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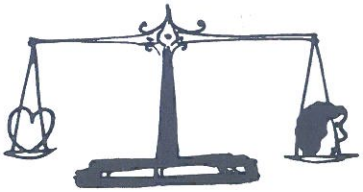
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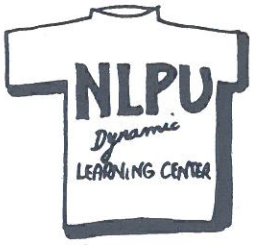
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AWAKEN THE GIANT WITHIN
by
ANTHONY ROBBINS



TIM LOGBS.... HUMAN DYNAMICS
BALANCING YOUR Thinking & Feeling





NLP UNIVERSITY
by
ROBERT DILTS & TODD EPSTEIN



YES ← → NO
THE POWELL MULTIMETER. EXPLAINED...
BY DR. TAG POWELL

WHY JOHNNY CAN'T WRITE
BY LLOYD FLARO



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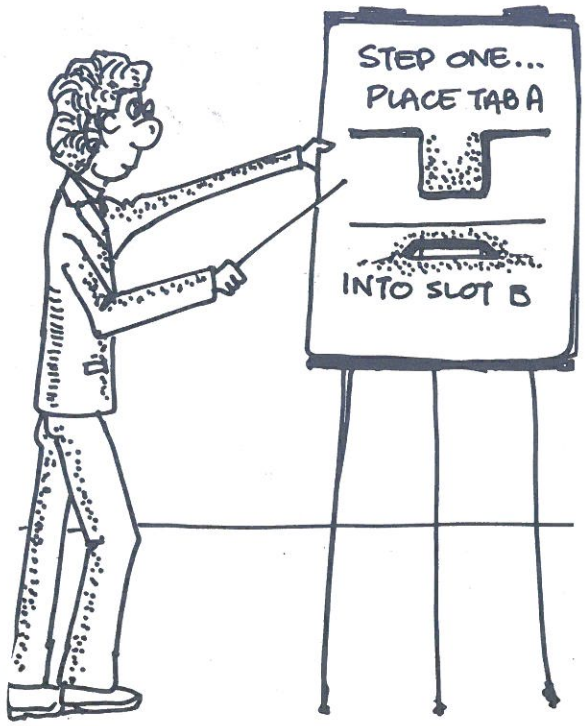
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- *To provide the best and most valuable information available in the sciences of human change to our readers*
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- *To be instrumental in the reinstitution of personal freedom*
  by offering tools whose use empowers anyone to become a master of their own destiny
- *To stimulate and expand minds*
  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.



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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Pamela Lieberman, Editor

BOOK CLUB UPDATE

Several inquiries from new subscribers with questions about *The Rapporter Book Club* served as a reminder to me to recap:

In response to the most often asked question, "How do I become a member of 'the Club?'" the answer is, by subscribing to *The Rapporter Magazine*. One of the benefits of being a *Rapporter* subscriber is automatic enrollment in "the Club."

When I'm able to make a "special deal" with the publishers, producers and distributors of books, tapes and products, I pass the savings along to Club members. This means you receive **substantial discounts — ranging from 15% to 50%! —** on **Special Limited Time Offerings.** These "specials" occur as a result of promotional efforts on the part of the publishers, etc. In order to "get in on" the special offerings, it is usually necessary to order within a certain time frame or until the number of copies of (for example) a book I've been able to procure at a special price are sold out. When such a special offering is announced in *The Rapporter,* the requirements for taking advantange of the special are clearly outlined.

The following is a partial list of products currently available and my personal favorites:

SELF-STUDY PROGRAMS

The Language And Behavior Profile, developed by **Rodger Bailey**, is the most complete study of metaprograms available. *The LAB Profile* is information, skills and techniques developed for business to improve your ability to manage, market, sell, train, communicate, recruit, interview and hire. It consists of 118 pages of reference text, 6 audiocassette tapes and 50 pages of practice material bound in an attractive 3-ring binder.

$195 plus $5.50 s&h; 2nd day air $9.50 s&h; int'l $30 Air Mail s&h.

Hypnosis Training by **Rene Pfalzgraf**, who "teaches Ericksonian Hypnotic Inductions better than the training ... received at the Ericksonian Foundation. He makes NLP easily and thoroughly understandable." This *Hypnosis Training* consists of 7 audiocassettes plus manual.

$135 plus $10 s&h; int'l $20 Air Mail s&h.

Discover Your Perfect Mate by **Dr. Judith L. Powell** contains the highlights of her *The Perfect Mate Seminar,* including (on Side A) the six steps for programming for a perfect mate while getting yourself together at the same time; you'll learn to evaluate your needs and desires and describe specifically what traits and characteristics are important to you in a mate. Side B guides you to a relaxed level of mind where you can visualize you and your perfect mate together at last.

$10 plus $3 s&h; int'l $6 Air Mail s&h.

AUDIO TAPES

Beyond Self Awareness by **Wyatt Woodsmall** is an audiocassette tape containing a "mini-seminar" on submodalities on one side and his Meditation Enhancement Technique on the other. A super value!

$15 includes s&h; int'l $22 includes Air Mail s&h.

Rene Pfalzgraf, "the master of hypnotic language patterns," has produced these "Hypnosis tapes that work": ***Your Perfect Weight, Self Confidence, Super Achiever, Stress Release*** and ***Stop Smoking.***

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The Advanced Self guided journey by **Tim Loebs** is designed to "awaken your inner mind and promote your own self healing, mentally, emotionally and spiritually."

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Facticity Tapes by **Ragini Elizabeth Michaels** include:

Answers Rest Within, providing a beautiful and relaxing way to re-educate your unconscious mind to look within for the answers you seek;

Awareness Rising supports the ability of your unconscious mind to heighten your awareness and allow you to be in the moment, here and now;

Balancing in Motion works to strengthen your unconscious mind's awareness that balance is a process rather than a position to achieve, freeing you to more easily experience that balance in motion;

Beginnings and Endings works to re-educate your unconscious mind to the presence of change and its flow towards the opposite and back again — a soothing way to learn to relax with this flow;

Beyond the Past guides your unconscious mind to let go of what is no longer needed, keeping the learnings and freeing you to move beyond past conditionings;

