THE VAK
INTERNATIONAL NLP NEWSLETTER

Vol. II, No. 2 Spring 1984 Page 1



International Retort Survey Report:

Site: Chicago, New Orleans, Denver or San Francisco

Cost: High, middle, minimal

Month: August, May, June or November

Conclusion: Inconclusive.

* * *

More from the subject of our last Retort, who says, "The VAK has not delivered as promised ... I refer to Vol. 0, No. 0."

Policy Statement: The present management took over The VAK free

Continued to pg. 4

NA/NLP to Meet in March

The new National Association of Neuro-Linguistic Programming will hold its first annual meeting March 23, 24 and 25 in Chicago.

The vision of the association, according to vice-president Kathryn Williams, "is one of unification and cooperation with an emphasis on sharing and support throughout the NLP network."

The principal objectives of the association, as set forth in the preamble to its 17-page by-laws are

"To create and develop an international network of NLP professionals as a vehicle for the open exchange of ideas, materials and services;

To provide standards for the various levels of training and certification and guidelines for training curricula;

To establish a code of ethics for its use;

To encourage and support the research, development and utilization of existing and new technologies in NLP, and to integrate ideas and skill from other disciplines and models;

To cooperate with other professional organizations and to promote greater public understanding of NLP and its objectives."

The New York-based association is to be governed by a 15-member board of directors, five of whom have already been elected; Rene Wilett, Ph.D., president, Kathryn Williams, Ph.D., vice-president, Marllin Mackenzie, Ed.D., recording secretary, Nina Evans, M.D., corresponding secretary, and Frank Stass, M.D., treasurer. Remaining directors are to be elected at the March meeting.

FULL BODY CALIBRATION

By Scout Lee Gunn

The analog of the human body is far more elegant than we first imagined! Over the past two-and-a-half years we've analyzed "miles" of video tape on hundreds of campers who journey to Oklahoma to accept "The Challenge of Excellence." For seven days they are fully immersed in acts and antics requiring their finest strategies for creating, solving problems, deciding, learning, motivating, and convincing others. We record the entire week and provide instant video feedback with "Full" Body Calibration. We've repeatedly noticed the following supplements to your current repertoire of calibration skills:

1. People access differently when in "disassociated" states. Information both elicited and retrieved from "integrated" states is far more valuable.
2. "Integrated" states are easily calibrated by the following:
   -The heart region is open and aligned directly over or in front of the buttocks.

Continued to pg. 4

Andreas Comments

Connirae and Steve Andreas have expressed some hopes and concerns for NA/NLP. Following are their comments.

"We have not been directly involved in organizing NA/NLP, but we have talked extensively with those involved about our concerns for such an organization. We know a number of those involved very well, and they are capable and competent people.

"We are completely in agreement

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DIALOGUING and SHARING

Who & What Specifically

If The VAK were to have a gossip column, this would be it. This is where we find out who's doing what. Thanks to Esther Enterline for a specific subtitle suggestion.

The VAK is international, because NLP is international, and this department mentions some of the international activities going on as well as letting you know about some of the people involved in the multi-phasic world of NLP.

European Training

The first official Qualified Practitioner Training in NLP on the European continent is being conducted in Rome. This is the first training of its kind outside the United States and England, and it is also the first to provide translation for non-English-speaking participants.

Sponsored by Istituto di Analisi Transazionale, the 24-day program is divided into three eight-day segments to be followed by testing.

Norma Barretta, Ph.D., and Philip Barretta, M.A., the wife-husband psychological team from San Pedro, California, are the primary trainers. Also scheduled as presentors are Micheal Grinder and Thomas Grinder, the brother-brother team.

Recently, the Barrettas presented an introductory NLP program for the Seventh Army Medical Command in Heidelburg, Germany. The post-seminar statistical review indicated that almost all of the participants would be making changes in their own operations as a result of the program.

Closer to home, Norma presented an NLP workshop at the 26th Annual Scientific Meeting of the American Society of Clinical Hypnosis in Dallas in November. This was followed by a presentation on Metaphor by both the Barrettas at the 2nd International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy in November and December in Phoenix.

Besides maintaining a private practice in psychotherapy for the past 13 years, the Barrettas have provided training programs since 1975 for physicians, psychologists, nurses and other health care professionals, as well as programs for educational and business organizations. They are trainers for Los Angeles Practitioner Certification Trainings.

Franklyn

Frank Franklyn, now an "official" psychotherapist, reports from London that he is teaching "states of excellence" and "not knowing" to his engineering students at the Polytechnic.

Grinder, DeLozier

Grinder, DeLozier and Associates' Cultural Modeling workshop in Bali has been tentatively scheduled for August 1 through 10, and other programs are set for Norway and Canada.

GLH

Grinder Laborde Hill has scheduled Negotiation Excellence Workshops for Alta, Utah, Ski Lodge April 8 through 13, for the chic Adriatic resort of St. Stephan, Yugoslavia, September 9 to 14, and for the scuba diving port of Grand Cayman Island Novembr 4 to 9. They will also be held in the more conventional San Francisco Bay area.

Excellence Unlimited

Excellence Unlimited will have programs in Peru, Canada and Germany.

New York Institute

The New York Training Institute for NLP will do NLP training in Holland and Belgium.

Marcus

Congratulations to Susan Marcus for conducting a successful fire walk in Eugene, Oregon.

