the reticular formation area. It is thought that whenever the eye is moved to a particular position, either instinctively or intentionally, the reticular formation is activated to send a beam or impulse to the brain to stimulate a particular sensory motor recall.

Devore and Pribram's model is interesting and indicates that further research into the area of eye-scanning patterns is in order. It is also worth mentioning in passing that there have been many "scientific studies" to test the NLP eye-scanning model. Many of these studies have shown conclusively that the NLP model is invalid. In defense of NLP, most of these studies have been based on poor research design, serious errors in methodology, as well as a lack of understanding of the conceptual-theoretical basis of the NLP model. These studies are not likely to lead any NLP Practitioner to give up the NLP model, but every NLP Practitioner should be aware of them since they are often used in scientific circles to refute the entire NLP model.

Another person who has done some interesting research on eye patterns is the Canadian educational psychologist and Certified NLP Trainer Dr. Lloyd Flaro. Dr. Flaro is an expert on child learning disabilities. He has made some interesting discoveries while using the NLP model in his work with "learning disabled" kids. Some of these are written up in his excellent book, *Mending Broken Children*. Doctor Flaro's research reveals the following interesting additions to the NLP model: When a person accesses visual construct, they are also accessing short-term visual memory. When a person looks straight up, they are often doing visual motor processing. They see the movement and feel it at the same time. The great hockey player, Wayne Gretzky, often does this. When a person looks straight ahead and dilates their pupils they are visualizing externally to themselves. When a person looks straight ahead and constricts their pupils, this seems to be associated with internal dialogue or internal kinesthetic sensations.

It is evident that eye-movement patterns are not as simple as they seem. Rather than simply accepting the traditional NLP model in an unquestioning fashion, all NLP Practitioners are well advised to study this whole area more closely.

❐

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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 will be conducting a Modeling/Master Practitoner Certification Training April 6-21, 1991 in Toronto, Ontario, Canada. 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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Part VII — Applications of TDS

We have been discussing in the past issues of the RAPPORTER how we can employ the structure of a highly generative learning process known as Learning 3. Since Learning 3 is a learning process about your own learning process, it occurs in a very altered state of awareness. In the last issue of the RAPPORTER this column covered the following five major distinctions of Transderivational Search relevant to the Learning 3 process:

1. Quality
2. Direction
3. Scope
4. Depth
5. Levels

We can now proceed with how to apply these distinctions in practical and generative ways within our trainings.

Unfreezing

A powerful application of TDS to facilitate Learning 3 experiences within our students is a process coined by Kurt Lewin called "unfreezing." Unfreezing is based on the premise that in order for true change to occur, the currently existing framework or model of the world must first be "unfrozen." Until such unfreezing occurs, all changes will be of a first-order (zero sum) nature. By first order we mean any learnings which do occur will be fitted into an already existing model of the world and thus will be "more of the same." In other words, no real structural (second order) change occurs. In order for structural change to occur, the original model of the world must first be unfrozen, or loosened up enough so that it becomes possible for new roads to appear on their map.

In order for a student to learn at the Learning 3 level, they must first be able to perceive and process the world differently than they have been conditioned to by the traditional educational system. If they have already boxed off certain concepts and ideas in their mind, they will not be able to notice their own process due to being "content bound." For instance, let's suppose you desire to teach a student the notion of "process vs. content." If they have already been exposed to the phrase before, they may say "Oh, I already know that." What often is happening in this case is that the student may be registering a feeling of familiarity with the CONTENT of the words themselves. In order for them to be able to embody the neurological integration of this phrase (and thus be able to process process), we must first help them to get past their current framework of working with only the semantic definition. We must first loosen up their existing map of the territory (content recognition) so there is room for new roads (processing process) to appear on the map.

When someone comes up to a NLPer and says, "I'm confused" and the NLPer says, "How do you know?" this can be an instantaneous unfreeze. The person must now re-examine the structure of their model of the world in order to explain themselves. Instantly, the person must go meta (thus, second order) to themselves and notice how they process reality. In other words, their once static and frozen reality (content) has been "liquefied" or unfrozen back into process.