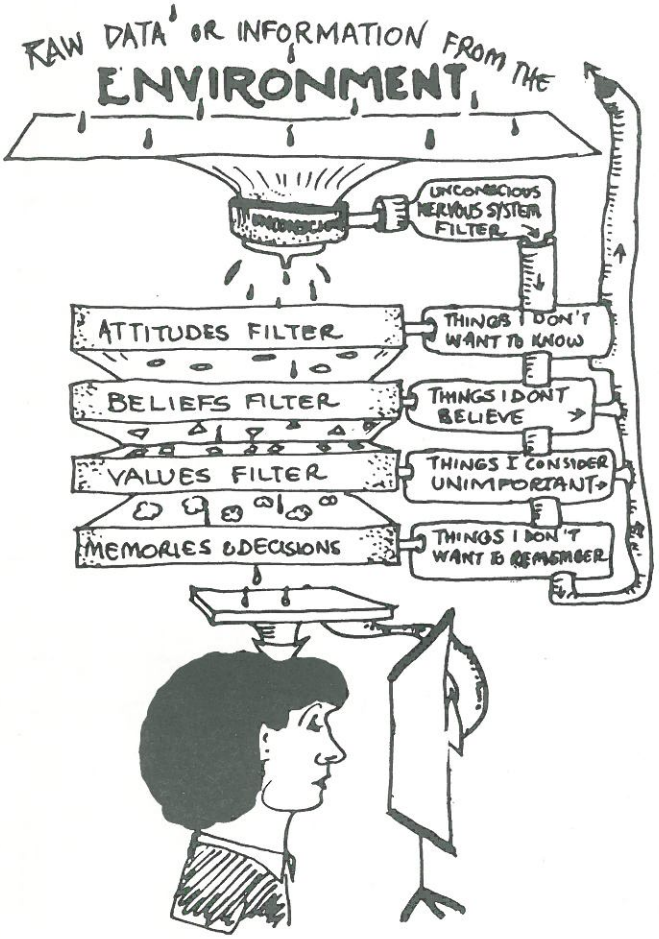
Healing Heart works to heal wounds of the heart and evoke the heart's capacity to forgive, to accept and to allow the love to flow.

$14.95 (each) plus $3 s&h; int'l $6 Air Mail s&h.

Continues on page 6

HUMAN DYNAMICS PART 3 THE PERSONALITY (con't)

by Tim Loebs



As I mentioned in my previous article, the left hemisphere of the brain handles the logical, reasoning and thinking functions of our personality. The right hemisphere is where the emotions are created and wherein lies our intuition and feeling nature. So the function of our conscious mind is dualistic by design; both sides function simultaneously. With every thought is an associated feeling or emotion — whether or not we are aware of it.

So, as raw data or information is received from our outside environment at the unconscious level, most of it is deleted or filtered out by our nervous system to the degree of our developed genetic perceptability and, after being further filtered by our attitudes, beliefs, values, memories, decisions, etc, the raw data is then made available to our conscious mind, which then handles the information.

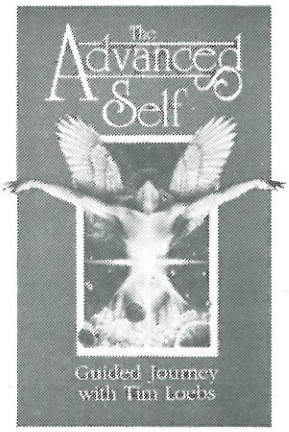
The choices made and the direction given by the ego self (left side) determine the degree of harmony and balance resulting from these choices. Since it is widely known in psychological circles that the ego self is limited in how much it can handle at any one moment (7+/-2 bits of information), then it is not unreasonable to expect that imbalance or disharmony is likely to occur from time to time due to lack of information available at the time. We become aware of this imbalance by means of something called a negative emotion (fear, anger, guilt, frustration, etc.).

For example, a "misunderstanding" occurs as two people exchange ideas about a subject. One person receives the information, runs it through their filters (attitudes, beliefs, etc.), does not understand and has a feeling or emotion about it and shares it with the other person. If that feeling is negative (anger, frustration, etc.), then an imbalance occurs within the individual.

This imbalance can be handled at the time by requesting more information so that an understanding can take place between the two people and a balanced state attained.

This "misunderstanding" then gets transmitted to the unconscious mind as resolved and serves as a positive reference (memory) for the individual. The unconscious mind has learned how to handle "misunderstandings" by requesting more information and the emotions have served the purpose of signaling the individual that an imbalance is occurring.

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If, on the other hand, the person continues to share the negative emotion with the other person and does not resolve the imbalanced state, the event gets transmitted to the unconscious mind as not resolved, with the out-of-balance negative emotion attached. It then becomes a suppressed or repressed negative emotion and serves as a negative reference (memory) for the individual and in future similar encounters will influence how the individual handles the situation.

So balancing out the thinking and feeling sides of our conscious mind and resolving conflict or misunderstandings in the present, as they occur, will go a long way to promoting inner harmony and maintaining emotional and mental well-being.

"Well," you might say, "that's easier said than done! What about those early formative years when we were growing up and had little or no say in what happened—when all that fear, anger, guilt, shame, blame, etc. was dumped on us? What about those times when we didn't have the resources necessary to 'rationalize' or 'analyze' or 'safely ask' for more information?"

Good questions. The answers to these questions, I think, comes from an understanding about those things called feelings or emotions.

What are emotions? A simple definition that I like is "energy in motion." Energy is constantly moving and changing. Our energy moves and changes in accordance with the thought force accompanying it. The emotions we feel are directly related to the *interpretation* we give to the energy being presented to us. How we interpret situations determines what type of energy will flow to those situations. Survival and safety situations will determine one type of energy flow, while loving and sharing will determine a different type of energy flow.

Energy is energy. It is neither good nor bad. It just is. The problem comes when there is an imbalance or build up of energy or a damming effect because of over-emphasis being placed on thinking or feeling. This imbalance is transmitted to the unconscious mind and gets stored in the body. If allowed to continue, the imbalance begins to create dis-ease or degeneration wherever it becomes blocked.

These repressed negative emotions also affect the rest of the body because it takes more and more energy to keep the emotions repressed and les energy is available for the maintenance of other bodily functions.

Imagine standing waist deep in a swimming pool. You have a beach ball representing an event in your life. The air inside the beach ball is the emotional charge associated with the event. If it's an unpleasant event, you take that beach ball and push it down under the water and hold it there (repressed emotion). Then you take another beach ball (another event) and push that down and hold it under the water. If there is another one, you push it under with one of your feet so that you are balancing on one foot — both hands and one foot holding

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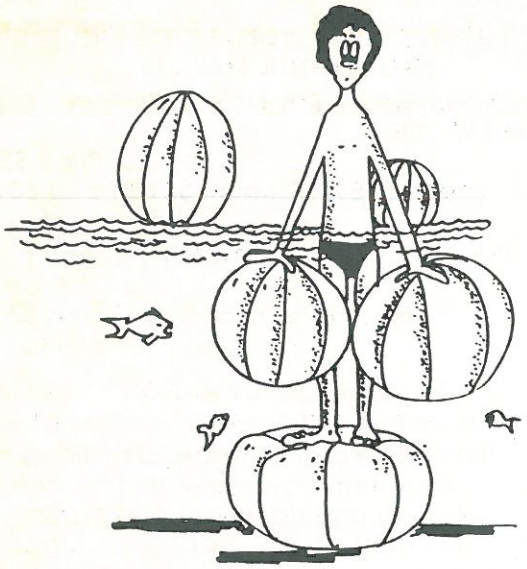
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beach balls under water (repressed negative emotional events). It takes a lot of energy and a unique ability to hold them down for long. Eventually, you either go under because of the exertion necessary to hold them down or you let loose and one pops up to the surface. If it's scary enough, you'll scramble and do whatever is necessary to push it back down if you don't think you can handle it.

