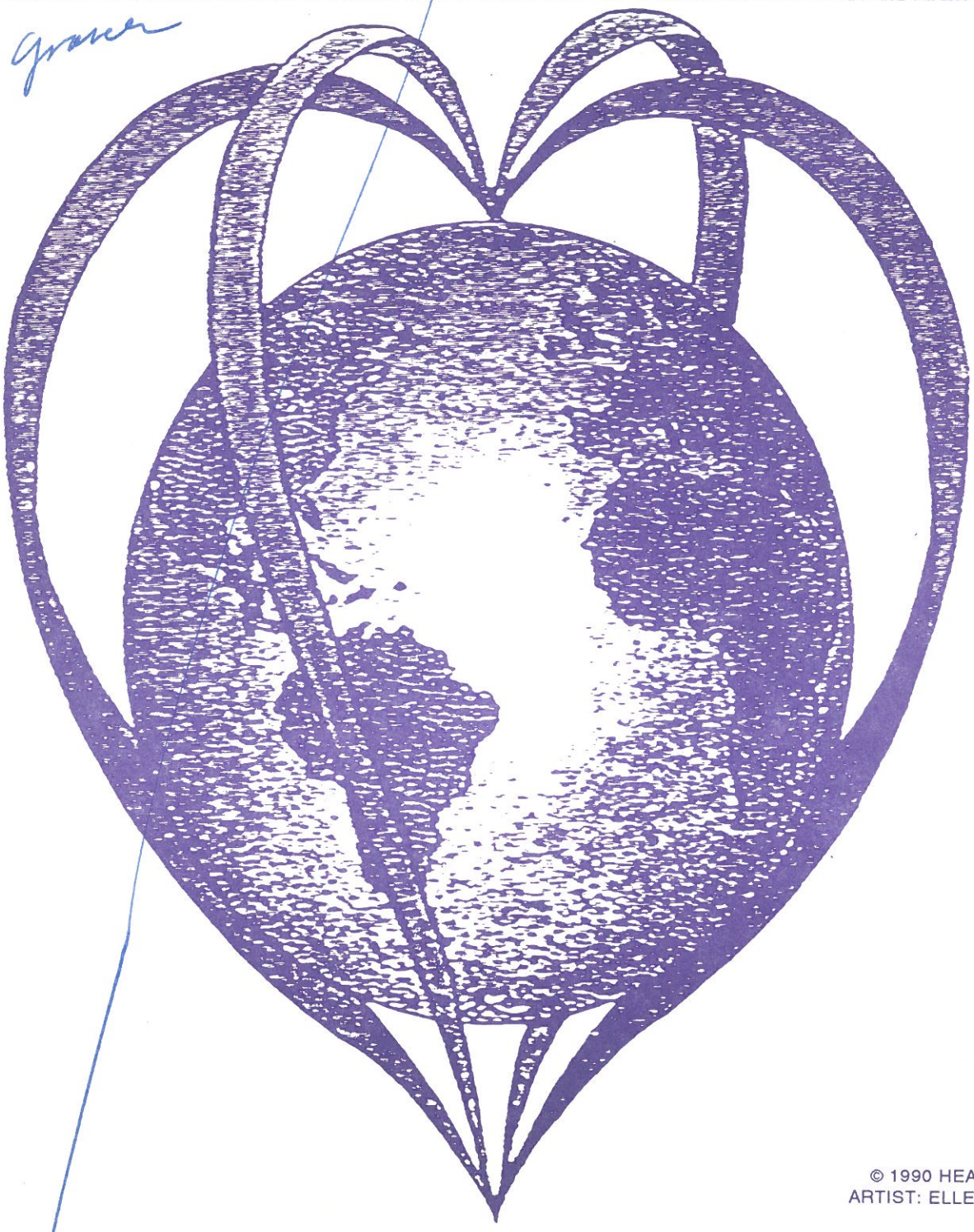
RAPPORTER

Journal of Human Performance Technologies

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OUR PURPOSE AND PHILOSOPHY IS:

- *To provide the best and most valuable information available in the sciences of human change to our readers*
  by offering information from various fields of human behavior — including NLP, traditional and Ericksonian hypnosis and healing therapies — in order to provide many different models and strategies for interacting with clients, students, friends and relatives
- *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*
  by presenting techniques that effect controversy, stretching, change and enlightenment
- *To be a bridge of rapport connecting the many different approaches to the pursuance of success, abundance, peace and joy.*

In our first issue (aptly named ACORN), we stated "We honor and respect that different strokes apply to different folks." This is a cornerstone of our philosophy. We respect different approaches and are excited that there is more than one road to enlightenment. As we continue to investigate other than familiar beliefs and truths in order to increase y/our capability for communication and change, we will look at results ("what works") as our criteria for success.

Perhaps, by moving from judgment of how others choose to express to acceptance of—even delight in!—differences, we can move beyond our present situations, beliefs and concepts to re-establish rapport throughout the planet.

Peace, RAPPORTER

Opinions, comments, letters, drawings and other materials are invited for consideration. Submissions must be signed and names will be withheld upon request. If return of materials or a personal reply is desired, include a self-addressed, stamped envelope.

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THIS 'N THAT!



PAMELA LIEBERMAN
Editor

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We start off this month with a list of "the classics" — so take advantage of the savings AND overnite shipping to fill in the gaps in your NLP library.

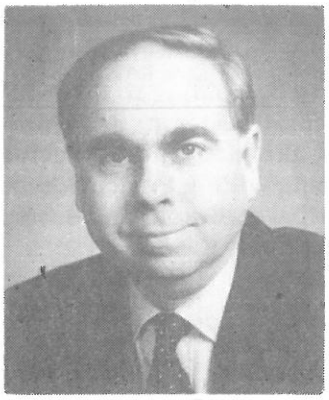
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Changing with Families, Virginia Satir, Richard Bandler, John Grinder, $10.95
The Emotional Hostage, Leslie Cameron-Bandler & Michael Lebeau, $11.95
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Insider's Guide to Sub-modalities, Richard Bandler & Will MacDonald, $12.95
Magic in Action, Richard Bandler, $14.95
My Voice Will Go With You, Milton Erickson, $19.95
NeuroLinguistic Programming, Vol. I, Robert Dilts, John Grinder, Richard Bandler & Judith Delozier, $23.95
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Unlimited Power: The New Science of Personal Achievement, Anthony Robbins, $10.95
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Book Notes: Don't be fooled by the artwork we're using in our ad for Dr. Tag Powell's *Silva Method of Mind Mastery for the 90s* — we're waiting for photos of the revised edition, which is a greatly expanded and updated version. If you ordered *Silva Method of Mind Mastery* and haven't yet received it, you are one of the lucky ones! You'll receive the new, expanded version literally "hot off the press" *at the old price!* Thanks to Tag and Judi at Powell Productions.

