THE VAK
INTERNATIONAL nlp NEWSLETTER

Volume IV Number 3 *Summer 1986* *Page 1*

The mental edge

By Eric Oliver

The Mental Edge is simply a title my associate Paul Klein and I use when we work with athletes, coaches and teams. Almost everything we do is influenced by the work of Dave Dobson, originator of the Other-Than-Conscious Communication approach.

We describe the "edge" athletes can use to attain and maintain quality performances as "elegant sensory non-specificity." This approach seems to be the most respectful of the athlete's own abilities.

The OTCC model presumes that an individual's Other-Than-Conscious faculties function purposefully, not rationally. Furthermore, our experience seems to indicate that consciousness is a gift from our Other-Than-Conscious parts, just as the picture on a TV screen exists as a "gift" from all the parts, technology, and people behind it.

Studying the patterns on the surface of the screen might be fascinating (if a little hard on the eyes),

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More therapeutic metaphors

By Gianni Fortunato

I think every good therapist knows how to tell metaphors and lead guided fantasies, so I will limit myself to giving some basic information and an essential text for each of these.

UNSCREWED HEADS

I invented this for a woman who complained that every time she made love with her husband her head was full of domestic cares and other non-pertinent thoughts. We did this in a group setting; we had a lot of fun, and two weeks later she reported the problem had disappeared. Since then I have tested it with very good results. It consists of an association, a dissociation and visualization, and a reassociation.

"Find a past stuck state and stay in the situation (association) until you feel the stuck feelilng. Then freeze everything and come back. Shake away those feelings, then go back there silently as an external watcher (dissociation). See how that

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Dealing with risk

By Cory DeTorres and Douglas Sauber

At NLP Training Systems, Inc., we are evolving models of risk and risk taking. Early in our investigations, we interviewed successful entrepreneurs, a group we expected to model effective and ecological risk strategies. Contrary to our expectations, we discovered that many highly entrepreneurial and successful people reported taking few risks.

"Other people tell me I take risks," one confided, "But to me it doesn't look like that at all."

Having discovered, by no means for the first time, that a large gap exists between subjective experience and observer perception, we decided to begin our investigation anew with fewer prior assumptions. We turned to psychological research literature and to 30 years of reported experience in risk taking. From this literature and our own observations, our current definition of risk emerged.

We call risk taking a special case of decision making characterized by a

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Breakthroughs in reading comprehension

By Jean Benford, Mary Jane Brownell, and June Jackson

"Multi-colored kites sail on the warm March breezes, and the children's laughter seems to make them soar even higher in the sky. Families picnicking in the city park are enjoying the peaceful Sunday afternoon. Spring is finally here!"

Got the picture? What are the images in your mind's movie? What colors are the kites you saw? How loud or soft are the sounds you saw? What feelings did you experience? If you deleted any of this information, go ahead and add it now.

You have just experienced some of the smaller elements (submodalities) withing the visual, auditory, and kinesthetic modalities. By doing so, you created a more complete representation of the meaning of those few sentences.

New Learning Pathways National has been teaching academic skills through NLP for seven years, to other educators and to individual learners. We have sought those people who display excellence in various learning skills, to model their strategies for others who had difficulty in those areas.

Sarah Bradley is a classic example of a child with a reading comprehension problem. Sarah, a sixth grader in San Francisco, could read the words, but had no idea of the meaning of what she had just read. When we asked her questions about the content, we saw her eyes move to the side, indicating she was trying to remember what it "said" (auditory memory of the actual words) rather than recalling the meaning of the words. This strategy fails to create effective long term memory, because the information is not fully understood.

By observing people who do well in comprehension, we found they created a rich internal representation of the content they had read, complete with many submodalities. The pictures were fully developed with color, movement, shapes, sounds, etc.

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The VAK Review of ~~Books~~ TAPES

Video proliferation continues in NLP country. In the last issue we reviewed nine NLP video tapes. In this issue we review four, two of which come from non-NLP sources.

Video tape has added a new dimension to learning NLP, and Genie Laborde's elaborately-produced series has added a new dimension to NLP tapes. We now have a wider range of styles and philosophies, and prices, available, each appropriate for its own particular audience.

Genie Z. Laborde. Influencing Skills. *Grinder Laborde Associates, Palo Alto. (12 12-min. tape modules included in a $20,000 training package.) 1986.*

Here's something different in NLP video.

These tapes were produced for a specific purpose, and produced they were. They are part of a business communication program designed to train large numbers of people who have no previous NLP experience. The program includes a text book, *Influencing with Integrity*, a workbook, a follow-up workbook, a live trainer, and exercises.

Unless you are training a lot of people from scratch, you may not want to buy these tapes. The package is a little pricey for home viewing. We mention them here, because it is interesting to see and hear how Genie has used the medium to explain and demonstrate NLP fundamentals.

The content is no surprise to anyone who has read *Influencing with Integrity*, but it is enhanced with visual and auditory metaphors and anchors, demonstrations, graphics, testimony, a cast of scores, and a score by Steven Halpern.

The *Influencing Skills* tapes have expanded the horizons of NLP video both technically and artistically, and they are jam-packed with information coming from many directions. The content may be familiar, but it is fun to watch and listen to the processes.

BD

Kenneth E. Bailey. Jesus the Theologian - His Parables *(13 30-min. tapes). Harvest Communication, 222 North Kansas, Wichita, KS 67214. $325, rental $130.*

Here is something else different.

Sometimes we get so caught up in NLP that we forget metaphors existed before Milton. In fact, about 2000 years ago, Jesus told metaphors which carry potent messages, even today. And those parables would have much more impact if we had not been separated by time, space and culture from their original context.

A student of metaphor would want to know how those parables were constructed to pace their listeners and lead them to desired responses. That is what these tapes are about.

Ken Bailey has spent 30 years in the Middle East studying and working in cultures which have not changed in 2000 years. His intimate knowledge of first century Palestine, its culture and literary forms, gives modern westerners a better idea of what the parables meant to their original listeners.

Some of the messages were so radical they could get a person into real trouble in that area, even today.

Bailey tells how Jesus' theology was expressed, explained and demonstrated in the few simple words of some stories about people and things the listeners knew intimately. Why would they crucify anyone for that?