I believe that our emotions are our friends. They let us know at each point in time where we are with our lives, providing us with the necessary feedback as to the direction we are taking. They provide course corrections, keeping us on a path leading to fulfillment, happiness and balance. It is easy to see that when we deny our feelings, ignore our feelings or over-indulge our feelings, we can get out of balance.

By listening to our emotions, receiving the information about our selves which is contained in the event to which the emotion is attached, we can let the air out of the beach ball, flatten it and the event just becomes like any other event — something that happened in the past. It gets added to your encyclopedia of information about your past and now becomes a positive reference (memory) experience.

When we don't listen to our emotions as they are presented, eventually our unconscious mind will stop signaling us and a numbness takes place as our unconscious mind or inner child doesn't enjoy that repressed energy either. Eventually we are signaled by such occurances as heart atttacks, cancer, diabetes, etc.

So either voluntarily listen now, embrace your emotions, express your emotions, love your emotions — or later deal with the manifested or short-circuited consequences which will usually surface eventually.

My next article will concentrate exclusively on the unconscious mind and how important it is to understand how our bio-computer works. ❐

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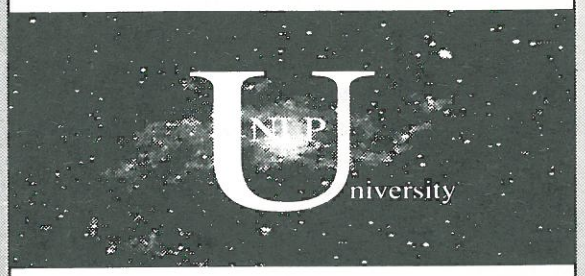
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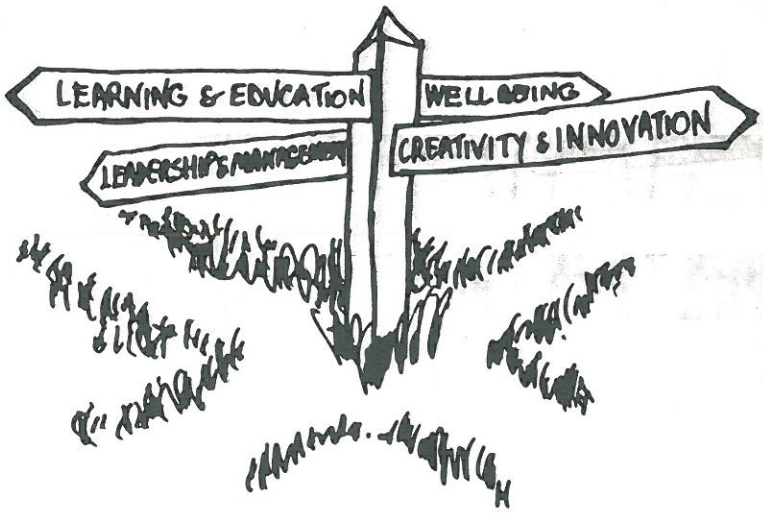
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WHAT IS NLP UNIVERSITY?

by Robert Dilts and Todd Epstein



The Dynamic Learning Center has recently created a new kind of structure for NLP training under the title of *NLP University*. The *purpose* of NLP University is to provide the opportunity for advanced learning and the sharing of ideas with and between different disciplines and fields. The structure is set up so that individuals can focus on specific practical applications and yet also attain generalizable learning.

The *vision* of NLP University is to create a context in which professionals of different backgrounds can develop and contribute to both fundamental and advanced skills in applications of NLP relevant to their professional vocation.

The *mission* of NLP University is to provide the organizational structure through which the necessary guidance, training, culture and support can be brought to the people who are committed to manifesting the global potential of Systemic NLP — to *creating a world to which people want to belong.*

The *strategy* of NLP University involves the diversification of NLP-based trainings and materials into a number of focused application areas by establishing specific NLP Application Pathways. Each Pathway is designed to give the necessary direction and structure to allow people to focus their learning and creative abilities toward a professionally relevant area of application. Each Application Pathway is defined by the mix of 1) the kinds of NLP tools and skills to be used, 2) the kinds of people to be served and 3) the kinds of goals and outcomes to be accomplished.

Individuals progress along a particular Pathway by developing competency with specifically engineered materials related to accomplishing goals within their chosen path and profession.

The *structure* of NLP University consists of a number of interdependent courses, modules and paths:

1. Core Courses for basic, advanced and trainer-level NLP skills of approximately 10 days each.

2. Mixed Application and Technique Modules which cover a variety of basic and advanced NLP applications and techniques, including learning, creativity, health and leadership.

3. Practitioner and Master Practitioner Certification Modules consisting of a combination of core course and mixed application packages.

4. Specific Application Pathways consisting of complementary basic and advanced-level courses in a particular application area.

5. Presenter Qualification Modules consisting of intensive training and assessment with specifically engineered materials in a particular application area combined with advanced presentation skills. Qualified presenters are authorized to use the engineered materials in a specific application course.

6. Individual application courses at basic and advanced skill levels.

Application Pathways

Current Application Pathways include *Creativity & Innovation, Dynamic Learning & Education, Well-Being (physical and mental health),* and *Leadership & Management.* Each Pathway is embodied in a series of trainings leading to "presenter" qualification that authorizes the use of specifically engineered material that has been developed by Robert Dilts and Todd Epstein. Each Pathway is composed of a series of logically dependent or connected modules that prepare people to become consultants, presenters or developers within a particular application area.

The *Learning & Education* path relates to the fundamental processes by which we acquire new skills and achieve personal competence and excellence. It involves skills for developing conscious and unconscious competence through the establishment of new "programs" and strategies. The scope of the learning and education path extends beyond traditional primary and secondary education and industrial education. It is also intended to cover the whole spectrum from learning disabilities and problems to exceptional and accelerated learning programs.

The *Creativity & Innovation* path relates to the skills necessary to evolve and change. It involves the process of coordinating the "dreamer," the "realist" and the "critic" through strategy and flexibility. This path

probably has the broadest scope of potential applications. Creativity and innovation consultants and trainers would have clients and customers ranging from managers and engineers to artists, therapists, musicians, etc. Each one of these could be potential new markets.

The *Well-Being* path relates to the development of the skills involved in promoting physical and mental health. It involves learning to manage behaviors, capabilities, beliefs and values in order to create alignment and balance, both mentally and physically. In addition to psychological and health professionals, companies, organizations and patients would be included within the scope of these applications.

The *Leadership & Management* path relates to skills that are essential for expressing oneself and accomplishing goals in the context of working with other people. It involves establishing rapport, organizing, interacting and communicating within an organization, network or social system to move towards one's highest aspirations. In addition to the obvious applications in companies, NLP leadership and management skills could be used by people wishing to participate in changing (or starting up) any kind of social organization or institution, such as ministers, entrepreneurs and people setting up NLP institutes and agencies.