BEHAVIORAL MODELING



WYATT WOODSMALL
Chairman
Advanced Behavioral Modeling, Inc.

CLARE GRAVES' EMERGENT CYCLIC DOUBLE HELIX MODEL OF MATURE ADULT BIO-PSYCHOSOCIAL BEHAVIOR — Part 2

EXPRESSIVE AND SACRIFICAL SYSTEMS (con't)

Each level (see RAPPORTER Issue #41) is a coping system in response to a class of problems. Each level, as mentioned previously, lies at the conjunction of a set of problems/challenges posed by existence and a set of coping mechanisms in the human mind activated to deal with the problems in the context or milieu. An overview of this process is:

LEVEL	IF THE WORLD IS:	*then*	EFFECTIVE PEOPLE:
One	A state of nature		Act and survive like other animals
Two	Frightening and mysterious		Join together for safety and placate the spirits that threaten survival
Three	Tough and hard where only the tough survive		Fight to survive in spite of others
Four	Divinely controlled and guided		Believe in the Truth and obey higher authority
Five	Full of viable alternatives for success		Pragmatically test options for success, progress and material gain
Six	The habitat of all humanity		Join in communities so all may experience growth together
Seven	In some danger of collapse		Stand alone to learn how to be free
Eight	A single living entity		Seek the order beneath the apparent chaos

Each level also has specific ways of learning, thinking and motivation, as well as specific means and ends, values and views, as to the nature of the world.

LEVEL	LEARNING SYSTEM	THINKING	NATURE OF EXISTENCE
One	Habituation	Automatic	Automatic
Two	Classical Conditioning	Autistic	Tribalistic
Three	Operant Conditioning	Egocentric	Egocentric
Four	Avoidant Learning	Absolutistic	Saintly
Five	Expectancy	Multiplistic	Materialistic
Six	Observational	Relativistic	Personalistic
Seven	All	Systemic	Cognitive
Eight	All	Differential	Experientialistic

LEVEL	MOTIVATION SYSTEM	SPECIFIC MOTIVATION	MEANS VALUES	ENDS VALUES
One	Physiological	Periodic Physiological Needs	Reactive	Reactive
Two	Assurance	Aperiodic Physiological Needs	Traditionalism	Safety
Three	Survival	Psychological Survival	Exploitation	Power
Four	Security	Order, Meaning	Sacrifice	Salvation
Five	Independence	Adequacy, Competency	Scientism	Materialism
Six	Affiliation	Love, Affiliation	Sociocentricity	Community
Seven	Existence	Self-worth	Accepting	Existence
Eight	Experience	Varies	Experiencing	Communion

LEVEL	PROBLEM OF EXISTENCE	ORGANIZATIONAL STRUCTURE
One	Maintaining Physiological Stability	Band
Two	Achievement of Relative Safety	Tribe
Three	Living With Self-Awareness	Empire
Four	Achieving Ever-Lasting Peace of Mind	Authority Structure
Five	Conquering the Physical Universe	Strategic Enterprise
Six	Living With the Human Element	Social Network
Seven	Restoring Viability to a Disordered World	Systemic Flow
Eight	Accepting Existential Dichotomies	Holistic Organism

Now let us explore the systems in more detail.

LEVEL ONE — REACTIVE

Maxim

Express self now for survival.

Perspective

The world is vague, based on biological imperatives. Living is instinctual and consists of being passive, non-resistant, and compliant to the will of nature.

Goal in Life

To obtain the immediate satisfaction of the imperative periodic physiological needs of the species (i.e., food, water, shelter, sex, warmth) in order to insure continued survival at the most basic level.

Coping Mechanism

Reacts to the environment in order to survive. Moves quickly and automatically with the shifting sources of life necessities. Depends on life-support systems — either from nature or other people. Minimal awareness of self or others. Social units consist of bands or herds cooperating to gather food, fend off danger and reproduce. Behaviors involve biological stimulus/response model. Instinct is the key to survival.

Manifestation

Existed historically in pre-tribal bands such as in *The Clan of the Cave Bear.* Seen today in infants, retarded people, senile people, and in some cases of drug abuse. Also may be situationally triggered by extreme stress or threatening life conditions.

Range of Functioning

Low: Helpless; lingering between life and death; minimal awareness of reality.

High: Minimal self-sufficiency; passive coping with reality; subsistence values.

Organizational Structure

Band: Herd-like behavior; strong members surround and protect the weaker ones; group bands together for mating, food-gathering, and migration; movements are determined by weather and the availability of food and water.

LEVEL TWO — TRIBALISTIC

Maxim

Sacrifice self now to the wishes of the chieftain, spirits, tribe.

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Perspective

The world is mysterious, full of good and evil spirits, threatening and fraught with dangers. Powerful figures, tokens, and clans offer safety and protection from harm.

Goal in Life

To insure safety and security by holding to the tribal ways in a mysterious, dangerous, threatening and spirit-controlled world, defending the clan and its sacred objects against danger, and being willing to sacrifice the self for the tribe, chieftain, tribal tradition, and sacred tribal objects.

Coping Mechanism

Relies on totems, taboos, omens, superstitions, spirits, magic and signs; placates the spirits by doing what they want; controlled by a shaman or chieftain; finds comfort and protection in family, clan, or tribe; accepts prescribed role in tribe and is proud of the tribe's identity and its symbols.