This concept of unfreezing before attempting any therapeutic intervention is vital for your changework to be effective. Without unfreezing your students first, they will attempt to learn new learnings with old distinctions and old strategies. Any attempt to help a student while s/he is still frozen in their existing model of the world won't be as generative as it can be since they are still using their old TOTEs for processing. A new and higher logical level of processing (thus, learning) requires new TOTEs which can produce new outcomes of a higher quality.

Good NLP trainers are skilled at unfreezing their students from eating the menus of content so the students can now learn about the process of processing. Students can then be empowered to be able to learn at the Learning 3 level of HOW to process versus the Learning 0 level of just WHAT to process.

Framing, Metaphors and Structions

Some of the ways we can unfreeze the maps of our students are through the delivery of Learning 3 "structions" through Framing and Metaphors. Both are effective means for giving the appropriate structions which facilitate the proper TDS to facilitate Learning 3 experiences.

What is framing? As NLPers, we work from the presupposition that "all meaning is contextual." The meaning we make of anything is based on the frame we hold around it. Therefore, before we deliver any content piece to our students, we want to set the appropriate frame for them to directionalize their unconscious minds to evaluate their experiences from a Learning 3 TDS. For example, when I teach a class about NLP, I often use Richard Bandler's description of NLP to set the initial frame. Using the Milton Model to induce an altered state, I state that one way of approaching your learning of NLP is that it is first an attitude, and this attitude uses a methodology which leaves behind a trail of techniques. As far as the students' conscious minds are concerned, they are now learning valuable content. Their unconscious minds, however, are now being directionalized away from categorizing NLP as a set of techniques and instead are being moved toward the direction that NLP first starts with a quality of being. For the students who thought they came to learn a bunch of techniques, this frame unfreezes that mentality. For those students who did not know what to expect, they are now in uncertainty and are open to suggestion and direction.

I often follow up with more unfreezing by setting the frames of process vs. content and Bateson's logical levels of learning (as we have been discussing in past issues of the RAPPORTER). These three frames stacked upon each other and installed through the Milton Model make for a very strong unfreeze as the students are now questioning whether or not what they know is appropriate. Once unfrozen, the students are much more curious and eager to learn from a different structure than they have been previously.

The use of metaphor is another powerful way to install the Learning 3 process. As we have mentioned before, Learning 3 is something we do often in our lives. People have all the resources they need, so the key is to now help our students access their own resources to consistently do Learning 3. Learning 3 is a state and, like all states, there is a strategy for its access. All the unconscious mind needs is a reference structure to directionalize itself. For example, after installing Richard Bandler's description of NLP as in the previous description, I may then use two Zen stories which begin to activate the Learning 3 strategies within the students.

The first story is a humorous one which, when combined with trance, gives you a powerful way to access and utilize their unconscious minds. A Zen student walks up to a Zen master and says, "Master, please teach me the ways of Zen." The master points with his finger towards the sky and says, "Look up and tell me what do you notice?" The student replies, "Aaaah, the master's fingernail needs clipping."

I do not explain this story because it is an open loop as well as both a shallow metaphor and a deep metaphor. The audience consciously understands the relevance of this story on certain levels. They realize that the Zen student has "missed the point" by concentrating on the finger (content, technique) and not what the Zen master was truly teaching. While they may understand this consciously, at deeper unconscious levels I have created an open loop which does not get closed until the end of my training. After they have learned various techniques and have had tangible experiences of the power of NLP, I then directionalize them to not look at the finger, but to notice the approach and implications of what NLP can mean to them. When structured in a nested-loop format, this becomes a powerful "aha" experience.