Learning Labs

In order to help support learning and development of individuals participating in the Application Pathways, NLP University will set up learning labs consisting of reference materials and research tools such as books, audio and video tapes, computers and computer software, etc.

Summary

A university is a context and a culture that creates the opportunity for advanced learning. NLP University provides a context where the sharing of ideas can take place between people of different professions, disciplines, fields and nationalities. The strategy of NLP University is to establish specific NLP Application Pathways that give the necessary direction and structure to allow people to focus their learning and creative abilities toward a professionally relevant area of application. Individuals progress along a particular Application Pathway by developing basic competency with fundamental NLP skills and then acquiring proficiency through working with specifically engineered materials related to accomplishing goals within their chosen path and profession.

Most importantly of all, NLP University creates a space for committed learners to gather together in pursuit of new knowledge and its applications for the purpose of creating a world to which people want to belong. For a catalog of classes, contact Dynamic Learning Center (see p. 6).

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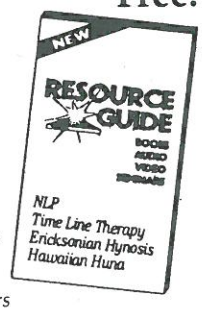
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WHY JOHNNY CAN'T WRITE PART 2 — SOME STRATEGIC INTERVENTIONS

by Dr. Lloyd Flaro

It's obvious that writing is an essential part of the school curriculum. For most students, the graphomotor skills and abilities are automaticized easily and effortlessly into unconscious competence producing legible penmanship and neat work.

And yet, some children fail to effectively and efficiently master handwriting skills and competencies. They often struggle just to write a single word and direct inordinate amounts of energy into the development and production of "good" penmanship. More often than not, these children find written tasks and assignments so anxiety producing that they develop a myriad of avoidance tactics and find innumerable excuses to account for incomplete assignments or unfinished homework tasks. In short, the process of writing, itself, is painful to them. It effects their ability to put their thoughts down on paper and often they describe the process as going blank or "I forgot what I was going to say."

Teachers and parents are usually frustrated by the student's written work and, more likely than not, insist that the individual practice harder, write neater, slow down and just "write correctly!" Lo and behold, the student's handwriting gets worse. Similarly, the student is equally frustrated. The task of writing thoughts down on paper becomes a herculean chore filled with varying degrees of anticipatory fear and anxiety.

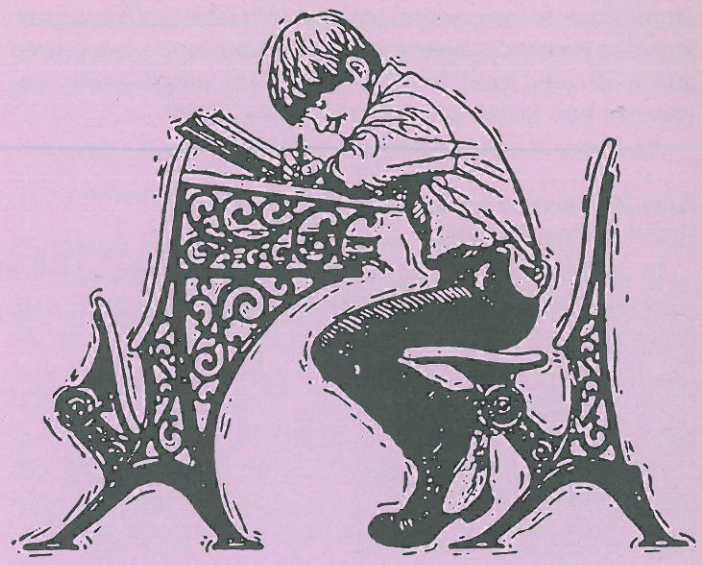
DIAGNOSTIC TIPS FOR EFFECTIVE REMEDIATION

In my clinical experiences, the following patterns, when noted, can provide the remedial specialist with some vital information about why the student is experiencing handwriting difficulties. These behavioral patterns can provide the needed diagnostic information and basis for remediation.

Visual Negative Feedback

Visual negative feedback refers to the fact that visual input somehow interferes with the visual motor output system. This problem can be identified through the systematic attempt on the student's part to correct what he has written down on paper. The student looks at the visual stimulus, begins to copy or write it down and notices that what is being written down bears no resemblance to the stimulus. Consequently, there is a constant self-corrective tendency to make the motor response match the input stimulus, but the greater the effort, the worse it becomes.

This problem is most evident when you ask the student to write their name or a phrase with their eyes open.



Notice what happens and how long it takes to complete this task. Next, have the student do the same thing but this time with eyes closed. If negative visual feedback is a culprit, s/he will write smoother, faster and with more fluency. This informal test indicates that the student has visual feedback problems.

Corrective Action: You can have the student develop a kinesthetic memory for the letters and words so that they are automatically translated into motor responses. Yes, you can teach the child to develop these skills through learning to form letters with his eyes closed until he gets a feel for the letters. Some teachers have the child look at the word, trace it with their fingers and then write it down.

Subvocalization

Internal dialogue or inner speech is an important cognitive behavior often involved in the processes of planning, organizing and anticipation of consequences. However, in the domain of handwriting, it often interferes with the smooth production of written responses. Often this difficulty is manifested through subvocalization maneuvers. You will observe the lips moving or hear slight whispering, both indicative of internal speech or inner dialogue. You may also notice the child extend his or her tongue outside the mouth off to the corners. This behavior, more often than not, signifies the employment of internal dialogue as well as the overuse of attention and energy.

Diagnostically, you need to know what the individual is saying to themselves. Is s/he self-instructing in the formation of each individual letter? Or is s/he first saying the word and then enumerating each letter individually? Or is s/he sounding out the word letter by letter? All of the above presupposes that the student is using a sequential cognitive process; that is, doing things one step at a time, a process incompatible with the automatic act of writing. Expert handwriters have no

recollection or conscious awareness of an internal dialogue, let alone how they manage the act of handwriting. They simply hear or see the word or phrase and automatically translate it into a motor response. By the way, do you know precisely how *you* do it?

Corrective Action: Try Strategy II (Auditory Preference).

Arm Movements, Muscular Tension and Handwriting Postures

In many cases of handwriting deficits seen in my clinical practice, students exhibited sterotypical arm movements, patterns of muscular tension and handwriting postures. Most of the students did not write in a smooth, flowing manner. Rather, they tended to exhibit jerkey arm movements and frequently lifted the arm to guide the next stroke or graphomotor response. The arm movements were a series of starts and stops, a tedious, laborious process in learning handwriting competency.

If you placed your hand on the student's forearm as s/he wrote, you could feel the muscular tension increase to the point where their arm became stiff and rigid. This also carries over into the pencil grip used to write, preventing the individual from making relaxed, fluent arm and hand movements.