Enterline

Esther G. Enterline, Ph.D., will present workshops in 1984 at the 47th Annual New York State Psychological Association Convention, at the New York Association of Marriage & Family Therapists Spring Conference, and at the 92nd Annual Convention of the American Psychology Association. She also presented NLP workshops for these groups in 1983. Esther has taught courses on Marriage and Family therapy incorporating NLP strategies and techniques at the American Institute for Psychotherapy and Psychoanalysis.

Esther, a psychologist and consultant in New York, reports she is doing exciting work with opera singers and other performers.

Gathering Information

by D.J. Jacobs

If you take the time to consider
Your Internal State and how
Your External Behavior
May very well relate--
You can gather information--
Like flowers from a field,
Scattering them through
The unconscious mind--and then--
Watching them bloom
Into fulfillment of Criteria and CEq,
Engulfing the transient Internal State
Into an awakened awareness
Of a Well-Formedness condition--
Existing in a contextualized state
Leading to the resolution of a situation.

And you may .....

With the subtlety of a painter's brush
Held to the canvas by a master's hand,
Stroke with exquisite excellence

A forever altered version
Of an illusion--
That once was there.

D. J. Jacobs is a business person from Palo Alto, California.

LITERARY REVIEW BOOK

by Don McCormick

Magic Demystified: A Pragmatic Guide to Communication and Change by Byron A. Lewis and R. Frank Pucelik, Metamorphous Press, Lake Oswego, Oregon 97034, 1982.

This book summarizes much of the content of *Magic I & II*. It also includes a section on eye movements. Byron Lewis was in some of the early NLP training in Santa Cruz. Frank Pucelik also began his association with Richard Bandler

Magic Demystified includes some new examples of the early concepts. It is illustrated and easy to read, and an accompanying cassette is available for $7.95. It has an interesting representational systems bias test in the back, which I had never seen before.

On the negative side, the content of the book has very little new material, and the material which is in the book is dated. The book has a few qualities which would make me hesitant to give it to someone unfamiliar with NLP. The illustrations give the book an unprofessional tone, and there is an overdose of superlatives in the biographies.

Don McCormick teaches in the Department of Organizational Behavior at Case Western Reserve

NA/NLP

Continued from pg. 1

with the proposed information networking functions of NA/NLP. We think there could be many very positive benefits from such an organization.

"We also have some concerns about this new association and would like to share them with you for you to think about. While NA/NLP hopes to join people from all three "camps," it is not associated with Richard, John or Leslie. NA/NLP will need to avoid becoming a fourth camp with its own standards that are unrelated to any of the three major training organizations. If NA/NLP can remain neutral and help bridge the differenced between groups, it could do something useful.

"Our deepest concern is in regard to setting standards and criteria for membership, trainers and credentialing programs. NA/NLP organizers have expressed their intention to set their standards independently of John, Richard or Leslie. The key questions in setting standards are: "What are the standards?" "Are the relevant to what is being measured?" "Who will apply the standards impartially?"

"Theoretically, relevant and objective standards could be administered fairly, but if standards are irrelevant, subjective, or poorly applied, they could become a way to enshrine and protect incompetents and to exclude capable others who have not "paid their dues." We have seen these problems become monsters in universities and in the TA and gestalt therapy organizations. Closer to home, Richard, John and Leslie have each, at various times, certified people as trainers who were later decertified and dropped because of their massive incompetence. At the same time it seems inappropriate for the developers of NLP not to have any part in setting standards for the organization.

"At this point we think NA/NLP would function best as a loose network of NLP-trained individuals. NA/NLP could avoid the question of standards by serving as a forum for all NLP-trained people to meet and share information. We hope NA/NLP approaches the questions of certification and standards with caution and moves forward slowly in this area.

"After considerable thought on our part, we have decided to join and voice our concerns, hoping to have some influence on the development of the organization."

LITERARY REVIEW ARTICLES

by Steve and Connirae Andreas

"Reprogramming the Patient," by John Leo. *Time*. December 19, 1983, p. 79.

A shallow, once-over view of NLP emphasizing more "far-out" and sometimes irrelevant details of NLP theory and practice. A lot of people will ask you about this one, so we suggest you read it and rehearse your response to its half-truths and innuendos.

"Building Rapport Through Neuro-Linguistic Programming," by Ruth Daily Knowles and Dorothy Young Brockopp. *American Journal of Nursing* , July, 1983, pp. 1010-1014.

An exceptionally clear and well-written article on basic NLP rapport techniques (matching representational systems, verbal and nonverbal accessing cues, etc.) in the context of nursing.

The VAK International NLP Newsletter is published quarterly by Genie Z. Laborde. Subscription rates $30 per year. Address all correspondence to
The VAK, 1433 Webster Street, Palo Alto, California 94301.

MIDWEST INSTITUTE OF NLP™

presents

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with

Lynn Conwell, Leslie Cameron-Bandler and David Gordon

This will be a twenty-four day training, extending over six months, to take place in Chicago. The trainers will be Lynn Conwell, Leslie Cameron-Bandler and David Gordon of the Neuro-Linguistic Programming Center for Advanced Studies. Lynn will be the core trainer and will be present at four of the six sessions. Leslie and David will each train for a full four days at one of the monthly meetings.