Another story I use is the classic tale of the Zen student who comes up to the Zen master and says, "Master, please teach me the ways of Zen." The master says, "Aaaah, Zen. Please first have some tea." The master begins to pour tea into the student's cup until it overflows and the tea is spilling onto the ground. The master keeps pouring while tea is spilling everywhere. The student exclaims, "Master, stop, my cup is overflowing!" The master replies, "Yes. Your cup is overflowing. How can I teach you the ways of Zen when your cup is already full with your own tea? In order to learn the ways of Zen, you must first empty your cup, then we can begin to learn."

This story not only accesses the unconscious minds of the listeners, but also gets them to access their own Learning 3 strategy because it gets them to look at their already held frames, beliefs and opinions and to re-examine them. What is powerful about this metaphor is that, even if they have heard it before, I quickly point out that they may have heard the content before, but can they empty their tea cup (what their pre-frames are around the story) and examine how they are creating their response to it now? Whatever their response is (boredom, familiarity, etc.), what is the process that allows them to respond the way they are? Be curious about and learn about how you create the quality of your experience in every given moment. It's not the content of the response, but the process of responding that they want to notice. So, no matter how they respond to this story, we have now set strong unconscious reference structures for them to easily access Learning 3 strategies.

While the above examples are only meant to illustrate the more tangible and practical means of facilitating Learning 3 within our students, I'm sure you will begin to discover a multitude of ways you can begin to apply these concepts, principles and techniques for yourself. In the next issue of the RAPPORTER, we will explore the notion of elicitation versus installation of Learning 3 strategies.

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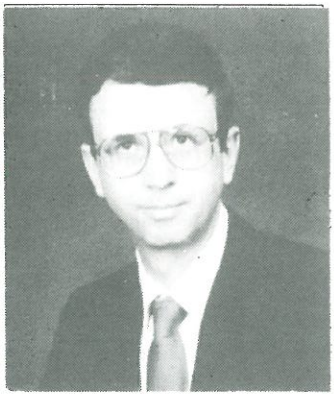
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SPECIAL FEATURE



RENE PFALZGRAF
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PRESUPPOSITIONS OF NLP
Part IV — Indirect Rapport

In my previous article, I covered some of the basics of rapport. In this article, I will give you some hints on how to establish rapport without looking like you have established rapport.

This is useful in several contexts. The first context, as you remember from the previous article, is when you get in deep unconscious rapport with someone by direct matching so that you may become so much like them you pick up some things you don't want.

Here are several examples of what can happen. Once I was doing volunteer work with a person at a homeless shelter. This person had back problems and had been in pain for months. After the session, I had severe lower back pain for three days. Another time, I was modeling Richard Bandler. For about three months after that, I steadily gained weight and began to have a distended abdomen, making me look like I had a small watermelon strapped to my tummy. True, it wasn't as large a watermelon as Richard had, but it was a watermelon nonetheless! Approximately a year later, I had the opportunity to model John Grinder and this proved to be the antidote. My stomach flattened out within 24 hours and I began to lose the weight I had once gained.

A person's ability or susceptibility to this is determined by that person's ability to do trance identification and shifts of referential index. Not everyone does this easily. The ones who do, usually find it easy to learn physical skills such as dancing, hitting a baseball, etc.

So, with some people, you will only want to establish partial rapport in order to filter yourself from undesirable side effects.

A second context is when you want to establish rapport with more than one person at the same time. This is particularly useful when doing marriage counseling when you are working with both the husband and wife; it is also useful in sales situations.

In this second context, it can be impossible to establish complete rapport, because the two people with whom you are trying to establish rapport are not in rapport with one another. Therefore, if you are totally in rapport with one, you have lost rapport with the other person.

So the question is, how do you establish some rapport without establishing total rapport? Or, how do you keep yourself out of rapport while you are still in rapport?

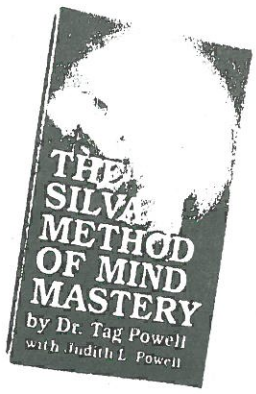
In order to be able to do this, you need to understand what constitutes rapport. Many people in the NLP community think that it exists when you are just like the other person, but that is only one of the ways and not all of the ways.