Corrective Action: Providing the student with immediate kinesthetic feedback on whether their arm is tense or relaxed often teaches the child the relationship between it and better handwriting skills. Simply place your hand on the student's arm and squeeze whenever it begins to tense up. You may want to explain the procedure to the student so that whenever they feel you squeezing their hand, they know to relax their arm.

Some children emply a hooked arm/hand posture, while other students use a non-inverted handwriting posture. Whether or not this has anything to do with poor handwriting skills is highly questionable. The research suggests that a non-inverted handwriting posture activates the opposite hemisphere, while an inverted or hooked handwriting position activates the hemisphere on the same side as the dominant hand. Some researchers claim that inverted postures may create interference between brain processing and output motor systems. This hypothesis is highly controversial and at the same time useful. If it is correct, then having the child write as fast as s/he can using both handwriting postures should yield speed and fluency differences. Whatever occurs should provide you with information necessary to determine the appropriate posture the child should be using.

Regressive Eye Movements

Some children seem to wrie a word or a phrase and then stop, look back over the written material and correct what needs to be amended. Once corrected, they proceed to the next word or phrase, stop, and look back over all the written work, check it out and again proceed onto the next unit. This procedure is often accompanied by regressive eye movements similar to what you see with children who have reading problems.

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Corrective Action: This process creates a negative feedback loop which only reinforces error. It simply needs to be stopped. Have the student use their finger to cover up what s/he has written so that s/he cannot see it until s/he's finished writing the sentence or the paragraph. This simple procedure, when internalized, becomes automatic and then other proofreading strategies can be installed to supplement the handwriting functions.

SOME STRATEGIES FOR REMEDIATING HANDWRITING DEFICITS

The above information offered some diagnostic tips used to determine the underlying cognitive processes and external behaviors interrupting or inhibiting the learning of a smooth, fluent and competent handwriting style. This information should be used to formulate a strategy (a sequence of steps designed to achieve a specific outcome) applicable to the student's problem. One strategy may not work for all students; each strategy needs to be individually designed to accommodate the student's learning impairment. Yet, the following strategies have been developed and tested and have proved very successful with the remediation of handwriting impairments. Each strategy will be presented separately and some notation will be introduced to explain the steps.

Strategy I

The most effective strategy for learning handwriting skills occurs when the student can internally or externally see or hear the word and automatically translate it into a motor output response. There is no need for, nor any conscious awareness of, internal dialogue or vocal directives. Generally, there may be a quick flash of internal visual imagery of the word or phrase but there is no internal dialugue unless it is to simply say the word per se.

Input Requirement — Output Behavior
(Visual/Auditory) (Writing)

To install the strategy, have the child look at the word, make an internal image of the word and then write it down. The making of the internal visual image is important because this process provides the student with the basis for coding and storing the word stimulus. Many children with handwriting difficulties simply do not have an effective system for storing and remembering what the word looks like. They often rely on sounding out the word or leave it to kinesthetic memory, hoping that it turns out right. If you ask them if what they wrote is correct, they honestly cannot tell you because they have no internal criteria to determine the rightness or wrongness of the written word!

To install it, you might say: "Look at the word 'teacher.' Now see the whole word and move your eyes up to the left (or wherever their past visual memory is located) and see the whole word written on the blackboard in your mind. Now write it out. Now look at what you have written and what is on the board. Are they both the same?" If not, have them make the necessary corrections in their mind's eye. If yes, reinforce them immediately.

a) Look at the word
b) See it in your mind's eye
c) Write it.

Strategy II (Auditory Preference)

Some chldren are so auditory that they cannot make an internal image of the word unless they verbally say it to themselves first. For these children, have them look at the word, then say the whole word to themselves (they are not to sound it out) and generate an internal image of it, then write it out. Now as they look at what they have written, have them say it to themelves and ask if it is right. Have them compare what they hear at the ouput end with what they hear at the input end so that they can develop an auditory evaluative criterion.

a) Look at the word
b) Say it to yourself
c) Make an internal image
d) Write it.

This process attempts to build in the sequence of hearing the word, which will automatically trigger an internal image that can be written down as well as an internal comparative/evaluative checking system.

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Strategy III (Kinesthetic/Tactile Preferences)

Some children do not have the ability to generate internal pictures unless other cognitive systems are involved to bridge the mental representations. For the most part, such students have well-developed and refined kinesthetic/tactile cognitive systems. These students learn best by touching objects or manipulating concrete things. Similarly, this group of students may not be strong in the auditory area either. To learn to write requires the employment of tracing the letters as a basis for generating internal images or to develop efficient motor memories of the letters and words. Thus, to teach the student the writing stategy, have them look at the word on paper with the letters fairly large, and then have the student trace the letters with their finger, simultaneously saying the whole word or word syllables. S/he is to do this five times consecutively until s/he gets a feel for the word. After the appropriate number of times, s/he writes the word down on paper. As an extra step, you may want the student to generate an internal image after s/he says it, if this is possible. It is not a necessary step because this strategy should automatically start generating internal pictures of the lettters or words.

a) Look at the word
b) Trace the word
c) Say it to yourself
d) Write it down.

This strategy should generate a kinesthetic check for knowing if the word is written correctly. Like typists, students who master this strategy will know if the word is written correctly because it will feel right. As a result of installing the kinesthetic writing strategy, looking at or hearing a word should trigger off the right motor programs.

SUMMARY

In this article, diagnostic tips were delineated to assist resource specialists in generating hypotheses about handwriting deficits and then constructing an appropriate strategy for remediating the dysfunction. Similarly, several specific cognitive strategies were outlined as an effective means to teach the learning of handwriting competencies. The strategies have produced very positive results with learning disabled students exhibiting handwriting dysfunctions. *The important point to be made is that each student needs to practice the strategy on a consistent and daily basis to ensure automaticity of the strategy.*

❐

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AWAKEN THE GIANT WITHIN
by Anthony Robbins
Reviewed by Kirk VandenBerghe

One of my favorite quotations from Gregory Bateson's work is "Before you think about something, you have to think about how you are going to think about it." So allow me to first layout some of the questions I have *not* concerned myself with regarding this book.

First, "Will this book be a successful best seller?" There is absolutely no question that *Awaken the Giant Within* will be extremely successful from a sales perspective.

Second, "What kind of person is Tony Robbins?" I have no reason not to take him at his word (page 21), that his life is about the question "What makes a difference in the *quality* of people's lives?"I have a friend who had the opportunity to be associated with him and reports that his "off stage" life is congruent with what he presents "on stage."

Thirdly, "Does the technology (or at least some of it) he presents actually "make a difference in the quality of people's lives?" Again, I personally know many friends and clients who have received benefit from his books, workshops, trainings and audio/video based courses. Obviously, there also must be many counter-examples to those reports given how many thousands of people have been reached by his various companies.

Lastly, "Is Tony teaching NLP or has he gone off in his own direction?" NLP is not about NLP techniques, it's about modeling human systems. He utilizes both the modeling results of many NLP developers as well as his own modeling outputs combined with many other human potential movement concepts. There's no such "thing" as NLP, it's a process.