Manifestations

Chieftain-dependent; clan/tribe-dependent; mysticism-dependent. Dominates thinking within most preliterate cultures. Can be found in a pure form in parts of Africa, South America, Oceana and the Arctic and in a diluted form in cults, clubs, close family units, athletic teams, cultural festivals, and common superstitions.

Range of Functioning

Low: Captive of chieftain and/or cult; excessively dependent; vulnerable to restricting taboos, rituals, and mysticism.

High: Loyal and trustworthy; finds strength and security with caring chieftain and/or helping family; gets inspiration from heroic figures.

Organizational Structure

Tribe: Circular tribal structure led by elders, shaman or chief who makes decisions; roles determined by kinship, sex, age, strength; ways of tribe are sacred and rigidly preserved; demands obedience to leader(s).

Communication

"I would like to hear that things are getting better for people like me." Do pass information through the boss. Don't depend on the printed word.

LEVEL THREE — EGOCENTRIC

Maxim

Express self now impulsively and "to hell" with others.

Perspective

The world is filled with aggression, hostility, anger, potential shame, selfishness, hedonism, and is dominated through power.

Goal in Life

To gain and wield enough power to instantly gratify one's needs, impulses, and desires through a willingness to fight against any kind of domination or threat (whether real or imagined). To escape control by tribes, systems and others and to quickly respond to all threats to one's dominance. To assert one's independence, regardless of what others may think or feel. To achieve respect and avoid shame.

Coping Mechanism

Appears tough, assertive, bold, impulsive, amoral, and action-oriented; tends to be guiltless, believing that "you should get everything you can get away with" and that "might makes right"; depends only on self and trusts no one else; fights to avoid shame and loss of face; uses all means necessary to continue to exploit others and retain power and control.

Manifestations

Historically seen in hedonistic empires and cultural savagery. Seen today in repressive political regimes and dictatorships such as that of Saddam Hussein. Seen in partial form in certain reactive stages of child development. The recent wilding attacks in Central Park are an excellent example. Seen in macho-type occupations and pastimes. Seen in Rambo and Clint Eastwood movies and most Westerns. Seen in exploding inner city violence, drug wars and social violence. Found in jails, prisons and among most blue-collar criminals. Much rap music is an expression of this type of thinking.

Internal: Cynical, embittered, passive-aggressive, and hostile.

External: Flamboyant, attention-seeking, rebellious, feisty, and risk-taking.

Range of Functioning

Low: Self-destructive, rebellious, and unable to function within the constraints of society; extremely selfish, exploitive, and coarse; often lawless and crude.

High: Spontaneous, colorful, energetic; assertive and willing to break from tradition; innovative and autonomous.

Organizational Structure

Empire: Power-oriented with survival of the fittest; most powerful person makes the decision; big boss directs work bosses who drive the masses; communication downward only; strength determines relationships; supervision always required in work place; will work as long as the boss is there watching; the minute the boss turns his back, then work stops; will take advantage of employer whenever possible; theory X management philosophy created for them.

Communication

"You have got to show me what is in it for me." Do tell them what is in it for them personally. Do not use logic or folksy appeals.

This article continues in our next issue and has drawn extensively on the work of Clare Graves and on written material produced by Christopher Cowan and Dr. Don Beck of The National Values Center at P.O. Box 797, Denton, TX 76202-0797. Doctor Woodsmall will be conducting a future training on the Graves model in conjunction with Chris Cowan of the National Values Center. For further information write Dr. Woodsmall at address below. ❐

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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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GENERATIVE LEARNING
Installing/Eliciting the Learning 3 Process

Unfreezing through the Generative Learning Frame

In my last article, I introduced the concept of using the words "Generative Learning" as a frame to directionalize the unconscious minds of your students toward a Learning 3 experience. As mentioned previously, the very words "Generative Learning" elicit the neurological processes within the listener that activate the five main components of TDS relevant to a Learning 3 experience (quality, depth, scope, level and direction — see previous articles).

When you use the concept of Generative Learning (GL) as an opening frame for your trainings, it goes beyond "Accelerated Learning," as it elegantly unfreezes your students from any closed mindsets and "boxed off" learnings to which they have been previously exposed. Their internal representations of "Generative Learning" and the "processing of process" already engage Learning 3 strategies and submodalities.

For instance, have you ever attempted to educate someone about NLP who already has a limiting opinion of what it is? They may say, "NLP? Oh, I know about that. It's all that matching and mirroring and VAK stuff."

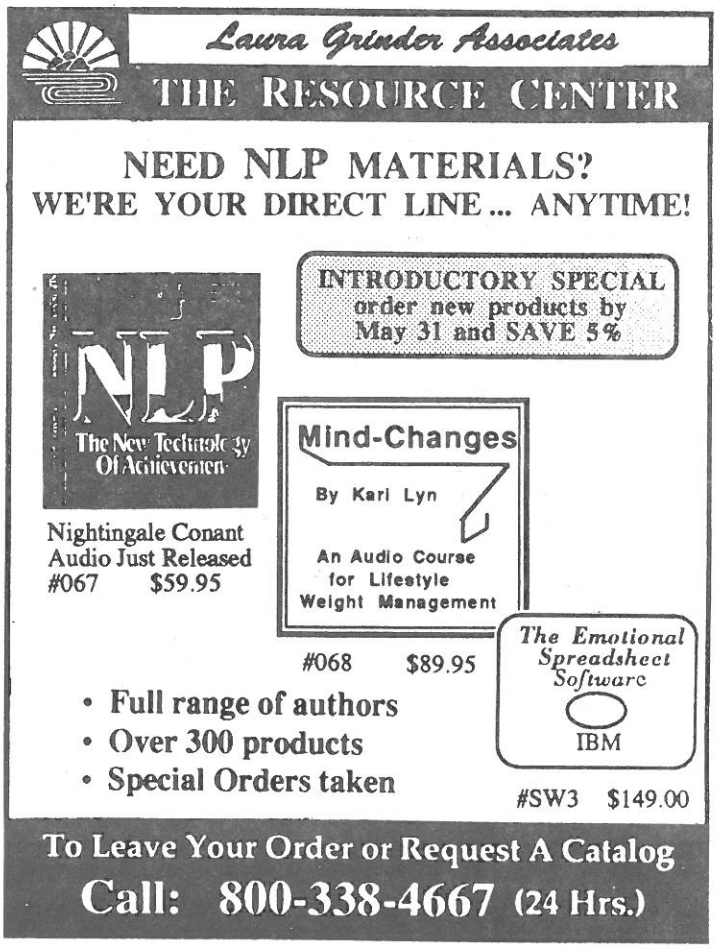
How can we help them to understand that they are missing what the basis of NLP is really about? How do you help them to understand "process" and its codification without it being more content? If we simply respond with an "answer" and attempt to explain our interpretations of NLP, all we are doing is loading them up with more content! In order for them to understand how to model processes, it helps if they can begin to process their own process. This can be seeded by the framework of Generative Learning: the processing of process.