If you would like the same information in a more extensive, less expensive form, and footnotes too, see the book review on page 12.

BD

Steve and Connirae Andreas. The Swish Pattern *(71 min.). NLP of Colorado, Boulder. $65.*

If you have been introduced to the submodality level of sensory representation, these two demonstrations of change work will help you understand how you can work within and among sensory systems to achieve lasting change. Steve and Connirae make it look easy; and it is easy, once you have the necessary background.

Steve demonstrates a standard Swish Pattern on a nail biter, and Connirae demonstrates Designer Swish with a woman who loses her temper with her daughter. After an auditory swish her "body is smiling all over."

The demonstrations and instructions are thorough; Steve even demonstrates what to do when you get a response that does not seem to be ecological.

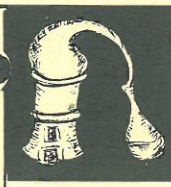
I applaud Andreases' efforts to "provide high-quality information at low cost," and I agree with them that sometimes the lighting and sound are "less than optimal." I hope something can be done about the lighting and sound, and I realize that clear demonstrations of patterns take precedence.

Sammye Henry

"The Pressures of the Text" (17 min.) and "Digital Speech" (13 min.) Peter Rose, 4372 Fleming St., Manayunk, Philadelphia, PA 19128. $50 each, postpaid.

In these bizarre performances, Peter Rose dislocates your funnybone as well as the relationship between language and experience, and between verbal and nonverbal messages. There is no way to adequately describe them in words. For me they were absolutely the most enjoyable part of the New Orleans NANLP Conference, and we plan to use these tapes as relevant comic relief in future NLP trainings.

Steve Andreas



Retort

By Bruce Dillman

CURTAIN CALL

Well, here we are again. Two letters and a phone call poured in responding to my farewell editorial in the last issue. I was so touched I came back for an encore. As Zig Ziglar says, I did not change my mind. I made a new decision based on new evidence. This reminds me of a song, "How Can I Miss You When You Won't Stay Away?"

Another reader "found it (Spring 1986) full of interesting information, some I agree with, some not."

I agree with the reader, somewhat.

Another corespondent was concerned that almost half the 16 pages were "devoted to ads for upcoming events. As I recall this was not the way VAK began."

I also agree with this writer, somewhat. Looking through the first issue, I found that a lot has changed since then, and the amount of non-advertising material has actually increased.

The main purpose of The VAK is to serve as a networking vehicle for the NLP community throughout the world. We share information on many subjects by way of The VAK's columns. Inquiring minds in 14 countries want to know about the various aspects of NLP. Let them know how you use NLP. Write it down and send it to The VAK.

The author of *Operation Mind Control* (Dell 1978), Walter H. Bowart, writes that he is doing research on sorting, and he plans to publish his work soon in *Sorting Toward Success*. He has asked a variety of developers and industrialists 30 "sort" questions and is contrasting their answers with the answers of anonymous individuals from "skid row." He would like to hear from anyone willing to share data on sorting. Contact him at P.O. Box 1009, Palm Springs, CA 91163.

My apologies for any inconvenience or confusion about how to communicate with The VAK. Please address all correspondence to this address until further notice:

The VAK
2931 South Street
Lincoln, Nebraska 68502
Phone 402 435-8591

Keep those cards and letters coming in, especially the ones with articles.

The VAK International NLP Newsletter is published quarterly by Visual, Auditory & Kino, 1433 Webster Street, Palo Alto, California 94301. Phone 415 326-5614.
Subscription rate: $30 for one year, Outside USA $34.

Toward a positive perception of NLP

By Anne Linden

I share the concern others have voiced about the negative perception of NLP by other professionals in the field of psychotherapy. I am an NLP Trainer and a psychotherapist who uses NLP as the organizing model for my work.

Besides my therapeutic work with individuals and groups, my professional priorities are twofold and separate: providing high quality training in NLP, and the training of psychotherapists. I believe that NLP is a psychology (it is, after all, the study of the mind and behavior) and must have ethical standards which address its use as such.

The following are some suggestions for beginning to create a more ethical and professional approach to NLP training as it relates to psychotherapy:

1) Demonstrate respect, both in print and verbally, of other psychotherapeutic modalities - while noting the differences between them and NLP. There are many skills, techniques and attitudes within other schools of psychotherapy that are extremely important and useful.

2) No more hype in advertising, marketing or in verbal statements by trainers. Recognition that nothing cures everybody of everything all the time will not hurt NLP. On the contrary, it will increase trust and willingness to learn about NLP and also increase therapists' effectiveness in working with clients. Rather than having the pressure of proving exaggerated claims, they can concentrate on working realistically with the individual.

This is not meant to imply that cures cannot occur in one or two sessions. Sometimes this is possible, sometimes it takes longer. What is important is each individual situation and what is needed to assist that person in making his or her life more satisfying and productive.

The VAK Forum

3) Explicit statements by trainers and NLP institutes that 20 days or 40 days of NLP training does not make a therapist. During open houses and trainings at my institute, I make sure people do not think that by becoming a Practitioner or Master Practitioner they will then be a therapist.

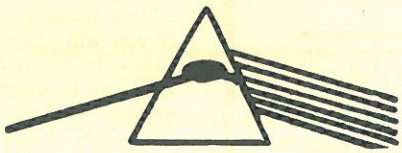
In order to more fully address this issue, and to satisfy my interests, I am starting a Therapist's Training Group. This will be limited to those who have finished Master Practitioner training. One of the main issues for this group will be the integration of NLP skills and techniques with the use of self (this includes transference and counter-transference issues) and the development of an appropriate and useful client-therapist relationship.

I think the issue of clarifying the differences involved in participating in NLP certification training - no matter how successfully - and becoming a therapist is crucial for all of us who provide this type of training. An example of how important this is is the article in the February issue of Psychology Today, "Walking on Fire: Feat of Mind?" In it the authors state that NLP "as practiced by the seminar leader has cured people of such intractable problems as drug addiction and arthritis in fantastically short periods - sometimes in minutes." This is one of the reasons NLP is not respected within the field of psychotherapy.