Now, on to how I *did* think about *Awaken the Giant Within*. The real question for me is "Are the concepts, skills and techniques he presents aligned with the NLP Presuppositions?" My answer is yes and no.

But first, some of the things I really liked about the book. One of the reasons Tony has been able to reach the mass market is he has cured himself of the NLP disease of "Jargonitis." He speaks in everyday English and does not talk down to his listener. He peppers his writing with many stories, metaphors, quotes, cartoons and illustrations. Concepts are thoroughly introduced, presented from multiple perspectives, summarized, and reinforced in subsequent chapters. He constantly translates the concepts to clearly executable skills and practical steps and then encourages the reader to take action immediately.

Tony is an evangelist. With missionary zeal he preaches about the dire straits of life on the planet: how the majority of humankind is stuck in their own ruts and unable to break out; how our ecological environment is falling apart. He shows a way to freedom and challenges listeners to get up off their couches, turn their TVs off (except if his infomercial is on) and get busy! Evangelists are often criticized for their naive zeal and hype, as well as their surface solutions to difficult problems. I've certainly had these reactions (and more) to him, but the more I think about it, the more I feel that any system needs an "irritating agent" — an element that shakes things up and points to some new perspectives. I'm not sure that vibrant, positive, unbridled enthusiasm is such a bad thing. Irritating perhaps, but not necessarily without value.

There are many useful chapters in the book. I especially liked the following: Chapters 4 and 5 are simple and very well organized overview of belief systems. Chapter 9 on "Transformational Vocabulary" and Chapter 10 on metaphor contain very useful introductions to how words affect and can reshape experience. I also like Chapter 20, titled "Physical Destiny," and found the principles presented there to be sound and personally beneficial.

Additionally, Chapter 11 on emotional reframing and redirection is great — with one problem. The author doesn't give credit to Leslie Cameron-Bandler and Michael Lebeau. This chapter is a clear adaptation of Leslie and Michael's extensive research on emotions and their subsequent book *The Emotional Hostage*. Not good.

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by Nelson Zink

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Now on to the three problems I have with this book. First, given the audience it is intended for (I assume this is a mass market book), it is a very big chunk! 539 pages is a great deal of self-help, especially when nearly every chapter contains specific calls to action. The author wisely starts the book with "Dreams of Destiny" to get the reader's attention and open up some notion of what's possible for them. Then he follows with "Decisions: The Pathway To Power." Readers are exhorted by Robbins to make a decision to finish the book and put the contents to immediate use. However, I still think the chunk is too big and many people will lose interest or become discouraged.

Second, is a problem I have with the underlying philosophical core of the whole book. Remember, the way I thought about this book was "Are the concepts, skills and techniques he presents aligned with the NLP Presuppositions?" Here are the six "Master Steps of the Science of Neuro-Associative Conditioning™" (NAC for short):

1. Decide what you really want and what's preventing it from happening now.
2. Get Leverage: Associate massive pain to not changing now and massive pleasure to the experience of changing now!
3. Interrupt the limiting pattern.
4. Create a new, empowering alternative.
5. Condition the new pattern until it's consistent.
6. Test it!

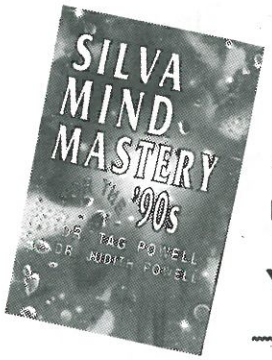
Now let's think about these steps, especially step 2, from the context of the following subset of NLP Presuppositions (borrowed from Robert Dilts and Todd Epstein):

1. The most effective and ecological change comes from responding to intent, not the expression of a problematic behavior. People make the best choices available to them given the possibilities and the capabilities that they perceive to be available to them from their model of the world. Any behavior — no matter how evil, crazy or bizarre it seems — is the best choice available to the person at that moment, given their model of the world. If given a more appropriate choice (within the context of their model of the world), the person will automatically take it.

2. It is not the "territory" or "reality" that limits people, rather it's the choices they perceive as available to them through their maps. The most effective and ecological models are those which make available the widest and richest number of choices.

3. Human interactions form a Cybernetic System and are not a function of linear stimulus-response chains but of systemic feedback loops.

4. Cybernetic systems are organized into different logical levels of structure. The rules of change and reinforcement for one level will not be the same for a different level. What is positive on one level may be negative on another level. It is important to sort out



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interactions on different levels. It is useful to separate behavior from "self" — to separate the positive intent, function, belief, etc., that generates the behavior from the behavior itself.

5. Any behavior, experience or response may serve as a resource or limitation depending on how it is sequenced, punctuated or contextualized. There are no mistakes, only outcomes. There are not failures, only feedback.

6. The law of requisite variety — the part of the system with the most flexibility will be the controlling or catalytic element in the system. As soon as there are behaviors you cannot generate, there are responses and, thus, outcomes you cannot elicit.

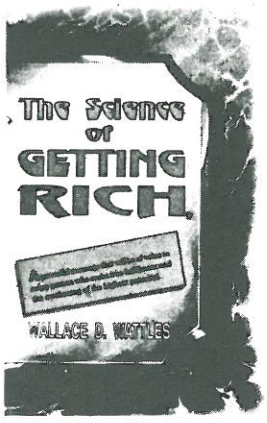
There is no doubt that the direction filter metaprogram is always in operation in the domain of "the mind." We are always simultaneously moving toward our perception of pleasure and away from our perception of pain. The problem is that our perception is unconsciously affected by the deep-level presupposition of "either/or." We think we can only move toward *either* one choice *or* the other. "Am I going to be compelled to do this *or* that?" What if we could move toward the pleasure of "both/and" and away from the pain of "either/or?" What if we could open up our perception to the possibility that in the denied opposite we are moving away from (associating massive pain to!) there lies a great treasure of understanding? Perhaps important messages from the unconscious mind live in the house we are trying to demolish. Perhaps the behaviors we are trying to destroy and eliminate were originally adaptive and designed to take care of our ecology, even our survival.

What if we could step out of the whole cycle of being addicted/compelled to doing *either* this *or* that and move toward acceptance of "what is." Having acceptance and understanding is like stepping back, taking a deep breath and realizing that who we really are is much more than *either* this "good" choice *or* that "bad" choice. Acceptance is not making the "bad" behavior appear to be "good" or vice versa. It is also not about both being "good" or both being "bad." Acceptance is not a passive ending point — it is an active starting point.

From the place of acceptance, true freedom of choice can arise. The sun can rise on the world of black-and-white to illuminate the over 7,500,000 colors we can perceive. It's not that both potential choices in the black-and-white perception are either "good" or "bad," it's that both are currently "what is." However, they are only two choices out of 7,500,000 possibilities. When the sun rises on the "either/or" world, subtle hues begin to arise. Then the horizon becomes more vivid. Soon direct rays begin to illuminate an endless myriad of distinctions in color. Black and white become two of 7,500,000 possible choices. Both/and, and, and, and, and . . . . As Ragini Elizabeth Michaels says in her new book, *Facticity: A Door To Mental Health And Beyond*, "The mind is not the enemy. It is an incredible source of clarity and organization and creative expression. And it does work in directions (for and against, toward and away). If we want to create balance as a real choice, we must harness that directional power of the mind and use it . . . . to help us reach out of mind and its perceptions of duality into the loving arms of our inner nature just awaiting our arrival home."