Regardless of what they already know, the very framework of Generative Learning "unfreezes" their current epistemology based on content (see previous articles on unfreezing) and invites them to ask of themselves such process questions as "How do I know I know?" "How did I learn this?" "How do I know this to be true?" (thus modeling their model of the world) The GL frame gets your students to step outside of their own content and discover how they create and represent that content to themselves.

"Generative Contexts"

As we have stated before, most NLP students learn "process vs. content" as content. It makes sense that your students cannot truly engage in the meaning of "process vs. content" at a process level without first learning how to process their process (Learning 3). This ability requires an epistemology which operates from generative contexts. A generative context is a mindset or paradigm which both generalizes and generates NEW learnings into other contexts beyond the immediate learning situation.

For example, as we have stated before, Learning 2 (Accelerated Learning) can be characterized in the phrase *"Give someone a fish and you feed them for a day; teach them to fish and you feed them for a lifetime."* This is useful learning, but it is self-contained only to the context of fishing. This would be great if you want to eat only fish for a lifetime! Generative Learning comes from an epistemology which holds the context for you to *learn how you learned how to fish.* This context is generative because



it is a self-modeling process of your own learning processes. With this ability you can now generalize your learning processes into other contexts such as learning how to cook, sew, make a sandwich, fix the boat, etc. In other words, you learn how to teach yourself and learn in any context.

"Generative Strategies"

An epistemology operating from generative contexts engages in *generative strategies*. Generative strategies are strategies such as the processing of process. In other words, you do much more than learn how to learn (Learning 2: process vs. content), you learn how to learn how to learn (Learning 3: processing of process). As we have stated in previous articles, these generative strategies are natural for human beings in daily living and have been stifled in the formal education environment. These generative strategies can be accessed and activated in your training by setting a generative context for learning through generative frames.

"Generative Frames"

In NLP we often say that all meaning is contextual. For our purposes, let's define a context as an operating paradigm (mindset, epistemology, framework, model of the world, perceptual filters, etc.) which organizes and orders our perceptions of experience into meaning.

As trainers, when we set a frame in our trainings, we are setting a context and an operating paradigm for learning. Because frames are operating paradigms, they will activate certain perceptual filters and learning strategies which will determine WHAT is learned and the QUALITY of that learning.

The frames that you set as a trainer for your students will greatly determine from what context they will learn and through what quality of mindset they will learn. The learning frames you set determine what learning filters and strategies get activated and utilized by your students.

The frames that you set in your trainings can either 1) keep your students content-bound or 2) confuse them with "syllogisms in grass" (see previous articles) because your own logical levels of distinctions are not clear or 3) help to process their learning processes and thus learn how to generate second-order choices for themselves.

When you use the frame of:
Learning Level 3 — Generative Learning
Learning Level 2 — Accelerated Learning
Learning Level 1 — Applied Learning
Learning Level 0 — Rote Memory

you begin to elicit and install a generative learning context which activates natural generative learning strategies. These generative contexts and strategies can generate other generative contexts and strategies ad infinitum. To put it more succinctly, you begin to install the foundation for second-order generalization strategies. What you are eliciting and installing are perceptual filters of how to evaluate and generalize second-order learnings from the immediate situation into any other relevant situation.

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Summary

We presuppose in NLP that humans are creatures of learning and that learning is a matter of generalization. We can help our students to learn in generative ways by using generative frames, such as the Map of Learning Levels 0, 1, 2 and 3. By combining this map with the words "Generative Learning" (vs. "Accelerated Learning") we begin to elicit and install a generative learning context which accesses and activates natural generative learning filters and strategies. In the next issue of the RAPPORTER we will discuss the finer distinctions that Generative Learning uses to precisely facilitate generative learning strategies within their students.

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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 is the developer of Generative Learning and specializes in Executive Management trainings and Corporate Culture Change. He runs an NLP Network for Professionals throughout Australia and can be contacted at Level 1, Suite 8, 402 Chapel Street, South Yarra, Victoria, Australia, 3141. Phone 613-826-6944; Fax 613-826-8235.*

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NLP IN EDUCATION

COLORED LENS AND READING ABILITY: FACT OR FICTION?

By Dr. Lloyd Flaro

Over the last 20 years there has been a growing realization that many individuals have significant reading problems. In response to this new-found understanding, there has been a significant increase in the number of remediation approaches developed to correct reading dysfunctions of varying degrees of severity. Indeed, the field of reading disabilities, a subset of the field of learning disabilities, has substantially increased its efforts and research studies in looking at the causes, the factors contributing to its development and possible treatment strategies for decreasing the prevalence, incidence and frequency of this most pernicious phenomenon.

A variety of approaches have been developed to alleviate the learning problem — most of which have not stood the test of time and some of which are highly controversial. Indeed, the vast literature on reading disabilities and possible treatment approaches and remedial strategies is replete with miracle cures, but little if any research or experimental evidence to substantiate their claims. Many approaches — when put through the experimental paradigms — fail miserably and do not meet the rigorous standards of statistical analyses and methodological procedures. Be this as it may, the issue in all of this is whether or not the procedure works and actually produces tangible, reliable and enduring results. And whether the procedure or approach is controversial is irelevant if it produces concrete and effective outcomes.