All participants in this Master Programmer Training must be certified at either the practitioner or programmer level of competency or have completed an extended training program in the basic behavioral skills, interventions and linguistic models of NLP™. If you have any questions as to your eligibility for this program, please call the Midwest Institute **(219) 232-1405.** Because of the advanced nature of this training, enrollment will be limited to those persons' who match the above criteria and who are actively involved in the application of their NLP™ skills.

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	May 18 - 21, 1984	October 19 - 22, 1984
	June 22 - 25, 1984	November 16 - 19, 1984

To reserve a space in the program, please fill out the attached registration form, and mail it to us, along with a check for $500 to serve as your deposit. The full tuition is $2,250. No extra time or money will be required for certification and testing. Your skill level and accomplishments will be evident in the quality of your interactions with the trainers and your fellow participants throughout the program, thus no separate testing sequence will be necessary.

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Full Body

Continued from pg. 1

-The eyes are soft, moist, and blinking.
-Breathing is full and constant; an even flow.
-Eye accessing cues are extremely diminished. Often no shifts are noticed.
-Body is balanced and symetrical.

3. "Disassociated" states (the state in which most folks live!) are detected by the following:
-The heart region is "off balance," i.e., leaning back behind the buttocks or to one side or the other.
-Eyes are hard, strained, sometimes dry, and unblinking.
-Breathing stops, is often shallow, and is irregular.
-Eye scanning patterns increase.

4. When people are standing and are weighted on the left foot, they are making an auditory lead or access (A^r or A_d).

5. Movement or tension in any part of the left leg or foot is indicative of an auditory access (A^r or A_d9. The "rhythm" of the internal sounds is marked out by the movement or speed of movement.

6. When the left foot is pulled back and tense, you guess that the A^r or A_d is on "pause" and is "disassociated" (A^{rd} or A^d).

7. Tension or movement in the left hand lying in the lap, crossed behind the back, or hanging by the side marks out the nature of internal sounds in the auditory system (A^r, A^d, or A^c), i.e. rhythm, disassociation.

8. Guess that the position of the hands is literal and ask about them, i.e., the index finger is pointing and the thumb is up = whom are you shooting?"
-The left hand is holding the right hand down = A^i_d is holding on to feelings (K). "Ahhh, come on! You can 'let go' of your feelings!"
-The same is true for "squeezing," "patting," etc.
-Pressure on the toes or fingers of the left foot or hand computes as A^i_d (auditory internal dialogue). The cassette tapes of the mind are rolling. Ask the person to "turn up the volume so you can hear, too!"

10. Weight on the right leg while standing is a kinesthetic access (K).

11. Movement or tension in the right leg or foot gives literal information about kinesthetic access (feelings). Check out the movement, e.g., "shaking" - "feeling a little 'shakey' today?"
-Right foot propped up and pushing down or away - disassociated feelings (K^{id}) - "Go ahead, 'push' that feeling further away!"
-Right foot pulled up and held still at the ankle = feelings are on "hold."

12. The speed of the movement in the kinesthetic system is marked out by the rhythm of the observed movement in the right lower quadrant of the body.

13. Movement or tension when the right hand is in the lap, crossed behind the back, or hanging by the side signals variations of kinesthetic responses. Take the movement literally, i.e. right hand holding the left hand = feelings are quieting the internal voice.

14. Tight buttocks signals that the person is "holding feelings in."

15. Locked knees or elbows signal feelings that are "locked up." You can usually question this person's "flexibility" and get a powerful response.

16. When the left leg is crossed over the right leg, the person is, in some way, "telling" self to "control" the feelings (A^i_d=>K^{id}).

17. When the arms are crossed over the chest with the hands tucked under, observe the movement of the fingers and hands. Movement in the left hand is A^r or A_d. Both of these accesses signal that the person is listening to recordings of the past. Movement in the right hand in this position signals A^c (auditory construction). When this access is preceded by a kinesthetic lead, the tonal quality of the voice heard is "most assuring" and is the "voice of the unconscious mind." Among the 300,000 tonal recordings of our auditory system, only one is the voice of our own unconscious ally. Some Native American people call this the "familiar voice" or the "true voice," or the "spirit voice." Contact with this voice is indicative of the deepest level of rapport. Sequentially, this access will follow a kinesthetic access and looks like this ($K=>A^{iec}_F$). Translated, this is the auditory internal or external constructed familiar voice. When this voice (the Familiar Voice) is heard, the body impulsively moves to action. This voice serves to positively instruct or coach. "Negatives" will not be heard.

18. When the right eyebrow is up, the person is visually constructing (V^c). When the left eyebrow is up, the person is visually remembering (V^r). The same is true for the lateral muscular twitches or movements of the face.

19. When the chest is caved in, the feelings are trapped and, thus, disassociated.

20. Mouth twitching or pulled back toward the ear(s) = internal talking, either A^i_d or A^c, depending on the side of the face the movement occurs.

21. Tension in the neck or throat - unexpressed A^i_d or A^c.

22. When the neck extends out in front of the shoulders, the person usually visually disassociates or imagines, then talks to self about the hallucinations. They are disassociated from what is visually happening around them and their internal dialogue.

23. When a person sits Indian style with the right leg over the left, "feelings" are exposed. When the left leg is over the right, their feelings are "guarded" and they are either recording or talking.

There's lots more! Pay close attention! Here's a personal challenge: Master Full body calibration, then see if you can find a person who accesses backwards. We haven't found a person yet who is "wired backward" when "integrated," fully balanced, and operating under the careful eye of a "full body calibrator." We've seen lots of folks who "re-construct based on an A^i_d or A^r lead. Check it out.