We must all do what we can to present ourselves as ethical professionals who use a very powerful and effective model of psychotherapy that is just that - a model. NLP is not magic. It takes training and skill and sometimes it doesn't work - but we learn from these failures and continue our journey of exploration and discovery.

NLP is very powerful and the most effective overall model for doing therapy I have found. Therefore, we do not need unprofessional hype to attract others to the study of NLP. We are not selling detergent. Through time our work will speak for itself, continually develo ping and expanding the vision of NLP.

Anné Linden is director of the New York Training Institute for NLP and The NLP Center for Psychotherapy.



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More therapeutic metaphors

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person who is you appears in that state. Everything is still frozen. Slowly approach her, put your hands gently on her face, and unscrew her head. Then go to a window and empty that head of all the troublemaking things inside. See how they disappear, one by one, far away.

"When you are sure everything has gone and the head feels lighter, go back and gently put it in its place, give it a stroke, tell that person everything is OK now, and come back here.

"Now go back and be that person again (association), feel how it is different now, and take some time to enjoy your new reactions."

Afterward you can ask for what they have seen coming out of the head. Sometimes this has diagnostic value. You can also teach clients to do it themselves at home, for example in case of insomnia.

UNDERWATER CAVE

I invented this metaphor as a trance induction, just to give my clients' conscious minds something to concentrate on while I was doing other things "downstairs". Then I discovered that my unconscious mind had tricked me, because this had a therapeutic effect, to the point of solving a phobia for signing which had resisted my other efforts.

It is also good for relaxation.

"You are lying on your back in the sea, in a beautiful and secure spot on a marvelous summer day. Something magic is happening, and you have the strange idea that you can breath under water. You begin to sink a little, and it is true!

"Slowly you begin to sink deeper and deeper (invite to feel the various feelings and to see the changes in color and environment) until you touch the sand (again vaguely describe the environment). "If you look carefully, you'll be surprised to see a well-tracked path there at the bottom of the sea. You'll be curious to follow it, and you discover it leads to a big and beautiful blue submarine cave.

"Now it is time to realize you have something to do down there.

"That cave is full of hidden things which are very important for you. Your first task is to discover all of them, knowing that they are there for you, but at the end you can bring back only one of them, this time, and you will be wondering which one. But you will only be aware that you are choosing and only when I tell you to come back will it be clear to you which is the one you want. (Allow time.)

"Now it is time to come back with what you have chosen, knowing that all those things belong to you and that you can come back to search for the others whenever you want."

It is important to listen carefully to their report. If they did not succeed, do something to send them back until they do. Success is the only thing which really matters. It is the difference which makes the difference, and in this sense I do not "respect" my clients' loser's scripts.

CROSSROADS

This self-metaphor, is created by the client on a given structure. It is intended to mobilize his resources for change. I can use it after the definition of a change contract, with suggestions that it will deal with the problem, or more generally with indirect suggestions which allow the unconscious mind to apply it where it wants. In this second form it is like a T.A. script metaphor with a positive change.

"Now you will be given the unprece dented chance to be the character in a fairy tale. I think everybody should have such an opportunity at least once in a lifetime.

"You are standing in the center of a crossroad in a beautiful valley. One road leads to a forest, another to a mountain, the third to a river, and the last one to a village.

"In a minute the fairy tale will begin. I don't know if you will stay the same; sometimes characters in fairy tales are frogs or princes or many things. What I know is that, as in every honest fairy tale, there will be pleasant as well as unpleasant happenings, but the end will be glorious, and you will remember this throughout the whole story, especially in the bad moments.

"Now it is time to start. I'll be here, silent, and I will tell you when it is time for the glorious end. (Allow three to five minutes.)

"And now it is time to discover and enjoy that beautiful ending. When you have enjoyed it fully, then come back and keep all those magnificent feelings."

Remember, they must find the positive solution. This is where their personal metaphor, or script, gets changed. This is also why the normal guided fantasies (with or without interpretation, always useless) are not very effective.

If they do not find a positive solution, sent them back as many times as necessary. Also refuse endings in which others do all the work, rescuing them; although they may find some wise person to teach them what to do (being a metaphor for therapy and/or unconscious resources). For a similar discussion of changing the ends of dreams, see George Thomson, T.A. in Europe.

This exercise, or similar ones you will invent, is exciting. I wish I had recorded all the marvelous stories my clients have created! A secondary gain of this process is to stimulate artistic creativity.

DIAGNOSTIC AND CURATIVE

I will refer to the next two guided fantasies as diagnostic and curative, since they often provide diagnostic elements about the symptom or the problem, such as recurring scenes, awareness of secondary gains, etc. In a

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More therapeutic metaphors

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percentage of cases, they also provide a solution.

VISUAL REFRAMING

"Find a behavior you want to change.

"You are standing 20 metres from the opening of a dark cave. Inside there is the part of you which is responsible for that behavior. You cannot see it yet, and we do not know its shape, but little by little you will see something move and slowly come toward the light, gradually taking shape.

"What can you see? Get as close to it as you want, then sit down and invite that part to sid down in front of you. Introduce yourself, ask it whether it has a name. Ask it when it was forn, what happened at that time, what its function was then, and what it is now.

"Discuss with it what it could do instead of the present behavior to achieve its goal or, if its goal has been reached, to be useful.

"Ask if it is satisfied with itself, its name, its appearance. If it is not, change it.

"Reach an agreement, thank it, and greet it."

This fantasy requires a lot of creativity, because special variations must be invented according to the answers and frequent difficulties.

The experience is intended to detect the origins and functions of a problem and replace it with something positive with the same functions.

CRYSTAL BALL

"You are out on the street, invisible, facing your own house. You see a person, yourself, come out, start walking. You decide to follow. (Describe the way, an unknown street.)

"He rings a bell. It's a sorceress' house. He goes upstairs, goes into an apartment (with curtains, owls, crystal ball on the taable). He meets the sorceress and tells her he came to consult her about a problem.

"The sorceress sits down in front of him, covers the crystal ball, and pronounces a magic formula. When she uncovers the crystal ball, it is foggy, but it slowly clears up and discloses a moment in the past which originated the problem.

"You can see your other self's reactions and also the scene in the crystal. (Repeat two or more times.)

"The sorceress covers the crystal ball one more time, but this time she uses a different formula, because she wants to see what your future will be like when you have solved your problem.