It is well known that many approaches, when processed through scientific paradigms, do not fair very well depending on the experimenter's theoretical presuppositions and maps of reality. All researchers have built-in perceptual biasees and acquired information dysfunctions which determines what they will delete, distort and generalize. More often than not, they pay attention to incoming data that supports and reinforces their world view, *Weltanschauung*, and turn their experimental eye away from evidence that disagrees with their theoretical position. Many potentially useful and effective approaches or treatment strategies have been deemed controversial and experimentally invalid by a scientific community whose major premise seems to be "do it my way or no way at all." However, "paradigm shifts" are on the rise and new scientific criteria will need to evolve to a different logical level before other propounded approaches and remedial strategies are accepted just because they work and produce results — a novel idea, to say the least! Until this time, individuals will need to develop their own internal and external criteria for detemining what's useful and what's not.

Scotopic Sensitivity

One such approach that is claiming definite and "miraculous" results is the use of colored lens to "cure" reading problems. This approach is based on the premise that optometric examination does not identify a perceptual disorder called scotopic sensivity in children with severe reading dysfunctions. In general, the researcher's claim is that many individuals are highly sensitive to a variety of frequencies and wavelengths associated with the white-light spectrum.

In response to this syndrome, a variety of symptoms arise which cause fatigue and trauma to the visual system. There is some evidence to suggest that students, when reading, are confused by the distortions produced by the black-and-white contrast on the printed page. Furthermore, there seems to be a variety of symptoms associated with this perceptual disorder; they range anywhere from blurring of print, eye strain, skipping of lines, retracking and even regressive eye movements to headaches, red and watery eyes and frequent blinking and squinting (see the *Journal of Learning Disabilities*, December 1990).

The purpose of the colored lens is to filter out the irritating or distorting light frequencies. Bascially, the procedure involves placing a colored lens over the eyes so that as the student reads the text s/he is doing so through a tinted transparency. This overlay of colored lens theoretically results in improved visual perception and the diminution of accompanying symptoms. Indeed, some practitioners have simply placed a colored transparency over the page to be read and the student's ability to read has greatly improved for extended periods of time.

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As you can well imagine, this simple technique has evoked skepticism on the part of many researchers and experts in the field. But suppose it does work and children with severe reading disorders find it easier to read, increase their fluency rate, recognition span and increase their comprehension level? What factors could account for such improvement with such a simple technique? As it stands, few researchers can offer an explanation of why such a procedure would work with students who exhibit severe reading problems. Let's explore this idea in more detail.

Right Hemispheric Processing

Both hemispheres of the brain possess different functional properties and information-processing strategies. While the left hemisphere is the center of language in normally organized right-handers, the right brain is the focal point for visual spatial ability. Moreover, the left side of the brain is not only biased towards auditory and linguistic inputs and information-processing strategies of a verbal nature, it also processes information in a sequential, analytic and inductive mode, whereas the right hemisphere is biased towards visual spatial inputs and visual spatial codings, as well as in a simultaneous, synthethic and deductive modus operandus. In other words, the cognitive operations of the left hemisphere primarily chunks down the information into smaller cognitive units and then arranges them in a serial order. The right hemisphere, on the other hand, operates on incoming data by chunking it up into larger, gestalt units.

Without going into depth on the functions and strategies of the right and left brain, it needs to be pointed out that each hemisphere possesses visual, auditory, tactile, motor and kinesthetic properties. The key distinguishing mechanisms seem to be sequential and simultaneous operators. In general, then, the left hemisphere engages in sequential visual, auditory and kinesthetic procesing while the right hemisphere engages in simultaneous visual, auditory and kinesthetic systems. If this hypothesis is correct, then eye movements and head movements should identify what cerebral hemisphere is being activated when solving a task or learning something new. (This will be explored further in a future book on Remedial Education and Brain Training Techniques.)

In the case of color, the left hemisphere provides the basis for labelling and categorizing colors while the right hemisphere is able to discriminate between the various hues or shades of color. Inded, some researchers suggest that the discrimination of colors in the right hemisphere is always associated with some tactile or kinesthetic sense and then it is transferred to the left hemisphere where it is verbally coded.

Further speculation would suggest that many people have their favorite color and this triggers off an internal positive emotional state. As we know from personal experiences and studies, some colors can actually elicit certain pleasant internal states. Blue usually elicits a calm

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internal state, while Baker's pink decreases muscle strength and is used in the control of violent patients.

If this hypothesis is true, then a colored lens placed over the page of a book could simply be an anchoring mechanism that triggers off a pleasant internal state and a resourceful internal physiology. This anchoring process would allow the student to shift their unresourceful internal emotional states and move into a resourceful state that allows them to access their cognitive and intellectual abilities so that they can learn to read.

Now personal and clinical experiences seem to verify this position, because if students are asked to think of an unpleasant emotional experience and then internally overlay that experience with a colored transparency of their liking, the traumatic memory is greatly changed by this submodality shift, whereby they are able to cope with it better, as well as look at it with greater objectivity. This will need to be verified by other clinicians and submodality practitioners.

Belief Change

Another possibility that may explain the ephemeral success of the colored lens is that the new procedure actually provides an experience which changes the student's belief in his or her ability to learn to read. Some children who cannot read fluently — and, thus, believe that they are nonreaders — change their belief when asked to read holding the book above eye level. This procedure not only changes their internal physiological states, it changes their breathing patterns and promotes simultaneous processing. In other words, children can see larger chunks of the linguistic inputs or, more technically, they can see several words at a time and, thus, increase their reading rate. As further experiences verify this position, the belief will become reinforced and maintained over time. However, unless the student develops a more appropriate and effective cognitive strategy, the "halo effect" won't last. This applies equally well to the use of colored lens.

This last point needs further clarification. Much of the research done on colored lens suggests that it works for certain prolonged perods of time and then diminishes over time. Furthermore, the evidence suggests that few studies have actually shown any improvement in reading ability or comprehension levels. This would make sense, since the colored lens may only change internal emotional and physiological states and not teach the student more effective reading strategies, although the student will probably be more receptive to remediation practices. One wonders what would happen if someone — such as a teacher trained in the technology of NLP — actually caught the student in these states and taught him or her a more efficient strategy. How would the research community explain this phenomenon?