RETORT *Continued from pg. 1*

of any obligation, stated or implied. We plan to do the best with what we have to work with to make The VAK a vehicle for communication in the NLP community network. You can see what we have done in two issues. Those are our credentials. We want to make it better.

* * *

The same writer, charged with double bind asks, "Where in my

Continued to pg. 11

The VAK Interview

The VAK interviewed Michael Colgrass, Pulitzer Prize-winning composer, at John Grinder's first Modeling Workshop, where he displayed a variety of talents, both as a modeling subject and as a workshop leader.

I met John Grinder about two years ago. I told him about the workshops I had been doing for performers, and he was interested, and shortly after that I began to use NLP techniques, namely to hypnotize an audience at a concert in order to listen more efficaciously to go immediately into a nice state for listening. I showed John that transcript. He liked it so much that he invited me to come to the New York Hypnosis seminar as his guest, and I presented it there. Within about a year we got to talking about the relationship between creativity, NLP, and altered states, and I invited him to come and take a workshop with me in order to learn the things I was doing. So about eight months later he took a workshop with me in Toronto. So now we'd each been to each others workshops and had an idea about how we did things, and we talked further about certain ideas, and he came to invite me to this one, because we both got ideas for integrating what I was doing with what he was doing, because they were really like hand and glove. That's how I came to be at the modeling workshop. Partly to model me per se, but the other is to integrate creativity and NLP, and since I work in the areas of theatre and dance and music, I was kind of an ideal person for that.

I am a composer. That's my focus. That's how I make my living. These other things are adjuncts to that, studies I have done, very seriously, in order to be a better composer and to incorporate those techniques in my theatre works, multi theatre works. I have to have people who sing, dance and act. But in studying those techniques I found...in teaching people how to move, in teaching actors to dance and dancers to act and so forth, they would be nervous and self conscious. I found I was advising a lot of ways to deal with stress in performance or so-called stage fright. So in that way I started to parallel certain techniques in NLP before I knew about them. Gradually non-performers started to come into my workshops as a result.

The way I like to teach people and work with them is in a way they can't fail. If I'm working with somebody in one aspect, like a headstand, which is a metaphor for personal excellence, and he's having trouble with the headstand, if he has any degree of success at all, I point it out immediately, so he can see that, and then we can go from there.

I catch him doing something right. That's my attitude toward it. Anything he's doing wrong, I look upon that as an oversight on my part and correct it immediately, because I'm teaching him something. And If I didn't see that he didn't have a big enough tripod for a three point headstand, that's my fault, not his. That's how I look upon teaching. It's the teacher's responsibility. Up to a certain point, beyond that then the student takes on a responsibility, too, but I mean the beginning the teacher has the responsibility to make it crystal clear, and to make it, in my mind, inevitable that the person will learn. They can't not learn what you're teaching them. And if they are not learning it, there is something you have to do, in my view, something you have to adjust, so they can't help but learn it. So if I say to somebody and say, "Blah, blah, blah, blah," and they say, "I don't understand," I don't look upon them as dumb. But, that I have to communicate with that person a different way. And what can I do? I may have tried explanation A and explanation B a lot and they worked real well. I come across one person, I try A, I try B, and it doesn't work. And so I think, "Whoa, what am I going to do here? And I try something else. Maybe I'll ask them, "What do you do for a living?" Or, "How do you do it?" And I'll work it into that or however. But I've got to find a way.

---

change only should go to someone who does that. And the best is NLP-based. Psychological change often happens from the est training, but it isn't an adequate reason to do it.

Marylee: Many people do it for that reason, though...

Mike: Sure. ty where everyone w

Ed perience in some

out in e of ring. its' re is t

Maryle your persona est?

Mike: W sed my ability to get what I w ne world dramatically. It also fit n personal style that had a bias toward getting it covertly. For instance, I can get someone to love me using NLP techniques. What I discovered in the est training is that I have been ripping off other

est, NLP, and Transformation: A Conversation with Michael McMaster. An incisive interview with the co-author (with John Grinder) of Precision. Includes recommended readings.

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NEURO-LINGUISTIC PROGRAMMING
A New Technology for Training

Connirae Andreas
Steve Andreas

This is the conclusion of an article which was first published in the Performance and Instruction Journal for June, 1982. It is reprinted here with the kind permission of the authors and the Performance and Instruction Journal. The first part was published in Vol. II, No. 1 of The VAK.

Part 2

We want to emphasize that every type of accessing is useful in some context. Both members of a consulting partnership attended an NLP business seminar we taught last year in Sweden. One member sat with his head tilted up to his right the entire time, and the other with his head tilted up to his left. We could accurately predict that the first was generating new ideas, and the second was the "reality-oriented" partner who was good at accessing internal images of how things had gone in the past. They both served a necessary function in their partnership.

Knowledge of eye accessing cues makes it possible to identify certain abilities or skills, as well as to train people to use representational system sequences that work for particular tasks- in the same way that one might program a computer to perform a complex task in a step-by-step fashion. The concept of the human brain behaving as a biocomputer is not new, but Bandler and Grinder are the first to put the idea to use in training and education. If you take basic representational steps and string them in a sequence, you have the beginnings of a person's internal processing used to perform a task. Just as some computer programs are good for writing, doing payrolls, or doing statistical analyses, there are internal sequences that work well for mathematics, learning to ski, making decisions, getting motivated, or becoming convinced. Those same programs do not usually work very well if used for some other purpose.