First off, if you have to be just like the other person in order to get rapport, then you cannot be yourself. Further, you will have to pace their leads, because if you don't, you won't be in rapport. It is good to keep in mind that as long as the other person or persons are responding to you, you have rapport and unless you are willing to break or lose rapport, you will not be able to lead effectively.

So let's take a look at how to get rapport without looking like you have. The first concept is called cross matching or cross mirroring. In matching, you will do what the other person(s) does; in mirroring, you will be a mirror image, e.g. when s/he moves the right hand, you will move your left hand (mirroring assumes that you are in front of the person rather than to their side or facing the same direction).

The concept of "cross" matching or mirroring points to the concept that you will not be doing exactly what the other person is doing, rather, you will be doing something that paces it in a different way. If this were a metaphor, one might say that you are creating an isomorphic relationship, which is true. The question is, what do you want to use to create this isomorphic relationship?

When you are "cross" matching, you will do the same thing differently. If the person moves his/her hand, you might move your foot. If they move a foot, you could move



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your hand. In this case, the top is the bottom and the bottom is the top. So, if the person has crossed legs, you could cross your arms. If the person crosses their arms, you could cross your legs or ankles.

What you are doing is creating a similar rather than an exact match. This allows you to stay in rapport and do it in more subtle ways.

Even less direct ways of establishing rapport require more indirect isomorphic relationships. You could pace a person's breathing by moving your hand slightly at the same pace that the person breathes. If you are a jazz drummer, you could keep time with two people at the same time while they breathe in different rhythms by moving one hand with one and the other hand with the other — similar to playing 4/4 and 5/4 at the same time.

An easier way to pace two people at the same time is to pace one person's breathing by breathing at the same rate with them, while matching or cross matching the other person's body postures. What this does is keep you in rapport with each while creating a solution for both.

Other ways of creating rapport have to do with doing exactly what the other person is doing, only smaller. Of course, when what you are doing is smaller, only their unconscious mind will be able to tell because the other person, even if s/he were to look right at you, wouldn't be able to tell that you had done anything. Basically, what I have just mentioned is doing micro muscle movements.

When you do micro muscle movements, you either pretend kinesthetically that you made the same move without really moving or you make the same movements with smaller arcs. When you do this, you are still sending a message to the other person's unconscious mind that you are attending to what is going on and that you are responding to it. At the same time, the other person's conscious mind will be unaware.

Unfortunately, many people think that rapport is more important than anything else. What, in reality, is very important is being able to tell whether or not you are in rapport, as well as what you can do when you are either out of rapport or losing rapport.

The ability to lose and regain rapport will produce much greater benefits in all contexts than the ability to merely stay in rapport. If you must stay in rapport, you will be led by the other person. You may have greater identification with their limitations, but your purpose was to show them how to move toward a solution. To do this, you may want to stretch the limits of their reality and to stretch their reality you need to be willing to lose rapport.

If you are doing counseling, your purpose is to have the person be different, because if they were the same, their problem would still exist. Interestingly enough, when people are different, they are no longer the same. Staying in deep rapport with another reinforces them being the same and limits your ability to create differences either for them or for yourself. So you have begun to realize that some rapport is enough, and that moving towards an outcome is also an important part of communicating with someone.

This seems to be an excellent place to pause and allow you to begin to anticipate what my next article will be like, since it is time to leave rapport and move on to something else. You might wonder just what I will do and how it might be useful to you and what new insights you might have as you read that article. And, since this article is at a close, you may want to review it mentally right now either consciously or unconsciously even more quicly than you had originally intended to use these learnings in ways that you are about to embark on certain paths of learning which will allow you to more fully integrate and use this material so that you will constantly be pleasantly surprised at how you have already begun to master one thing and then another before you had even fully grasped the concept consciously, and since you have read this far, and you may or may not be fully aware of just how things are fitting into place, you may begin to wonder, or you might just relax and allow yourself and since you have already begun, you might just let yourself finish what you had already set in motion and even more, as you can imagine, as you are, and when you have, I will look forward to having you enjoy my next article, and until then I wish you pleasant practice, and lucsious learnings as we move on to our next outcomes.