Information-Processing Systems

In order to read effectively, a student needs to possess an internal cognitive strategy which allows him or her to input, code, organize and transform the data received via

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the external environment. Most often, children who are unable to read enter this activity under stress. This causes them to under-utilize their stronger representational systems, which leads to further failing experiences, which leads to a stronger belief about being a nonreader. The lens may thus alter the internal cognitive systems by placing the students into a resourceful state where they can access their stronger abilities and capacities. Negative emotional states always override cognitive processes and systems. This may account for the reason so many studies fail to find any lasting and enduring effects of this new procedure. Indeed, a state change or a physiological shift does not guarantee a strategic change.

Conclusion

The research on the use of colored lens in the treatment of reading disabilities is still under close scrutiny by the scientific community. Given their set of perceptual filters and paradigm biases, it's unlikely that this new treatment procedure will be validated by experimental research studies.

The purpose of this article is to indicate other possible interpretations of this procedure and to employ some of the NLP postulates to explain its efficacy with certain students. Until we educate the scientific community in the use of synthethic thinking, a plethora of potentially productive remedial procedures will never be used in the educational system. And this is a shame, since if any procedure makes an impact on one student — that is, if a strategy or technique provides the student with the means to learn more effectively — then it should be given the opportunity to be tested in the real world. The student should be given the opportunity to experiment with a new procedue and to evaluate its effectiveness as it relates to him or her. After all, it's their lives and their academic futures we are talking about. Shouldn't we give them the best chances to succeed in an education system that is supposed to prepare them for life?

As the great philosopher, Charlie Brown, once remarked: "There is no heavier burden than a great potential!"

❐

Dr. Lloyd Flaro *is an NLP Trainer and 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 and has been trained in a variety of therapeutic treatment modalities and educational approaches. 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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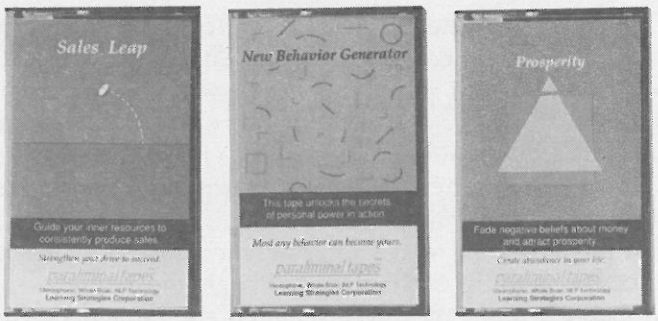
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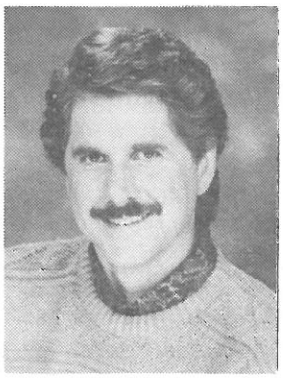
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HEALING CANCER AND OTHER MAJOR DIS-EASE USING TIME LINE THERAPY™ — Part 1

There is exciting news in the field of dis-ease (and I *do* misspell the word on purpose). Old concepts on the nature of consciousness, and on the nature of the body are changing. We have been using many of these concepts in Time Line Therapy for some time now, and many of these concepts are new. Let me warn you in advance that this article may change your viewpoint about your mind and your body. This change in the structure of our belief systems is necessary to affect a change in the way we assist people in healing themselves and others.

Some of the more exciting conceptual work on the healing process has been done by a medical doctor in Massachusetts. Deepak Chopra is one of the new breed of health care practitioners who is speaking out, and in a way that will change how we view the mind and the body. Chopra's credentials are impressive. He is an endocrinologist, and former chief of staff of the New England Memorial Hospital in Stoneham, Massachusetts. Chopra calls himself a quantum biologist, which means the application of quantum physics to biology. He says that the body is a quantum mechanical device, and that it is subject to the laws of quantum physics and not Newtonian physics. If you aren't aware of the meaning of these terms yet, please take every means to find out.

Chopra has given us a new paradigm for how the body handles its own rejuvenation processes. How often does the body renew itself? Older wisdom had it pegged at around seven years. Chopra has revised that estimate downward to roughly one year (approximately 98% totally renewed). Based on the estimates of quantum biology, you have a brand new stomach lining every 4 days, new skin every 30 days, a new liver in 6 weeks, even the skeleton is replaced every three months. These concepts are vital as we structure the metaphors for treatment while we work with our clients in the healing process.

Another of the more important notions of quantum biology is that consciousness is not localized to any one place. Is there any evidence for this?

Twenty years ago a group of scientists discovered in the brain, a set of chemicals in the which are known as neuropeptides. Neuro because they are found in the brain, and peptides because they are protein-like molecules. So every time you have a thought or a feeling, a desire, an instinct, or a drive, each of these affects our nervous system by means of specific messenger molecules called neuropeptides.

There are receptors to these neuropeptides not only in brain cells but also in cells of the immune systems. So when the scientists began looking at the various immune system cells that protect us from cancer and infection (t-cells, for example), they found that there were receptors to these same neuropeptides in those cells. In fact, the word neuropeptide became obsolete, because they're not confined to the brain. They are floating around in the bloodstream and going to all our different organs. Since there are receptors to these neuropeptides in cells in the immune system then it becomes obvious that, as Chopra says, "The immune system is constantly eavesdropping on our internal dialog."

Since the unconscious mind (also known as the "body mind") is the controlling intelligence in the body, it is also the connection between the mind and the immune system. One of the major theories of Time Line Therapy is that the unconscious mind can communicate with any part of the

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body at any time it so desires, and can in this way stimulate the healing process. It seems that there is, in fact, neurological evidence for this idea.

Every thought, every emotion, every desire, every internal representation you have is monitored, overheard. Your immune system is watching, listening, feeling! It has been shown that grieving people have grieving immune cells. If the grieving goes on for a prolonged period of time, then the immune system has also the self-talk of "leave me alone, I don't want to be bothered." Such people are, according to Chopra, susceptible to cancer and other immune-system diseases.