Spelling is a good example of this. The use of constructed images for this task leads to "creative spellers" who do not even recognize when they spell poorly. It is not that the poor spellers do not try hard enough, or are stupid, or have not practiced enough. They are poor spellers because they use an internal program for spelling that makes correct spelling unlikely.

Another common poor spelling program is to sound the word out auditorily. This is the way most of us were taught to spell in grade school. In English, if you try to sound words out, it is impossible to spell many words correctly. There is an old joke that the way to spell fish is "ghoti": "gh" as in "enough", "o" as in "women," and "ti" as in "motion." With either of these programs, no amount of practice will significantly improve the ability to spell.

We have taught bad spellers to quickly (and painlessly) beome good spellers, simply by changing their internal programming to that which every good speller uses. The good speller first recalls a visual image of the word (seeing the word the way it appears in Webster's Dictionary, the spelling book, etc.), and then creates a feeling of familiarity that indicates that the image is correct. When good spellers see a misspelled word, they get an unpleasant feeling that indicates that the word is incorrect which motivates them to correct it. For these people a spelling test is superfluous.

We claim that every personal skill or behavior can be studied to determine sequences of representations that make the skill easy to perform. Once such a sequence is known, it can be systematically taught to others.

Another basic process in NLP can be illustrated by a task that confronts each of us many times a day: remembering to do something that can only be done later in the day. How do you program yourself to remember to do something at a later time? Take a minute or two to explore how you do this before you read further.

Now make a rough estimate of what percentage of the time your method succeeds. Do you recall what to do almost all the time, or is your average more like 80 percent, or 50 percent, or even lower?

Just as with spelling, most people who are good at remembering basically do it the same way. First they think of the cues that will be physically available to each representational system (visual, auditory, and kinesthetic) at the time and place they want to remember something. For example, if you want to remember something when you get home, visualize an image of the front door, imagine the sounds the door makes when opened, and sense the feeling of turning the doorknob and pulling

Continued to pg. 11

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I am delighted that one of my colleagues has undertaken the task of distinguishing manipulation from influencing. I recommend that each of those fifty-five thousand people trained in NLP read this book and then pass it to a friend.

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NLP

SCHEDULE OF NLP-RELATED SEMINARS

Date	Course	Location	Contact
March			
2-6	Meta/Master Programmer Trng	Sausalito, CA	NLPCAS
6-8	Sales Excellence	New York	GLH
9-11	Negotiations	San Francisco	NLPCAS
10-11	12 Day Credentialing	Oklahoma	EU
15-18	N-L Programmer Certification	Houston	CCD
15-18	Practitioner Trng	Atlanta	SEC
16-22	Challenge of Excellence Camp	Hawaii	EU
16-19	Practitioner Certification Trng	Boulder, CO	NLP/C
16-18	Practitioner Trng	Atlanta	SEC
15-18	Master Practitioner Trng	Atlanta	SEC
23-1	Hypnosis Certification	Watsonville, CA	GDA
24-25	Attunement of the Native Way	Chicago	EU
24-25	12 Day Credentialling Final	Chicago	EU
29-1	N-L Programmer Certification	Oklahoma City	CCD
April			
2-10	Excellence Unlimited Camp	Peru	EU
8-13	Negotiation Excellence	Alta, UT	GLH
6-10	Meta/Master Programmer Trng	Sausalito, CA	NLPCAS
6-8	Intro to NLP	Norway	GDA
10-12	Advanced Patterns	Norway	GDA
12-15	Master Practitioner Trng	Atlanta	SEC
12-15	N-L Programmer Certification	Houston	CCD
12-13	Excellence in Caring	Illinois	EU
13-16	Practitioner Certification Trng	Boulder, CO	NLP/C
13-15	Practitioner Trng	Atlanta	SEC
13-15	Introduction to Hypnosis	New York	NYTI
13	Communication Skills for Prof	New York	GLH
14-15	12 Day Credentialling Final	Oklahoma	EU
14	The Excellent Extension	Chicago	EU
22-24	Communication Excellence	San Francisco	GLH
24-26	Communication Excellence	New York	GLH
26-29	Master Programmer Trng	Chicago	MWI
26-29	N-L Programmer Certification	Oklahoma City	CCD
27-29	Women and Power	New York	NYTI
May			
2-4	Sales Excellence	New York	GLH
4-8	Meta/Master Programmer Trng	Sausalito, CA	NLPCAS
4-6	Practitioner Trng	Atlanta	SEC
4-6	Master Practitioner Trng	Atlanta	SEC
5-9	NLP & Marriage & Family	Philadelphia	GDA
5-7	18 Day Credentialing	Toronto	EU
10-13	N-L Programmer Certification	Houston	CCD
11-20	Strategies for Cooperation	Winston-Salem NC	SEC
11-4	Practitioner Certification Trng	Boulder, CO	NLP/C
13-20	The Challenge of Excellence	New Mexico	EU
14-18	Negotiation Excellence	San Francisco	GLH
14-15	NLP Update	Minneapolis	GDA
18-20	Introduction to NLP	New York	NYTI
18-21	Master Programmer Trng	Chicago	MWI
24-27	N-L Programmer Certification	Oklahoma City	CCD
26-27	NLP & Business	Vancouver, B.C.	GDA
27-3	Challenge of Excellence Camp	Oklahoma	EU
29-31	Sales Excellence	San Francisco	GLH
June			
1-10	Practitioner Trng	Stone Mtn, GA	SEC
1-10	Master Practitioner Trng	Stone Mtn, GA	SEC
1-4	Practitioner Certification Trng	Boulder, CO	NLP/C
5-7	Practitioner Certification Test	Boulder, CO	NLP/C
8-10	Meta/Master Programmer Trng	Sausalito, CA	NLPCAS
8-10	18 Day Credentialling	Toronto	EU
9-16	Advanced Training I	Palo Alto, CA	GLH
8-10	18 Day Credentialing	Toronto	EU
9-12	Basic NLP	Monterey, CA	GDA
13-17	Marriage & Family Therapy I	Monterey, CA	GDA
14-18	N-L Programmer Certification	Houston	CCD
17-24	Challenge of Excellence Camp	Oklahoma	EU
20	Communication Skills for Prof	New York	GLH
21-24	N-L Programmer Certification	Oklahoma City	CCD
22-25	Master Programmer Trng	Chicago	MWI
23-24	Intro to NLP	Vancouver, B.C.	GDA
27	Communication Skills for Prof	San Francisco	GLH
27-1	NLP Sales Cert. Training	Cape Cod	NYTI
July			
7-14	Challenge of Excellence	Idaho	EU
8-15	Challenge of Excellence Camp	Oklahoma	EU
13-15	Testing	Atlanta	SEC
13-15	18 Day Credentialling	Toronto	EU
14-17	Marriage & Family Ther. Basic	Atlanta	SEC
18-22	Marriage & Family Therapy I	Atlanta	SEC
20-22	Take the Challenge	Germany	EU
22-29	Challenge of Excellence Camp	Oklahoma	EU
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28-29	Hypnosis and Metaphor	Vancouver, B.C.	GDA
August			
1-10	Bali Cultural Modeling	Bali (Tent.)	GDA
5-12	Challenge of Excellence Camp	Oklahoma	EU
20-2	Belgium Cert. Training	Brussels	NYTI
17-19	18 Day Credentialling	Toronto	EU
19-26	Challenge of Excellence Camp	Oklahoma	EU
22-26	Marriage & Family Therapy II	Atlanta	SEC
27-28	Marriage & Family Ther. Test.	Atlanta	SEC
25-1	Advanced Training	Palo Alto	GLH
31-7	Hypnosis Certification	Charlston, SC	SEC