"Then your other self rises, pays the sorceress, and goes out. You follow him until you get inside him and feel how he feels after this meeting."

The goal of this fantasy is to diagnose and desensitize dramatic scenes, identifications, and messages which gave rise to the problem, to give insight, to mobilize resources for solving the problem, and to make sure the subject is pleased with the solution.

DREAMS FOR DECIDING

One of my clients gives the following report.

"Once the second session of the NLP course is over, I go back home, having to define some private work relationships that, for some time, have made me unsatisfied and anxious.

"Furthermore, I enrolled in this course to learn something new to complete the patterns I am already acquainted with. Yet I seem to have difficulties in this operation and can't find any links.

"At the same time, the municipal administration I work for is asking me to be in charge of the organization of a welfare section. I work as a psychologist in the public welfare institution and deal with family and individual therapy.

"In 48 hours I put an end to my unsatisfactory cooperation with the colleague I usually do private therapy with. I meet with the political appointee who proposed the new job to

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NLP of Colorado Announces

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Practitioner Training Trainers' Notes

Connirae and Steve Andreas, co-directors of NLP of Colorado, are pleased to offer the professional NLP community the only complete and detailed publication of Practitioner Training Trainer Notes currently available.

Primarily intended for use by those who are currently doing NLP training, these notes are available only to Certified Practitioners or Programmers. Reduced rates apply for those not doing NLP Training.

For Full Information, Write or Call: **NLP of Colorado,** 1221 Left Hand Canyon Dr., JSR Boulder, Colorado 80302 (303) 442-1102

The VAK Review of ~~Books~~ Articles

Eric L. Einspruch and Bruce D. Forman. "Observations Concerning Research Literature on Neuro-Linguistic Programming," Journal of Counseling Psychology, *1985, Vol. 32, pp. 589-596.*

This excellent survey article lists six major types of methodological error in the NLP research published through April, 1984. The authors, who are knowledgeable about NLP as well as research design, point out that all the 39 published studies to that date suffer from such major defects that the conclusions are useless. Knowledge of this article can be very useful in responding to questions about research in NLP.

For a copy of the article, send a self-addressed envelope stamped with 39 cents postage to Bruce D. Forman, Counseling Psychology Program, University of Miami, P.O. Box 248065, Coral Gables, Florida 33124.

Steve and Connirae Andreas

PROPOSALS FOR NANLP REGIONAL MEETINGS

NANLP Regional Representatives are asking for people to submit topics for 90-minute or three-hour workshops or presentations at regional conferences in October. The Southeastern Regional Conference will be in Charlotte, North Carolina, October 25 and 26. NANLP members using NLP in any way are invited to submit a short description of the topic and a personal introduction by July 15 to

Ruth Daily Knowles, Ph.D., Peers Inc.,
11840 S.W. 79 Terrace, Miami, Florida 33183

The Central Region Conference will be October 21 and 22 in Chicago. Submit topics for that meeting to

Neva Arnold
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The mental edge

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but beyond selecting different programs to observe, we can affect very little behind the screen. And those aspects behind the screen create the images and patterns on its surface.

If Skinner was accurate in observing that reinforcement leads to repetition of the behavior, simply referring to a non-constructive experience in words can reinforce the purposeful Other-Than-Conscious patterns which have maintained it up to that point. It seems that patterns in performance as well as communication are reinforced outside of conscious awareness.

Athletes learn to walk, hold sticks, racquets and balls, run, and jump, although they are not conscious of the processes they use. Since they made no rational decision to develop these patterns, a rational approach to outgrowing outdated patterns seems incongruous.

People seem to function purposefully, developing, utilizing and reinforcing patterns outside their conscious awareness.

Paul and I have discovered that the athletes we have worked with, given a nudge or two, are perfectly capable of directing their own experience. They can outgrow less-than-productive patterns all by themselves, without limiting their outcomes to those they can consciously specify.

THE GOALIE

One athlete I nudged was a college hockey player who, as an entering freshman, had been noticed by professional scouts. However, around the beginning of his second semester, his coach told me he was afraid the young man might not make the cut at fall tryouts; his performance had slipped so drastically.

The player had received extensive "help" in improving his performance by studying the internal and external aspects of his position and his perceptions. When I met him he would, as he held his stick on the ice, launch into an internal litany reminding himself about breathing, representational sequences, postures, and all sorts of stuff which I asked him to avoid describing to me.

In talking with him for about an hour and a half, I endeavored to demonstrate congruently, and nonverbally, some different means of sorting his experience and interrupting some old patterns while simply getting really curious about how he might act more productively in the present.

A couple of weeks later he called to tell me what he had done. He still reminds himself of everything he wants to do "until my skates touch the ice. Then I just react."

He just reacted shortly thereafter in a game against a professional caliber team. He made 60 saves in helping his college team to a 5-5 tie. His coach was relieved, and to this day I don't know how he did it.

I do know that he has thousands of hours of hockey playing, his own and others', in his experience which is available to him Other-Than-Consciously. In his case, all that seemed necessary was for him to interrupt a less-than-productive pattern and let what Dave calls his "healthy, creative parts" purposefully shift into a more valuable pattern for the present situation.

One day he might receive the gift of conscious awareness about how specifically he does that, but I'm glad he didn't have to wait.

Eric Oliver of Friday Harbor, Washington, is associated with Other-Than-Conscious Communication as well as MetaSystems of Minneapolis.

New Deadline for The VAK - Fall Issue

Submit Articles, Schedules, Ads, etc. by

July 20, 1986

The VAK, 2931 South Street, Lincoln, Nebraska 68502, USA

The VAK interviews Kathryn Williams

Kathryn Williams of Winston-Salem, North Carolina, is the new president of the National Association of Neuro-Linguistic Programming. The VAK asked Kathryn for some facts, feelings, and opinions about the recent national conference and the state of the organization.

George Leonard was keynote speaker at the conference, and he led a workshop that was basically on Aikido. It certainly seems to be compatible with NLP, so that was a real plus.

I was in so many meetings I didn't attend many workshops, but I really enjoyed the ones I went to. They were exciting, lively and interesting. The evaluations were, by and large, very good. I felt people were generally excited about some of the new things people have been doing, felt like they had learned some things, and had a good time. That meets my highly valued criteria.