If you really want to do something fun, take step 2 of NAC, "Get Leverage: Associate massive pain to not changing now and massive pleasure to the experience of changing now!" and run it through the filters of the NLP presuppositions listed above, along with the notions of moving away from "either/or" toward "both/and" (and, and, and . . . .) and see if NAC makes any sense. It doesn't to me and this concept is a constant that runs throughout the book. Even though Robbins has included chapters on values clarification and identity, they run counter to NAC.

To illustrate further, imagine taking yourself through the initial steps of the "Visual Squash" technique. You have your two hands apart with palms raised. You have identified and named the two parts in conflict and built clear representations of one part in one hand and the other part in the other hand. However, instead of establishing the positive intention of both parts you do the first half of NAC step 1 and "Decide what you really want." Then pick the "good" hand/part, the part that's "what you really want," and label its behavior as "right"



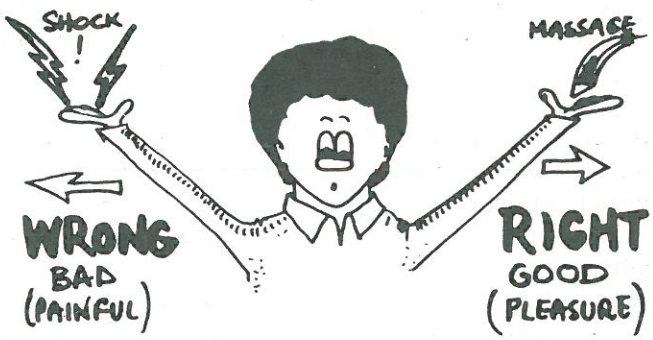
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(white). Now do the second half of NAC step 1 and find "what's preventing it from happening now." Well, in the "either/or" world it has be the other "bad" hand/part so you forget the process of identifying its positive intention and simply label it "wrong" (black). You then streamline the process by leaving out establishing communication between the two parts, identifying any common positive intentions or discovering any value they have for each other to work together on your behalf. The last thing you want is a partnership between good and evil! It's time to win! It's time to slam that right hand down on the table and be powerful! Forget any negotiation because it's time to heighten this conflict to all out war. Now reach over and pull out a high voltage wire and shock the hell out of that bad hand (associate massive pain!). Then give a delightful massage and manicure to the good hand. Finally, let the bad hand fall limply by your side and raise the right hand up and out in front of you. You might also like to shout out a patriotic war cry at the same time. Now just make the decision to commit to keep doing this five to ten times a day. I guarantee you will get behavior change. You will be doing only one choice and it will be the "right" choice. Just think, you can do this with everything bad. Now just go out and conquer.



Now obviously the above is only satire and in no way do I desire to infer that the author has anything but the highest intentions and a very positive impact on many people. However, as far as I can see, the above visual squash metaphor is exactly what NAC is and acts as a polluting element that runs throughout the book. It might work well for training rats, but I'm not even sure that's true.

My last major problem with the book is that Tony discounts the importance of identifying and re-imprinting past events. His advice regarding the past is to "forget it." As a facilitator who works within a family systems framework, this makes no sense to me. Past memories are the developmental context for both valuable, discounted resources as well as limiting beliefs about identity, worth, possibility and capability. My clients have received tremendous benefits from the resources delivered by regression-based techniques such as Re-Imprinting and Time Line. Isn't the "forget it" mentality rooted in denial? I'm not interested in forgetting it. I'm interested in healing it, clearing it, transforming it, reframing it — making the waters of the past a safe place to sail once again.

In summary, my experience in reading *Awaken The Giant Within* was very stimulating. On *one hand* I found many portions of the book both useful and moving. Many of the stories warmed my heart and brought tears to my eyes. On *the other hand*, the fundamental presuppositions of NAC run counter to the NLP Presuppositions listed above and are anything but freeing. Compulsion is not choice, regardless of whether it is a "good" or "bad" compulsion. By the way, could someone please write me and let me know which hand to give the massive pain of electric shock to? I need to decide if *Awaken The Giant Within* is *either* a "good" book *or* a "bad" book!

❐

Summit Books, 1991, Hard Cover, $20.00. To order, use the form on p. 20. Add $7.00 s&h (US); add $21.00 Air Mail s&h (int'l). *See page 6 for Special Offer.*

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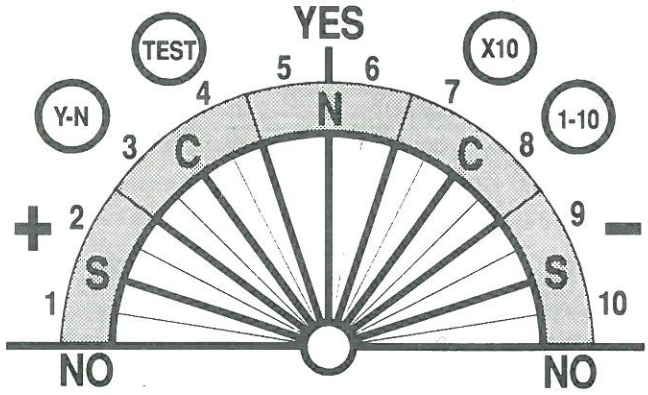
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THE CARE AND FEEDING OF THE WILD PENDULUM

PART 4 — THE POWELL PENDULUM MULTIMETER

We have learned, in past issues, how to make and use the simplest psychic meter — the pendulum. By now you have practiced and should be fairly proficient in using this "swinging" instrument. Take the next step to fine-tune your contact with your higher Self, and qualify simple yes and no answers.

You are now going to attach a meter to your pendulum. The idea of a Powell Multimeter came from a meter I use to check electronic components. By switching the dial, I can change to different voltages. I wanted to design a pendulum meter that I could switch from one type of reading to another, hence a multimeter. In this issue, we will cover the beginning phases of using the Powell Multimeter and expand on this topic in future issues.

You might find it useful (after you have read the article on the opposite page) to cut the Meter out of the magazine. To make your Powell Multimeter more durable, you might wish to seal it in plastic. Most stationery stores will laminate it permanently for you between two sheets of self-adhesive laminating material. As a last resort, simply buy a roll of clear Contact Brand self-adhesive plastic. (A full roll will allow you to seal about half a newspaper.) After making it more durable, you can carry the laminated Powell Multimeter and your pendulum around in your pocket or purse. It should last for years.