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Whole Mouth Calibration

by Steve and Connirae Andreas

Most NLPers familiar with eye accessing cues also know that head movements and hand gestures in the same direction often accompany eye movements, and in many cases also give valuable accessing information in the absence of visible eye movements, predicates, or tonal shifts. We have detected an invaluable addition to these cues that has not yet been mentioned in the literature: the parallel movements of the mouth parts, particularly the tongue. In this short article we will only have space for a few of the main points; the astute reader will be able to follow our lead and develop the more subtle details.

When the tongue is visible, its movements are easy to observe, and it doesn't take long to confirm that it tends to point in the same direction as the eye accessing cues. When we investigated the exceptions to this, we discovered an interesting fact: although a client's eye accessing cues may be reversed, the movements of the tongue are not. We hypothesize that this is due to the differential innervation of the mouth, and the lack of such neurological crossover features as the optic chiasma.

We next investigated the directional movements of the corners of the mouth, to see if they also followed the same pattern. It is common knowledge that the corners of the mouth tend to rise in a smile when the person is "up" and visualizing a bright future. The lowering of the corners of the mouth when someone is talking to herself while stuck in kinesthetic depression is equally obvious. It is amazing to us that up to now, no one has followed these leads and systematized the other subtle collarteral movements of the mouth.

Many of the other mouth cues are less obvious than smiling, involving very small movements and subtle changes in skin color and muscle tone. The latter may only be visible as a slight contraction of an area, or as small puckers or quivers on the surface of the skin. When systematically observed, these cues again follow the pattern of the eye-accessing cues.

These cues, combined with the tongue movement cues, give very rich and complete multi-channel information. By using these cues, we have found other accessing cues to be superfluous, except as an occasional check on what we are observing. When we were first systematizing these observations, we had two trainees with tunnel vision. When we advised them to go ahead and restrict themselves to whole-mouth calibration, we found that their work became much simpleer, undistracted by conflicting information from other parts of the body. We concluded that these other irrelevant cues can be safely ignored, and since that time we have advised all our trainees to adopt the "tunnel vision" perceptual strategy, focusing on mouth and tongue movements only. The result of this has been an instantaneous and huge quantum-jump in their confidence level. The doubts and uncertainties that used to arise because of conflicting or ambiguous cues from other parts of the body have vanished completely, as has any hesitation about whether a client had reversed cues. Trainers who are experienced in these techniques are able to be totally confident and congruent, undistracted by other disconfirming information.

After confirming that mouth movement cues also follow the same pattern, we returned to the study of the tongue. Eye movements can often be detected even when the eyes are closed, because the movement of the raised cornea is visible on the lid. In the same way, even when the tongue is not visible, its movements can often be detected by the movements visible on the lips and cheeks as the tongue moves behind. The obvious name for this is "tongue-in-cheek" calibration.