I'm looking forward to the conference in New York next year. Marilyn Ferguson will be our keynote speaker.

We're facing some interesting and challenging tasks during the next year.

Probably the hottest topic is how to define, develop and use an ethics code.

I was pleased that so many folks responded to the Ethics questionaire and came to the Committee meeting. At least people who are concerned about the way NLP is being represented have an arena where they are encouraged to share their concerns.

And what do people want? We got responses all the way from no ethics code at all to one that would allow us to throw people out. There doesn't seem to be strong consensus at this point. Most people want something, some people don't want anything.

At the beginning, when that relatively small group met in New York, there was no discussion of a national organization. We met to look at the idea of how people who work geographically far apart, don't continue to go to trainings, don't have an opportunity to interact can network more effectively. So I think the basic function of providing a process by which networking can be more effectively accomplished is still NANLP's major outcome, and it is happening.

I'm thrilled about the regional meetings and the specific interest networks which are developing. Three of the regions had meetings last year, and this year every region is planning one. I'm pleased about that, because the only big networking event we can provide is one national meeting a year, and I don't think that's going to be sufficient. We also need to provide opportunity for people who are not necessarily intimately involved in one of the institutes to come and find out more about this model.

There is not much question that NLP is attractive, or certainly stimulates interest. As long as it does that, I suspect we will continue to survive.

Research interests many people. Our new research chairman, Michael Bennett, is actively trying to get something going. That, I think, will be an emerging part of what this organization is trying to do, to gather and disseminate, and to encourage research that's appropriate to this model.

A very intriguing issue is, how do you transform an organization? not just how do you help transform human beings? I think of NLP as a transformational model. Could this model be utilized in an effective way as an organizational model? In theory, ideally, that is where we would like to come from. Certainly it makes board meetings interesting. We have lively, and I think collegial, cooperative meetings, even when people have vastly different opinions. I feel optomistic at that level, and I think the vast majority of the membership really supports what we are trying to do.

TRANSFORMATION

PROGRAM HIGHLIGHTS

BALI 1986
A Supreme Learning Adventure
with Anne Kasman Entus
July 24-August 9, 1986
Bali, Indonesia

USING YOUR BRAIN FOR A CHANGE
with Richard Bandler
October 31, November 1 & 2, 1986
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Schedule of NLP-Related Activities