YES-NO MODE

Examine the Powell Multimeter above. First, imagine the gage completely round, understanding that only the top half of the circle is printed. When we follow the line going horizontally from right to left we see the NO at the beginning of the line and the NO at the left side of that line. Next notice the vertical line, starting at the top of the meter with the word YES. Now follow the line down through the circle in the middle and follow the vertical line down from YES to the bottom side of the imaginary circle. In fact, if we took away the circles — both the printed top half and the imagined bottom half — our lines would form a large cross or plus sign. Take your pendulum and touch in the center of the Y-N circle (mid-left side). This will dial or set your Multimeter for a YES-NO mode. (Before someone writes the publisher another letter, the touching of the pendulum to the paper is a visual symbol to allow your brain to clearly define your objectives — in this case, a YES-NO answer.)

Hold your instrument above the diagram, allowing the pendulum to come to rest, pointing to or just above the circle at the center of the horizontal NO-NO line. Now ask a question for which you know the answer is "Yes." Note that the pendulum will move back and forth, to and from your body, swinging up toward the YES word and down, crossing the horizontal line and below the meter — giving you a YES answer. Next check your "No" response by asking a definite "No" question. Your pendulum should now swing from left to right, following the NO-NO line. Nothing new here, in fact you did not need the meter for this. Yet, by always starting the use of the Multimeter with the YES-NO response, you anchor your success to the meter and thereby increase accuracy.

TEST MODE

The Test Mode is designed to determine if something is within an acceptable range or unacceptable range. Remember, your pendulum can be used to psychically detect health problems in yourself or others. In fact, you owe it to your family to "check them out" at least once a month, so if a problem is in the making you will be able to detect it early.

Let's explore just a few of the many ways we can use the Test Mode.

Note: Regarding health areas, if you find you need a large increase or decrease of anything you are currently ingesting, it's best to check with your health caretaker before making any changes.

You can use the Test Mode to determine if you are taking too much of a vitamin or not enough, for example. Or to find if you have the proper amount of nutrients in your system (or for someone else); if you are eating properly and digesting your foods properly. You can also test to see if a specific organ or body part is functioning correctly.

How To Use the Test Mode

Touch your pendulum to the circle marked Test (upper left). Write on a piece of paper the object you are testing for and hold the paper in your left hand (proxy method, as explained in Issue 49). Let's assume that we are testing for protein. Allow the pendulum to become still over the center circle. Ask the question, "Is the amount of protein I am now ingesting the correct amount for my body's vibrant health?" In place of the normal yes or no answer, we now can get a reading. If the pendulum swings in the N (normal) range, we are eating the correct amount for us at this time.

Note the letters in the band of the half circle of the Multimeter. One band or section has an S, the next band has a C and the next area has an N. N is Normal, C is Conditional (or Caution) and S is Severe (or Serious). Also note to the left there is a plus sign (+) and on the right side there is a minus (-).

Let's say the pendulum swings up and toward the right (the minus side) in the C zone. We can assume that the individual is not getting enough protein or at least they should carefully monitor their intake, since it indicates a Caution/Conditional area. If the instrument swings to the lower right of the Multimeter, into the S space, this would suggest that you (if you are doing it for yourself) have a serious protein shortage and should contact your health caretaker. If the pendulum swings to the left, you are in the plus side — and an S on the plus side tells you that you are ingesting too much protein. Again, you should take measures to check out the over-abundance.

You may check out the functioning of an organ with the Test Mode. Write the word liver or John's liver (if you want to test John's liver) on a piece of paper and hold it in your left hand. (Remember to touch the Test circle with the pendulum.) Allow the instrument to come to a rest above the center circle and state, "Give me the functioning of my liver (or John's)." Note if the liver is functioning within Normal, Conditional or Severe states, and if it's over- or under-producing.

You may simply want to check on your loved ones. Write their name on a piece of paper and hold it in your left hand. Ask, "How is (name's) physical health?" Watch for your answer. You will wish to ask, while you have their name in your hand, about their emotional and spiritual health. Emotional and spiritual problems are not often discussed and can be set on the right track with a few well-placed words from you.

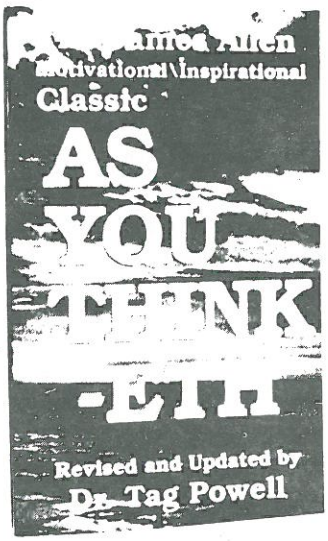
Next month we will swing into the other side of the Powell Multimeter. Until then, keep flexible . . . . for change is exciting!

❐

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These articles are part of the forthcoming new book, *Taming the Wild Pendulum*, to be published by Top of the Mountain Publishing, Largo, Florida.

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Dr. Tag Powell is a world class author, lecturer, trainer and publisher. His books are translated into seven languages and include many best sellers, *Silva Mind Mastery for the '90s* and *Think Wealth... Put Your Money Where Your Mind Is!*

Tag, with his wife, author and trainer Judith, produces and hosts the award-winning cable TV show, *It's All In Your Mind*. Tag writes numerous articles, including monthly columns for three international magazines. Dr. Powell has been a full time professional trainer/speaker in the self-help and New Age field for over fifteen years, and has trained hundreds of thousands of people. He earned his doctorate in Psychorientology from the Institute of Psychorientology, Texas. This is the highest certification in the field. He also has earned Master Practioner's and Trainer certification in NLP.

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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., 1201 Delta Glen Court, Vienna, VA 22182, 703-757-7945.

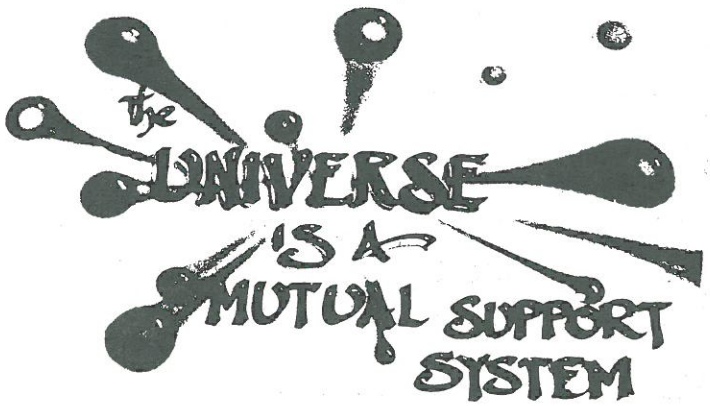
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Robert Dilts and Todd Epstein can be reached at Dynamic Learning Center, P.O. Box 1112, Ben Lomand, CA 95005, phone 408-336-3457 or FAX 408-336-5854.

✎ Art

Peter Joyes, who illustrated this issue, is an artist and calligrapher who was born and educated in England. After spending 17 years in the department store management business in the States, Peter resigned his position, sold everything he owned and, 15 years ago, began his rewarding career as "Peter Joyes, Artist." He is the author and illustrator of *Making Your Dreams Come True*..

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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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