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REVIEWS



NANCY BEPLAT
Partner
KEY CONCEPTS

Beliefs: Pathways to Health and Well-being by Robert Dilts

Robert Dilts' book, *Beliefs: Pathways to Health and Well-being*, written in conjunction with Tim Hallbom and Suzi Smith, is a welcome addition to the NLP literature. Robert mentions that he noticed when he helped clients work through a change "successfully" that occasionally they did not change. He discovered that this lack of change was often due to a belief or beliefs the person had which negated the change process. The belief change strategies and interventions which the authors describe in this book explain how to make changes at this level.

The authors believe that change occurs on multiple levels and that these levels have a hierarchical relationship. Each higher level of change encompasses the levels below it. Going from the lowest to the highest levels in the hierarchy fo change, the steps are: environment, behavior, capabilities, beliefs and values systems, identity, and, finally, our relationship to that which is larger than ourselves or to what some people call spiritual.

In 1982, Robert spent four days working with his mother. She had developed cancer and the doctors gave her a poor prognosis. Robert attributes the fact that his mother is healthy and leading a fulfilling life today to the work they did with her limiting beliefs. He says that the work he did with his mother significantly influenced his ensuing exploration of the connections of beliefs and health.

One of the areas the authors explore is allergies. They explain that allergies act like "a phobia of the immune system." In other words, the body mistakenly overreacts to the allergen as if it were a threat to the well-being of the system. Robert has experimented with biofeedback information combined with NLP strategies. Suzi and Tim have a pattern they call the "Fast Allergy Process." The steps to this process are: (pp. 183-184)

1. Calibrate
2. Explain the mistake of the immune system
3. Check for ecology/secondary gain
4. Find an appropriate counter-example resource
5. Have the person dissociate
6. GRADUALLY introduce the allergen
7. Reassociate
8. Future pace
9. Test

The authors warn the reader to do any allergy changework in conjunction with appropriate medical backup nd/or treatment. Some allergic responses can be life threatening.

The content of this book is made up of descriptions of change, change strategies, theoretical discussions of beliefs, and samples of transcripts of belief-change processes. It is formatted in a way which allows quick reference to specific strategies for belief changes. This is a book for anyone interested in the "how to" of making belief changes.

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NLP & LAW

THE OPENING STATEMENT
Part I — Reframing in the Courtroom
By Gordon Gamm

Whatever you are left with — after you have prepared your client and witnesses over whom you have control (such as your expert) — is what you must shape and color as favorably as honest belief will permit. That is, you have assisted those witnesses in dress, physiology, expression, and rehearsed their responses to anticipated questions. However, they exhibit certain problems with presenting themselves in the most favorable light, e.g. lack animation, don't look at you when they speak, speak with an accent that makes them hard to understand, etc. Then you may need to frame their problem in a manner that will enable the jury to anticipate it and neutralize its impression.

For example, if you met John Brown, who has an intimidating and loud voice, you might think him gruff and overbearing. However, John is handicapped. He is hard of hearing and speaks the way he does because he cannot hear how others hear him and correct the sound of his voice to a more pleasant sound. Actually, John Brown is a very caring and sensitive man ... (then, give examples of his caring).

The opening statement is an opportunity to paint people with white or black hats. You may be able to neutralize some detrimental information in your client's deposition by telling a story about his difficulty in speech, or lack of articulateness, lack of education, or difficulty in growing up (he has lost confidence in himself and is scared to death of this court room). You may be able to paint your opponent in a black hat by telling the jury: "He may appear to be one of the kindest and most sincere people you have met. But, look out for him because he is a con man."