WHEN	WHAT	WHERE	WHO
JUNE			
1-7	Challenge of Excellence Camp	Stillwater	EUI
2	Self-Hypnosis Using NLP Tech	Los Angeles	SCC
3	Why do Your Customers Say "No"?	Raleigh	CPD
5-7/5	Residential Practitioner Trng	Boulder	CO
6-9	Introduction to NLP	Ottawa, Ont.	ONC
7-8	Change w/Leslie Cameron-Bandler	New York	NYT
7-8	Discover NLP	St. Louis	MWI
7-8	Discover NLP	Columbus	MWI
13-14	Intro to NLP	San Francisco	CAS
13-15	Communication and Change	Raleigh	CPD
13-15	Challenge of Excellence Camp	Stillwater	EUI
14	Intro to NLP	Hartford, CT	NEI
14-15	Ericksonian Hypnotherapy & NLP III	Chicago	BU
14-15	Metaphor	Philadelphia	PTI
14-15	Fund of Success - Cameron-Bandler	Lexington	MIN
14-15	Choice Point - Personal Weekend	Atlanta	ENI
19-23	Pragmagraphics & Belief Systems	Denver	NRC
20-22	Challenge of Excellence Camp	Stillwater	EUI
20-22	Comm. & Change - NLP Intro	Raleigh	CPD
20-22	Programmer Trng	Seattle	CAS
20-29	Hypnosis Certification	Cape Cod	NYT
21-22	Introduction to NLP	Lexington	MIN
21-22	Adv Therapeutic Appl of NLP	Los Angeles	SCC
23-27	Negotiation Excellence	New York	GLA
24-17	Practitioner & Master Pract. Trng	Maui	GDA
27-29	Practitioner Trng	Miami	EUI
28	Neurophysiology & Behavior	Philadelphia	TSI
28	Intro to NLP	Brockton, MA	NEI
28-29	Ericksonian Hypnotherapy & NLP IV	Chicago	BU
28-29	Choice Point - Personal Weekend	Princeton	ENI
29	Intro to NLP	Amherst	NEI
29-5	Challenge of Excellence Camp	Stillwater	EUI
JULY			
7-12	Master Practitioner Cert I	Ottawa	ONC
7-12	New Pathways to Reading	Lake Dillon CO	LPN
9-13	Paul Carter - Hypnosis Training	Provincetown	NYT
13-19	Challenge of Excellence Camp	Stillwater	EUI
14-18	Workshop in Negotiation	Sonoma, CA	FPI
14-18	Workshop in Freedom & Power	Sonoma	FPI
14-19	Practitioner Cert I	Ottawa	ONC
21	NLP in Sales	Raleigh	CPD
21-25	Workshop in Decision Making	Sonoma	FPI
21-25	Workshop in Virtual Themes	Sonoma	FPI
21-26	Master Practitioner Cert II	Ottawa	ONC
22	NLP in Negotiations	Raleigh	CPD
23	NLP in Presentations	Raleigh	CPD
23-24	Intermediate Neurolinguistics	Palo Alto	GLA
24-9	Bali: Supreme Learning Adventure	Bali	TRN
26-3	Advanced Training	Pajaro Dunes	GLA
26-16	Residential Certification	Trenton State	ENI
28-30	Comm. & Change - NLP Intro	Raleigh	CPD
28-2	Practitioner Cert II	Ottawa	ONC
30-3	Hypnotic Patterns for Bus. & Prof	Raleigh	CPD
31	Intro - Ericksonian Hypnosis/NLP	Chicago	BU
AUGUST			
1-3	Reframing	New York	NYT
1-4	Paul Carter - Parts Model	Chicago	BU
2-3	Ericksonian Hypnosis	New York	EGE
3-9	Challenge of Excellence Camp	Stillwater	EUI
4-9	New Pathways to Reading	Berkeley, CA	LPN
4-16	Excellence in Education	Berkeley	LPN
4-22	Programmer Cert Intensive	San Francisco	CAS
9-10	Ericksonian Hypnosis	New York	EGE
11-15	Ericksonian Hyp/Adv Submodalities	Princeton	ENI
16-24	OTCC 9-Day	Minneapolis	OTC
16-24	Advanced Training	Pajaro Dunes	GLA
17-23	Challenge of Excellence Camp	Stillwater	EUI
20-22	Comm. & Change - NLP Intro	Raleigh	CPD
22-24	Programmer Trng	Seattle	CAS
31-6	Challenge of Excellence Camp	Stillwater	EUI
SEPTEMBER			
2-4	Sales Excellence	San Francisco	GLA
5-7	Programmer Trng	Dallas	CAS
6	Intro to NLP	Amherst	NEI
6-7	Ericksonian Hypnosis	New York	EGE
7	Intro to NLP	Boston	NEI
9	NLP in Sales	Raleigh	CPD
10	NLP in Negotiations	Raleigh	CPD
10-12	Communication Excellence	Toronto	GLA
11	NLP in Presentations	Raleigh	CPD
12	Com. Potency for Business Women	New York	GLA
12-14	Programmer Trng	Seattle	CAS
13	Intro to NLP	Hartford	NEI
13-14	Advanced Hypnotherapy	New York	EGE
13-14	NLP and the Artist	New York	NYT
13-14	Advanced Submodalities Begins	Boulder	CO
13-14	NLP Update	Los Angeles	SCC
14	Intro to NLP	New Haven	NEI
14-20	Challenge of Excellence Camp	Stillwater	EUI
18-19	Ericksonian Hypnosis Trng Begins	Hartford	NEI
18-21	Advanced NLP Training	San Francisco	CAS
19-20	Advanced Submodalities Begins	San Francisco	CO
19-21	Programmer Trng	Dallas	CAS
20	Intro to NLP	Worcester, MA	NEI
20-21	Advanced Hypnotherapy	New York	EGE
20-24	Virginia Satir - Family Systems	New York	NYT
21	Intro to NLP	Albany	NEI
23-25	Communication Excellence	New York	GLA
26-28	Challenge of Excellence Camp	Stillwater	EUI
26-28	Practitioner Cert I	Raleigh	CPD
26-28	Master Practitioner Trng Begins	Amherst	NEI
26-29	Advanced Submodalities Begins	Washington	CO
27-28	Advanced Hypnotherapy	New York	EGE
27-28	Intro to NLP	Philadelphia	TSI
27-29	Hypnosis Certification I	Los Angeles	SCC
28	Patterns of Influence	New York	NYT
OCTOBER			
2	Trainer Training Begins - 62 Days	New York	NYT
3	Master Pract Trng Begins- 40 Days	New York	NYT
4	27-Day Practitioner Trng Begins	Boulder	CO
4-12	OTCC 9-Day	New York	OTC
5-11	Challenge of Excellence Camp	Stillwater	EUI
6-10	Negotiation Excellence	San Francisco	GLA
9	Making the Grade	Philadelphia	TSI
9	Practitioner Trng Begins- 26 Days	New York	NYT
10-12	Comm. & Change - NLP Intro	Raleigh	CPD
15-17	Sales Excellence	New York	GLA
16	NLP Sampler	Philadelphia	TSI
17-19	Challenge of Excellence Camp	Stillwater	EUI
17-20	Practitioner Cert II	Raleigh	CPD
18-19	NLP Sales Training	New York	NYT
18-19	Hypnosis Certification II	Los Angeles	SCC
20	TeleSkills	Toronto	GLA
24-26	Challenge of Excellence Camp	Stillwater	EUI
24-26	Metaphor Creation & Utilization	New York	NYT
25-26	NLP...Hands On	Philadelphia	TSI
25-2	Advanced Training	Palo Alto	GLA
30-31	Excellence in Business Comm.	Philadelphia	TSI
31-2	Using Your Brain for a Change	Montreal	TRN

NLP Sources

Boundaries Unlimited
BU P.O. Box 904
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NLP Center for Advanced Studies
CAS 511 Sir Francis Drake Blvd, #C-213
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Esther G. Enterline, Ph.D.
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New York Training Institute for NLP
NYT 155 Prince Street
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NLP Centre
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Other Than Conscious Communication
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Philadelphia Training Institute for NLP
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The experience is oriented to Richard Bandler's famous rapid methods of achieving "MORE ECSTASY" as an attitude and pleasurable approach to learning how to operate the most powerful item on the planet... the mind. He believes life is a party and he teaches that way!

The emphasis, in general, is on rapid and easy methods of self-managed individual change, beliefs systems & strategies of change, interpersonal communications and personal health. *You will learn to use submodalities, hypnosis, strategies, reframes, metaphors and dozens of other tools of advanced behavior change.* Scientific research methods and business applications to increase your income will be provided as new aspects in addition to the popular themes of personal growth and therapy.

In addition to Richard Bandler, the Trainers are:

- **Linda Sommer** on the power of NLP & the self; group change techniques for family work, teaching and therapy as well as her famous Universal Reframes
- **Robert Dilts** on beliefs, hypnosis, health, computer tools, imprint method, strategies and research
- **Peggy Dean** on interpersonal strategies and large scale communication in groups, organizations & media
- **Joseph Yeager** on private practice income development, covert conversational methods, modeling, the packaging of consulting services, and scientific research
- **Todd Epstein** on consulting, private practice and endless uses for advanced NLP in therapy such as the "swish pattern" sleight of mouth, and Pragmagraphics

The 21-Day Program Structure is oriented to the themes of change, interpersonal skills, generative behavior change and *the finale includes a special emphasis on hypnosis & sub- modalities.* There will also be demonstrations of computer applications. The program will be held at a college campus in the Princeton area with low cost room and meal arrangements. *Accredited PhD degrees are available with a major in NLP.*

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Dealing with risk

continued from p. 1

set of situational and perceptual variables, including:

-A range of goals or outcomes differing in desirability and associated with differential cost/benefits,

-More than one action choice subjectively available to the risk taker,

-A significant degree of objective uncertainty (consensually obtainable) about achieving a goal or outcome.