Deeper joint investigation by the authors confirmed that tongue movements inside the mouth also follow the same pattern, and that such movements always indicate internal processing. (In contrast, external tongue movements indicate preference for an external perceptual input channel, whil "tongue-in-cheek" accessing indicate internal accessing that is projected into the perceptual world, i.e., hallucinating).

Like the eye accessing cues, whole-mouth calibration can also be used as a way to create an experience via pacing/leading or by other utilizations. Pacing and leading the client's mouth and tongue movements visually is too obvious to deserve mention. We have found that auditorily matching these movements is distracting, because it introduces too much "noise" into the system, and frequently is a distracting anchor for eating and other sensual behaviors. Direct kinesthetic mirroring enables one to detect and lead even the most subtle inner tongue movements, but of course this technique requires an unusual degree of rapport. Luckily, there are many other ways to utilize internal tongue movements to bring the appropriate representational system into dominance. A tablespoonful of dry peanut butter will promptly stick to the roof of the client's mouth, and the tongue's insistent attempts to dislodge it willkeep the client in the visual mode for some time. A piece of food caught between the teeth in the lower jaw can be used to elicit auditory or kinesthetic processing, and the creative reader will think of many other obvious ways to do "full-mouth" utilization.

Space limitations only permit us to mention briefly the question that guides our current investigations: with so much information available from whole-mouth calibration at one end of the alimentary canal, what exciting discoveries await us at the other end? Preliminary investigations by some of our tunnel vision trainees indicate that they are hard-pressed to distinguish any difference between the two ends, except in the realm of internal color changes. Full details of our explorations will appear in a future article, the title of which you can easily imagine.

Ailments

Continued from pg. 10

that of the eyes) s/he will not be fully able to have access to the kinesthetic system and feel the pain at the same time; thus an unconscious learning process takes place and it is likely for him/her to learn to do so by him/herself.

4. At the level of conflict: it is suggested that, in case of conflict, this can be settled with benefits to both parties (life is not a zero sum game!).

Note: Be sure the patient also sees a doctor, since a headache can be the symptom of a more severe disease.

Dr. Gianni Fortunato is a psychotherapist practicing in Bologna, Italy.

NLP and Physical Ailments

by Gianni Fortunato

John Grinder is fond of saying "there is no mind," only physiology. During my work with NLP, I was able to make some observations, and I had some rather "new" experiences. I want to share them so that others can, on the one hand, extend the series and, on the other hand, take permission to "dare" explore those forbidden areas where "sunt leones," of course with due caution.

I chose to describe a few cases.

Reframing Kidney Stones

A. is a good friend who shares my interest for hypnosis. She suffers from kidney stones. The physicians, after ascertaining the size of the stones with X-rays, decided there was no chance of the stones being expelled and that surgery was required.

Meanwhile, we decided to try hypnosis. For three months we had sessions once or twice a week, with sugestions to "dissolve" the stones. The only apparent result was that A. became a well-trained subject for hypnosis, and the sessions were quite enjoyable. One evening I received an urgent call. A. was in bed with severe pain (these crises usually last three or four days). I induced a trance, with immediate pain-relieving effect, then had her "talk" with that part of her unconscious which is responsible for the stones. The part readily answered and gave quite plausible reasons for its actions. A. realized the destructive nature of certain behaviors the part is opposing and made a contract to replace them with other specific, clear ones. The part accepted and stated it would take three days to free her of the stones.

The next day A. felt well and went on a trip with friends. Three days later pain arose, she was hospitalized and expelled the stones. The doctors maintained that, in their experience, stones of such size are not expelled. Now, after two years, A. is well and pregnant. We think of using hypnosis for the delivery.

Was it coincidence? Maybe, but I think there is no harm in trying again, without pitching anyone's hopes too high (we had no illusions, just curiosity) and under the control of a physician.

For those who wish to take up the challenge, here are some issues that need some looking into:

1. I do not know whether the three months of hypnosis were necessary. Perhaps this ony helped set up an extremely good rapport.

2. I do not know whether hypnosis is necessary at all.

3. We know that often one reframing is not enough to solve the problem, if there is more than one secondary gain.

V/K Dissociation for Blood Pressure Trouble

I have become convinced intuitively, on the basis of external visible signals, that visual-kinesthetic dissociation must bring with it a decrease in arterial pressure.

I had never met Mrs. B., who lives in another town. Her daughter once came to me in tears requesting some of my "magic," because the doctors said B. was going to die. B. had had an infraction some time before. For a week her blood pressure had been up at an alarming level, and none of the drugs administered showed any effect. On the basis of the intuition I mentioned, I explained to the daughter a simple method to achieve V/K dissociation, adding that, since B. had to keep to her bed, she could spend her time practicing. After a day her blood pressure showed a rapid step-wise decrease, while drugs normally produce a gradual linear decrease. Now, a year later, B. is well, continues her dissociation exercises, and has never experienced relapses.

C. is a nice, brilliant 16-year-old boy. Because of his high blood pressure, diagnosed as "hereditary," the doctors have forbidden him to practice any sport. C. is a promising soccer player, and he is very unhappy about having to give it up. An NLP examination reveals that he cannot dissociate (he is "anxious") so he translates all tension kinesthetically, and in particular he shows a marked reaction to blood pressure measurement. When going through the act in fantasy, the changes are quite visible.