You can attend to physical deformities, physical traits that detract from a witnesses perception as credible, physical unattractiveness or any number of handicaps in the presence of your witnesses that may unfairly be judged as discrediting. Similarly, you may refer to traits in your opponent's nonverbal behavior to which the jury should be alert that signals his deception. For example, "When he tells you that he didn't stab the widow Brown six times in the heart, he will show that snarl on his face, the same one that he shows every time he is lying." (For emphasis speak those lines with an imitation of the witness's expression for "snarl" that you describe.)

The Practical and the Scholarly Expert

It is very common for one party to have an expert whose qualifications and experience is better in practical experience than the opposition's expert. Whereas, the opposition may have an expert whose academic and scholarly credentials overwhelm the expert with practical experience. The opening statement serves as an opportunity to frame your expert (whether he is the expert strong on practical experience or academic experience) as the most suited for the case and subject at hand. With the scholarly expert, anticipate that your adversary will portray him as ivory tower, uncaring, and dissociated. Look for ways to humanize him before the jury has an opportunity to have their impression shaped by your opponent. With the practical expert, you should frame the difference between the two experts in a way as to graphically illustrate that your expert has the kind of qualifications best suited for this case. At the same time, you can portray the practical expert as the kind of doctor that the jury would be most comfortable having as their physician (or whatever kind of expert he may be).

In the depiction of your expert, be graphic in your description using as many sensory channels as possible and use powerful submodalities to maximize the disparity of their respective impacts upon the listener. For example, describe your expert in terms that includes movement, color, sound, feeling, taste, and smells if possible. Emphasize his features that are most memorable by comparison to the adversary's expert.

Reframing Personality Defects

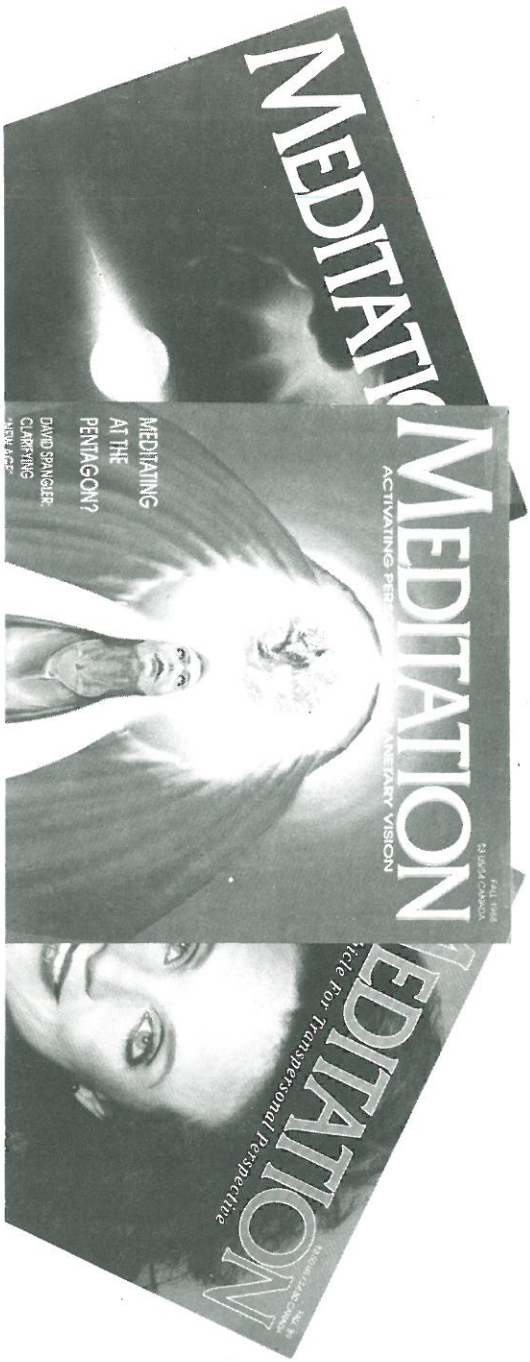
If you have a witness who has a personality or physiology characteristic that makes an impression (on you, the colleagues in your office, your secretary, etc.) that he is untrustworthy, deceptive or untruthful, then you need to reframe that characteristic in the opening statement. That characteristic may be his shifting eyes, his inability to look at people to whom he speaks, a nervous tick, a hesitant speech pattern, a physiological response that is mistaken for deception (for example, a flushed face for embarrassment at not being able to find the right words to speak clearly instead of embarrassment for lying). In any event, your task in the opening is to reframe the characteristic.