A final characteristic of many, but not all, risk taking situations is that a person may face a penalty associated with failure to achieve a goal or outcome.

A business person, for example, might commit heavily to a new product line (risk) to beat competition (benefit). If the product falls below expectations, however, he or she might not make a gain in return or market share (goal), but actually face loss of operating capital or position (penalty).

Based on our fairly simple definition of risk taking, we have developed a four-step conceptual model of the risk taking process. Utilizing this tool, we can diagnose the efficiency and ecology of any example of risk taking and pinpoint troubl)e spots. We have also begun to formalize some conceptual generalizations about persons (risk takers) as well as behaviors (risk taking). Our findings on the interaction between persons and action choices is summarized in the chart below.

For anyone interested in changing or helping others change the ways they take risks, we have developed a technology for destabilizing current risk taking recitation and the precursor to change. Write to us at NLP Training Systems (address on page 9) for further information.

Cory De Torres and Douglas Sauber of Philadelphia are trainers, counselors, consultants, etc. with NLP Training Systems, Inc.

Chart Summarizing Interactions Between Strategies and Three Personality Modes

	High Risk	Challenge	Low Risk
Reality Strategy	Asks what could go right? Does not ask what could go wrong?	Asks what could go right and wrong?	Asks what could go wrong?
Belief Strategy	Asks is this (benefit) for me?	Asks is this within the range of my skills and abilities?	Asks is this (cost) for me?
Decision Strategy	To act	Acts differentially in response to the above questions	Not to act
Reality Checkout	Asks did I gain anything I wanted?	Asks did I gain and lose?	Asks did I gain everything I wanted?

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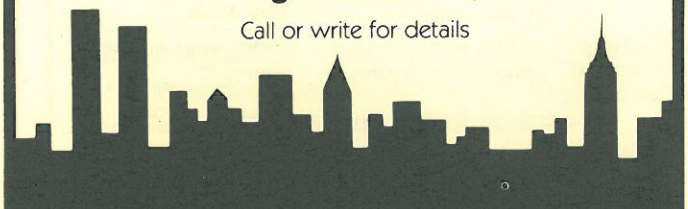
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The VAK Review of Books

Mark King, Larry Novik, and Charles Citrenbaum. Irresistible Communication: Creative Skills for the Health Professional. *W.B. Saunders Co. Philadelphia. 129 pp. $20.00.*

Most of the NLP books published in recent years plow the same old ground...without planting any seeds or watering it. In contrast, this book is an excellent application of the basic NLP patterns to health care. It is clearly written, with a minimum of jargon and many examples which are easily understood by people with little or no NLP background. The authors demonstrate an unusual and gratifying depth of understanding. The only fault we can find with this book is the price. Twenty dollars is over three times what this slim book should cost.

Steve and Connirae Andreas

Kenneth E. Bailey. Poet & Peasant and Through Peasant Eyes. *William B. Eerdmans Publishing Co., Grand Rapids, Michigan, 1983. 424 pp. $12.95.*

This book is sub-titled "A Literary-Cultural Approach to the Parables in Luke."

According to Ken Bailey, "each parable has a 'cluster' of theological motifs that together press the listener to make a single response." That is effective use of metaphor. After studying the culture and literary forms of first century Palestine, on site, for 30 years, Bailey brings new meanings to the familiar parables. New meanings, that is, for 20th century westerners.

This book, actually two volumes in one, may have more than you really want to know, but if you want to find out about elegant use of metaphor and the importance of context, you will find some fascinating information.

This is a scholarly work and, as such, is not quite so entertaining as Bailey's video tapes reviewed on page 2.

BD

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More therapeutic metaphors

continued from p. 5

me so we can define the time needed to work it out. I even manage to test part of what I have just learned at the NLP course with a patient. I get positive results which bewilder me.

"After that I show clear signs of confusion which, I think, seem in the process of getting serious.

"A few days later, I do not know what to do, and I wonder what job I can do in the near future. I try to apply what I learned in the course to myself, but it does not work. My confusion grows rapidly to a state of apprehension and I decide to turn to my NLP teacher, as this is my last chance, and ask him for help, although I am unwilling to do that.

"I feel embarassed at meeting him. I consciously asked for an external help, and I am sorry to think that someone else can decide instead of me. On the other hand, there are but two alternatives for me, the same old images - my old job and the new one, and I cannot perceive the difference. I know my old job, and I think I can do it, but the new one, with the challenge represented by organization, attracts me.

"In the trance induced by the therapist, my unconscious seems to acknowledge that the moment has come for me to devote time to myself, but no comforting suggestions come out to tell me what to do next. With some difficulty and pain, I manage to bring the two opposite images close to each other, superimposing them for a few seconds. But I get no new image to sum up the guarantees of stability and novelty I am looking for.

"I cannot distinguish the pros and cons of the situation I am dealing with, and as a result, I cannot produce an acceptable number of options. The therapist tells me there is nothing else he can do for me now, but suggests my unconscious will help me tonight by continuing his work. Most likely I will have dreams, maybe seven or eight. The first four or five will not be clear to me, but the other ones will be useful and will show me what chances I have.

"That night my first five dreams do not suggest anything important to me, but the last three dreams, anxiously longed for even in my sleep, appear to be very precise. They resemble each other and are characterized by their recurring content.

"The therapist is present to remind me of the time I spent learning my present job and the positive results I get from it. He also tells me that if I wanted, some people, including him, could take care of me when I have difficulties.

"Two months later I continue with my job, and I have been asked to work privately with colleagues, which satisfies me a lot. But most of all, I am trying to express my gratitude to my unconscious by devoting part of my time to it."

What the patient called at "trance" was a dialogue with parts. We operated on the images first by submodalities to overcome some kinesthetic reactions that made choice complicated. Then there was apparently a collapse. I was actually trying to get a kinesthetic collaps through the simultaneous presence of the two images. I succeeded because the subject poured different resources - different physiologies - into these two different situations. Thus I managed to put these resources together on a K level.

To bring them to a visual level, I chose the way of dreams, well known to hypnotists and described in Trance-Formations. To achieve my goal I used suggestions and embedded commands, controlling the unconscious signals of response.