In two sessions I taught him how to dissociate voluntarily and I set up a chain of anchors so he could dissociate when they took his blood pressure. Ecology of treatment is ensured both by the accuracy of my investigation and by the fact that obviously the method wouldn't work in the presence of organic disease.)

I saw C. two more times for control and to extend the change to other areas of his life. Doctors followed him for two months and found his blood pressure to be normal, so they allowed him to go back to his sports. Now, two years later, C. is enjoying himself and as healthy as he can be.

Note: Of course every generalization is a lie, and every person represents a case of his/her own, and so the question of blood pressure must be seen individually, case by case. But I think it could also be useful to bear in mind my experiences, especially when urgent first aid is needed.

Metaphor

I invented a tale for the treatment of headache which has proved effective every time I have used it. Normally I use it toward the end of a session after other techniques, but it has also worked as "first aid" treatment.

The tale must be told with the aid of colourful pictures which you draw on a board located higher up than the patient's eyes, so that s/he must look up. It is the story of a wicked gnome who lives in a little house on top of a big tree. I draw the tree something like a human figure, with a big head of hair where the foliage should be and real feet at the foot of the tree, which usually makes everybody laugh). The gnome is always angry. He has a heap of projectiles with which he prevents the children of the neighborhood from playing outside (their parents are away at work). (All characters must be depicted with humour, in witty detail.)

On a moonlit night the children place a big cake, with a lot of liquor in it, at the foot of the tree. The gnome wakes up climbs down the tree, stuffs himselfwith the cake, but then lhe is too heavy to be able to climb up again, so he falls asleep. Now the children can play. Since then a tacit agreement is reached whereby the gnome gets a cake every week,with no obligation to thank them or to show a kind disposition, and keeps to himself. And they all lived happily thereafter.

The "tale" works at four levels:

1. At hypnotic level: suggesting to bring the pain (the bad guy) from the head (foliage) down to the feet.

2. At emotional level: a parallel is suggested between headache and an emotion, and the message is "I got the message."

3. At NLP level: if the person is led into the visual representational system (the pictures drawn at a height above

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ANDREAS ARTICLE

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the door open. Then internally represent what you want to remember using all three major systems. It might be an image of the person you want to call, the sound of their voice, or an auditory message such as "I want to call Mr. X," and the feeling of reaching for the phone.

This process connects the two representations, so that later the actual sight, sound and feel of the front door will trigger the internal representation of what you want to remember to do. By representing in all systems, you increase the likelihood that you will respond appropriately. For example, if you arrive home and are making internal pictures of your boss, and talking to yourself about asking for a raise, you will have two representational systems occupied, and may not notice the sight of the door, or the sounds it makes as you walk into your home. Your kinesthetic system, however, will still be available to trigger the memory that now is the time to make that important phone call.

In contrast, many people tell themselves repeatedly during the day, "Oh, I have got to remember to call so-and-so..." "Oh, I have got to remember to do such-and-such later on." Yet when the time to do it arrives, they forget, because they never linked this internal representation to the appropriate external stimuli.

Although remembering to do something seems like a simple task, the same principles apply in performing more complex skills and behaviors. Any complex skill can be sequenced in exactly the same way by connecting small sequences into longer and longer sequences.

Another closely related topic is the following: As trainers, how can you make certain that you teach in a classroom, and have them automatically available in the context where they are needed? Many people learn quickly and effectively in a training seminar or workshop, but when they go back to their jobs, it seems as though they learned nothing new. Their performance is indistinguishable from the way it was prior to their training. A considerable amount of research has been done on how learning for many people is state or context dependent. In one study a group of medical students were given an exam in the same lecture hall in which they had learned the material being tested. They did quite well. Immediately following this, they were taken to the gymnasium, and given the same test. Most of them did quite poorly. This demonstrates that even bright people often do not have the strategies for transferring information or skills from one context to another.

As trainers, we want to insure that seminar participants take the skills they learn and automatically use those skills in appropriate contexts later on. To accomplish this, we find it useful to tell them the following: "As you leave this seminar, and go back to your job, your friends, your family, there will be certain contexts in which you particularly want to have available the skills you have learned here. I do not know what will remind you to use your NLP skills, but perhaps it will be something in your office - the feel of a particular chair, the sight of a picture on the wall, the sound of a clock, or something on your desk. Perhaps it will be the sight of someone's face, the sound of their voice, or the feeling of their handshake. Concentrate on the available triggers in those places as you internally review, rehear, and refeel the experiences and knowledge of this seminar, and pay particularr attention to that knowledge you want to use later on."

There is much, much more to NLP, but we hope this short article may stimulate you to look into it further. Of the dozen books on the subject we believe that *Frogs into Princes* provides the best overall introduction.

RETORT *Continued from pg. 4*

complaint is there a digital injunction which coupled with an analogical injunction produces a paradox? And, finally, where is the peripheral injunction that enjoins you from disconfirming a paradox altogether?" Huh?

* * *

The VAK invites your comments and contributions. We want to share all the goodies we can, so let us know what's working for you.

* * *

Thanks to the contributors for this issue and to those who contributed things we didn't have space for. We'll get to them sometime, even the NLP recipes.

* * *

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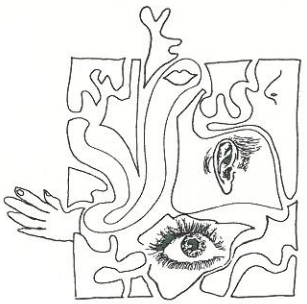
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