One way this may be done is as follows:

> *Every person has a unique personality, a combination of characteristics that makes every person special. Some people are outgoing while others are shy and reserved. Some may make decisions from logic while others make decisions from their emotions. Each of us tend to favor people like ourselves, that is, if we are more directed inside ourselves, we may be less trusting of outgoing people, and similarly, outgoing people may have difficulty understanding introverts.*
>
> *My client, John Jones, is here because he is seeking compensation for his injury. In order to be treated fairly he must testify about what happened to him. Unfortunately, he is disadvantaged by urinary incontinence. That is, he wets his pants uncontrollably when he is nervous. He is nervous here at being in court. You may associate this behavior in your mind with his being evasive and not being forthcoming in his recounting of what happened. That was my response when I first met John on the basis of my experience. However, John wets his pants all the time. It is not to be taken as meaning that he is deceptive. John is entitled to his full measure of compensation the same as any other victim of another's wrong. As you see him wet his pants when he testifies, notice that this is not a reflection on his character for truthfulness, it is a reflection of the fullness of his heart and bladder.*

❐

Gordon Gamm, JD *a Certified NLP Master Practitioner, has attended advanced programs in trial advocacy at the National Institute of Trial Advocacy and American Trial Lawyer's Association; he has prepared briefs in several federal and state courts of appeals and the Missouri and United States Supreme Court. Additionally, he has received his certification in Advanced Behavioral Modeling and completed programs with John Grinder, Richard Bandler and Wyatt Woodsmall. He has attended classes with Norma and Philip Barretta, Tad James and Eric Robbie.*



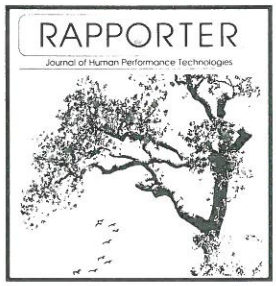
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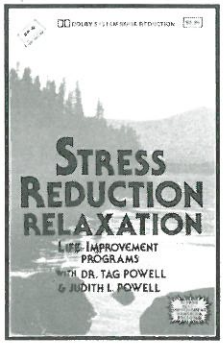
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WORLD HEALING MEDITATION

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.

The RAPPORTER *wishes to thank the Quartus Foundation for generously providing us with information about The Planetary Commission. For more information and up-dates on the effect of the ongoing World Healing Meditation, contact the Quartus Foundation, P.O. Box 1768, Boerne, TX 78006-6768. Beautiful color 11x17 World Healing Meditation posters can be ordered from them at a cost of only $1.00 each plus $1.25 posage for four or less.*

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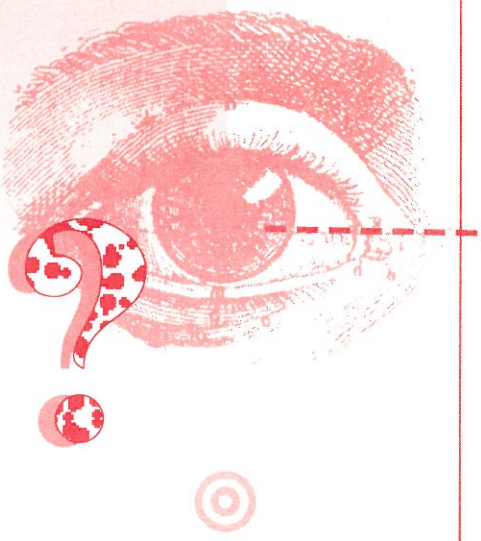
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