One major point indicates this thereapy was generative. The client now mentions private work proposals, which, during our converstation, she rejected as "impossible." Notice also how having her do the job through her dreams was a good pacing of her criteria and a way to direct her "resistance" to the outcome.

Gianni Fortunato of Bologna, Italy, works as an NLP trainer and therapist.

NLP

Practitioner and Master Practitioner trainings start in September and October. Ericksonian Hypnosis training also starts in October.

For a brochure or more information write or call The New England Institute for Neuro-Linguistic Programming, 5 Fairfield St., Amherst, MA 01002 413-549-3509.

The New England Institute for NLP is a school state licensed by The Commonwealth of Massachusetts.

ERICKSONIAN HYPNOSIS

Breakthroughs in reading comprehension

continued from p. 1

We taught Sarah the basic steps to follow to improve her reading comprehension. We selected a richly descriptive book about horses, an area or real interest to Sarah. This book was book was above her instructional level. After guiding her toward a more upright physical posture with eyes glancing upward, we began reading to her while she created an image of what she was reading, as if she were directing a movie of the story she was hearing.

At the end of a sentence or several sentences, we paused to ask her questions about the "movie" she was creating. These questions could be about specific details she saw, heard, felt, tasted or smelled. When her responses were consistently appropriate and accurate, we increased the number of sentences read before questioning her. If her responses were inaccurate, we had covered too much material, so we went back and stopped to ask questions more frequently before going on.

Often students who are having trouble comprehending what they are reading make pictures which are sparse in detail and poor in quality, if they make pictures at all. Sarah tended to omit kinesthetic details from her "movie". By our asking her questions which referred to kinesthetic submodalities (movement, temperature, smells, etc.) she greatly enhanced her reading comprehension.

Once Sarah demonstrated an excellent ability to comprehend as we read, we modified the procedure. Now she was reading aloud to us. We selected material a bit lower than her instructional level, wanting to avoid any interference in her comprehension due to difficulty with sounding out the words.

We again intermittently asked her two or three questions to get at the pictures, sounds, and feelings of the "movie" she was creating. This was done at the beginning of teaching the strategy. Once Sarah had gained some practice and skill in creating her internal pictures, we began phasing out the questioning.

At the streamlined level, Sarah read to herself, automatically creating the detailed pictures as she read. When questioned or tested later, she referred back to the pictures for the needed information. She leaned that "the words give you the pictures, and the pictures give you the words."

Through this instructional process, Sarah quickly established an automatic thinking sequence for excellence in comprehension. That is: visual external - internal sound - visual construct with multiple submodalities. This strategy works with ease and speed. Expect to see changes very quickly as you begin to use it with your clients.

It is like learning to drive a stick-shift car. First you learned the basics and had to consciously think about all the details. As you practiced driving more and more, your skills got smoother and smoother. Now, you just get in and go. "You don't drive a car like you learned to drive a car." The same is true of these strategies.

Our goal is to create success and confidence from the very beginning. Clients achieve consistent, rapid gains using these techniques.

New Learning Pathways National will be offering training programs this summer on advanced strategies for reading, spelling, vocabulary development, comprehension, problem solving and more. (Schedule on page 8, address on page 9.)

AN UNSUSPECTED CAUSE OF LEARNING PROBLEMS

At New Learning Pathways National, we believe in learning ABILITILS, not disabilities. Students who want to improve their learning skills, even those students labelled "learning disabled", can use our strategies to learn more quickly than they previously thought possible.

We have found three main reasons normal students are often considered to be "earning disabled". First, many students use inappropriate strategies for learning academic skills. For example, students who have trouble following directions are often talking to themselves as the directions are given; therefore, they create an internal interference which blocks effective processing of the external information. They would do better to glance up (visual construct) and see themselves carrying out the directions (dissociated).

Second, when a person experiences a lot of failure in learning, he may get stuck in a loop between negative internal dialogue and negative feelings, which inhibits the processing of external information, whether auditory or visual. This loop can mask his true potential for learning, and frequently can cause low test scores as well.

There is a third issue which has bewildered many educators and puzzled many NLP therapists. Many children and adults have been misdiagnised as "learning disabled" or "dyslexic" when they in fact have difficulty in coordinating their eyes. The problems may exist in one or more of these areas:

- -jerky eye movements
- -difficulty adjusting the focusing of they eye at different distances
- -difficulty getting the eyes to work together as a team, focusing the image each eye sees as the eyes move across the page.

These problems may exist, even in a student with 20/20 visual acuity in each eye. Here are several clues you can look for which suggest difficulties in these areas:

1. strong dislike of reading or short attention span

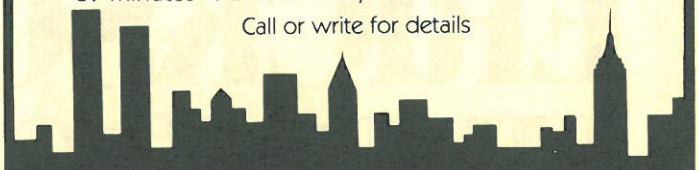
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Breakthroughs

continued from p. 14

short attention span when reading,

2. rubbing the eyes, or eyes which get teary or red as the child reads,

3. blurring of letters or skipping over small words,

4. losing their place during reading; re-reading or skipping lines or words,

5. objecting to keeping their eyes off to the side in peripheral vision (when looking at information to be stored in visual memory); instead preferring to look straight ahead,

6. moving the head while reading.

Although some controversy exists over the causes and treatment methods for such problems, we have had excellent results by referring these students to developmental optometrists in combination with our NLP interventions. In addition, we modify their program in the following ways.

1. Using the central eye position for visual processing (both visual memory and visual constuct), as this is more gentle for their eyes.

2. Presenting words to be learned (for either spelling or reading) from four to six feet away from the student and in one-inch-high letters.

3. Enlarging the print of the text, and moving the book up to eye level for reading by attatching it to a clipboard and propping it up, or resting it on a stack of books.

Once you know the learner is feeling resourceful about learning, is using appropriate learning strategies, and does not have ocular or focus problems, watch him learn faster than even you ever thought possible!

Jean Benford of Oakland, Mary Jane Brownell of Thousand Oaks, and June Jackson of Denver operate New Learning Pathways National and apply NLP to learning and education.

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