That is why it's so important to understand that negative emotions which are trapped in the body are not conducive to health, and why we release all of a person's negative emotions when we do healing processes in Time Line Therapy.

One of the major theories of Time Line Therapy is that many mental and physical dis-eases are preceded by a Significant Emotional Experience (SEE) of a negative nature which may appear in the client's recent past, or even further in the past, such as during childhood. If negative, and depending on the intensity, the SEE has the potential to create or be the source of some emotional, mental or even physical dis-ease occurring in the body.

Let's define some terms so that we are speaking the same language: (I borrow the notion of an SEE from the sociologist Dr. Morris Massey, in the book *The People Puzzle*.) *First Event* means the very first time that an experience happens, or the root cause of a first event occurring (this is also called *Root Cause*). *Significant Emotional Experience* (or SEE), is any major fully associated, highly charged emotional event wherever it occurs. *Emotional Chain* is the process that the unconscious mind uses to connect experiences of a similar nature. (The term used in *Time Line Therapy and the Basis of Personality*, 1988, James and Woodsmall, is *Gestalt* which means a collection of memories around a certain subject.)

The potential of a negative SEE to create dis-ease is based on the trapped emotions which remain in the memory because they are stored in the body. The work of Dr. Paul Goodwin, a neural physicist at Alaska Pacific University, implies that the trapped emotions in the body have the possibility of creating functional (software, non-physical) boundaries which can impede the flow of nerve information through the neural network pathways.

You can tell if there are still any negative emotions in one of your past memories by going back to that memory, and remembering what happened looking through your own eyes. (WARNING: Do not try this with memories which contain trauma or phobia!) If, as you remember the memory, you feel any negative emotions in your body, then there is a negative emotional content to the memory, and there is trapped emotion in your body. The trapped negative emotion, if you feel it, is the basis for dis-ease.

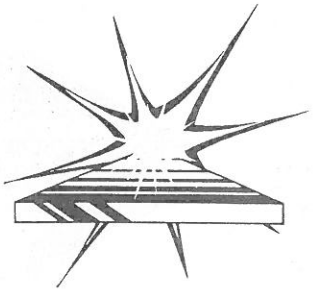
Now, other than dis-ease, why get rid of negative emotions which are trapped in one's body? Well, for example, imagine a salesperson, s/he has a dream, s/he's well

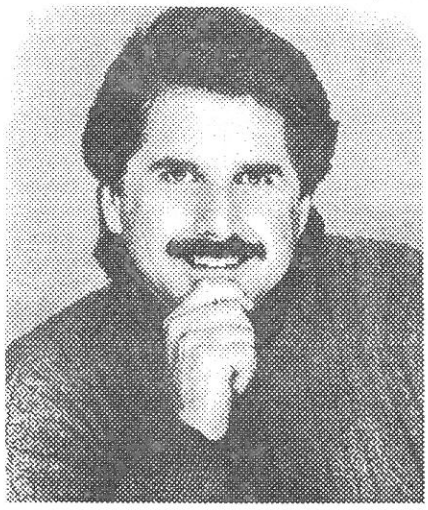
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trained, knows how to sell, and s/he wants to make more money. But every time s/he goes to close the sale, fear comes up. That salesperson is not going to do his or her best. Certainly the closing ratio will not be as high as it could be without the fear.

Now imagine that same salesperson without the fear. Which one do you think will do better? Of course, the second one.

Or in a relationship, perhaps once you got hurt, and so you said, "I'm never going to let that happen to me again." So every time you get to a certain point in the relationship you begin to feel those old negative feelings, and so you end the relationship. More importantly, each relationship ends in exactly the same way each time. You may not even remember the source of the negative feelings, but at a certain point there they are, and the relationship ends.

Now imagine being without those negative emotions, do you think that it would improve the relationship? Of course.

Obviously, the creation of dis-ease requires more trapped negative emotions than those in the situations we've just discussed. However, the process is the same — the unconscious mind represses (to whatever extent it needs to) memories with unresolved negative emotions. It does this for the "sanity" of the conscious mind. Since the unconscious mind does repress the memories with the negative emotions in them, the emotions get stuck in the body and aren't released.

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Time Line Therapy has the potential of releasing the trapped emotion in memories in a very short period of time. In fact, we usually release most of a person's negative emotions in the *Secret of Creating Your Future*™ Seminars which we give all over the United States and Canada. My experience with now thousands of people of all walks of life is that it is possible to release all of a person's negative emotions from past memories in as little as five hours. That release of negative emotions has a profound effect on the person.

This happened to one of the students in one of our recent *Secret of Creating Your Future*™ Seminars in California. She had been severely abused as a child and had, for most of her life, been depressed. At times she was also suicidal. She had visited psychologists and psychiatrists on-and-off for most of her life.

During the seminar, we paid close attention to releasing her major negative emotions including sadness and depression, the trauma from the abuse and a number of her limiting decisions from the past. Her experience after the weekend was that she was no longer able to access the feelings of depression. In fact, when I saw her two weeks later, she came running up to me and said, "Do you know I haven't been depressed for the last two weeks, at all? And do you know what else, I seem to be laughing for no reason at all!"

Not only does the release of negative emotions clear up physical health, it also has the potential to improve the mental and emotional health of the person. This paradigm is no longer just a theory. What verified the basic theory of Time Line Therapy is a result of the research of a medical doctor named Hammer, who is currently practicing in Germany.

Several years ago while practicing in Rome, Italy, Dr. Hammer's son, age 18 was shot and died. Several years later, Dr. Hammer developed testicular cancer. He was operated on, and he survived. Then, having moved to Bavaria, he began to research whether or not a severe emotional trauma precedes all cancer. Since that time, Dr. Hammer has researched over 10,000 cases of cancer.

Dr. Hammer flatly states that all cancer starts with a severe psychological conflict that throws you into shock. He says, "You isolate yourself, and do not share your emotions with others. You are upset and do not share with others — you obsess about the conflict. This conflict changes your life completely — you will never be the same." (This is description of a major Significant Emotional Experience, or SEE.) This type of SEE, according to Hammer, usually occurs on the average of one to three years prior to the onset of the first symptoms of cancer.

When the SEE occurs, the emotions associated with the SEE are trapped in a certain spot in the brain, and according to Hammer, a "short circuit" occurs. (He says that the physiological process is close to, or like a stroke.) In his work (only available in German), Hammer has related the location in the brain, the tumor location in the body, and the type of trauma which caused it.

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When a major SEE like this occurs, according to Hammer, there is a trapped emotion in the brain, the brain suffers something like a mild stroke and starts sending wrong information to a certain part of the body, and then a cancer growth starts in that area. The nature of the SEE determines what area of the brain and the type of cancer. The rate of growth is also dependent on the SEE. As soon as the SEE is released, Hammer says, there is an immediate edema that occurs in the area where the trapped emotions were. This edema can be seen on a CT-Scan! Once the edema occurs, the cancer growth stops and healing begins. A skilled MD can see the edema on the CT-Scan, and know about the area of the brain and therefore the type of cancer. Often we forget about our conflicts and SEE's, so we aren't sure of the source. Areas where there were old trapped emotions will often show up on the CT-Scan as "old stroke" areas.

This is important to understand in the treatment of cancer, because the fact is, Hammer says, that the immune system does *not* have to fight cancer cells. The immune system does not even have to recognize cancer cells, because the problem is in the brain — the answer is to heal the brain. This happens in the resolution of the initial conflict or SEE. Hammer feels that cutting burning and/or poisoning of the tumor are *not* the answer. If a tumor affects the proper functioning of an organ then the tumor will have to be cut off, but *not* the rest of the organ. This means that only a total of 2-3% of cancer will have to be removed.

Hammer says that it is not the childhood trauma that *causes* the cancer; it is a more recent trauma. It is also important to understand that it is the first event that allows the more recent SEE to create a lesion in the brain. Hammer's procedure is to release the SEE using what seems to be pretty traditional psychological methods. It seems that Hammer does not have a way, or is not interested in the release of the original Root Cause or the First Event. Hammer's experience is, therefore, that a recurrence of an event similar to the SEE which caused the cancer brought a recurrence of the cancer. Hammer has observed in his research that even an imagined SEE is sufficient to bring back a relapse of the cancer symptoms. Our experience is that the recurrence of the cancer can be prevented if the First Event is also released, and cleared.

It is important to note that, according to Hammer even an imagined conflict/SEE can be enough to start or restart the cancer symptoms, even if it seems small or inconsequential to you. For example, Hammer notes a woman who had cervical cancer got it by re-reading her dead husband's love letters, and feeling as though in his death he was refusing to have intercourse with her. The SEE can be as simple as the running away of a pet, the stock market going down, losing a job, or even listening to a neighbor gossip. Whether or not any of these actually make a difference in *your* physiology depends on your own personal history, and whether there is an emotional chain present for the SEE to connect to.

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According to Hammer, carcinogens do not play a major role in the creation of cancer. This idea will, I'm certain, raise some eyebrows in certain committed health-food types (of which I am one), but Hammer raises some disturbing questions. Why, for example, do women smokers have a significantly lower rate of bronchial and lung cancer than do men smokers? Hammer says that women smokers have fewer territorial conflicts (the type of SEE that causes bronchial cancer) than do men, and so the percentage of that type cancer in women is lower. Of course, as women proceed more and more into their rightful place of equality in the workplace, we can expect the statistics to move more into equality too. So there is a price for success!

Now what about situations where the cancer has been found to spread (metastasize) in the body to other areas of the body? The commonly accepted theory in medicine right now is that a cancerous cell splits off from the main cancer and travels through the blood stream to other areas of the body, where new cancer growth then starts. Hammer flatly rejects this idea. First of all, he says it has not been possible for researchers to cause cancer cells to metastasize in any laboratory experiment. Rather, he says that what really happens is that the patient goes to see the medical doctor, and the doctor gets suspicious. So the doctor orders extensive testing. The report says, "Cancer." And it sounds so final! The patient is terrified, knowing life will never be the same, creating a new SEE. In this case the fear causes lymph cancer, and the fear of death will start lung cancer (two of the major places to where cancer is "known" to metastasize). Now the well meaning medical doctor says, "It is all over the body." And the body responds.

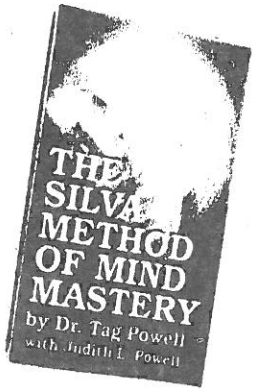
In another scenario, the patient undergoes surgery, and feels a lack of self-worth. If the reproductive system is operated on, the patient will feel like less of a man or woman, and may say "I'll never function the same way again," or "Now I'm worthless." Another SEE, another cancer. The process is not the spreading of cancer, it is the spreading of SEE's.

❐

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(Editor's Note: Since Dr. Hammer's book is only available in German, I asked Richard Roop, of Advanced Neuro Dynamics, for his assistance in getting the references translated into English, which he graciously agreed to do. We'll have that information for you, as well as the specific procedure in Part 2 of this article appearing in our next issue.)

Tad James PhD, *Certified NLP Master Trainer, is author of* The Secret of Creating Your Future *and co-author of* Time Line Therapy and the Basis of Personality. *For a free catalog of books, tapes and seminar opportunities on NLP, Time Line Therapy and The Secret of Creating Your Future, contact Advanced Neuro Dynamics, Inc., 1001 Bishop Street, #702, Honolulu, HI 96813, 800-800-MIND and 808-521-0057.*



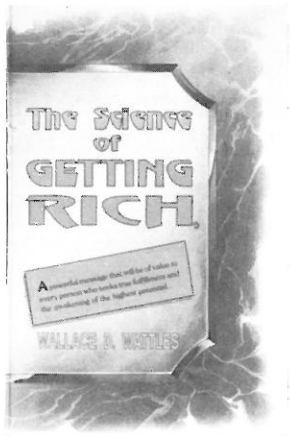
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WORLD HEALING MEDITATION

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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