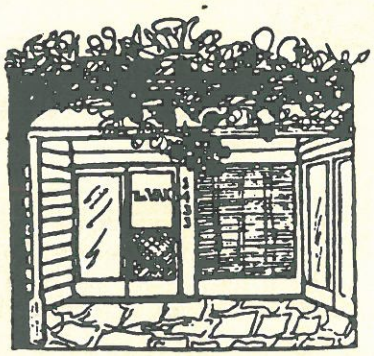
THE VAK



International NLP Newsletter

Volume VII, Number 2 *Spring 1989*

Learning to Learn

Jean Benford

One-year-old Jessica grabs the coffee table, pulls herself up, and releases her grip. She's standing alone! Her parents applaud. "All right! You did it!" A few seconds later she plops to the floor, then pulls herself up, and starts the process again. Jessica is learning to stand. Soon she'll be walking. She is internally driven to learn, for the joy and adventure of it all.

With practice, Jessica gets more proficient. She actually takes a step or two before landing on the ground. Though she doesn't know how to walk, Jessica doesn't get discouraged or think she has failed. She doesn't berate herself or decide to give up and go back to crawling. She just attempts it, again and again, until she masters it.

A normal learning pattern is to try, "fail," and try again. Jessica's parents could think she's clumsy or not well coordinated or worry that she'll never be athletic. But she's developing normally, so they delight in her early attempts,

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Wellness – Theme of NANLP Conference

Starting with a welcoming party and ending with tours of wineries and Victorian houses, the annual NANLP conference in San Francisco is practicing what it preaches, as the program states: "Adequate relaxation and socializing contribute to wellness."

April 27 through May 1, NLPers will be meeting, networking, and attending seminars and presentations covering a broad spectrum of NLP strategies and ideas.

continued on page 2

IMPERATIVE SELF
A Conversation with Leslie Cameron-Bandler

Metha Singleton

Imperative Self analysis is the distinctly innovative personality model developed by Leslie Cameron-Bandler. I met recently with Leslie to glean some of her thoughts about this newest advance. Here are some of the highlights of that conversation.

MS: Leslie, many people are curious about the Imperative Self model. Just what is an Imperative Self? How would you, as one of the developers, describe and define it?

LCB: An Imperative Self is a description and, more important, an explanation of an individual's personality. Personality is the sum total of all those qualities and traits - mental, physical, emotional, and social - that make one individual different, a unique entity; character is a result of the qualitative "rules" that guide the individual's lifetime behaviors.

MS: By "explanation," do you mean how these characteristics fit together or how and why they were formed?

LCB: Actually, how these characteristics operate in the world. An Imperative Self will tell you what, out of the infinite possibilities, a person will perceive, how this person will respond to what is perceived, and what outcomes these perceptions and behaviors are in pursuit of. It will tell you why a person perceives what he or she does, how he or she is going to respond, and why. It both describes and explains the individual.

The relevant answers to where it comes from and how it works are, I believe, more biological than a matter of an individual's personal history. When a human infant is born, the brain only weighs 25% of what its adult weight will be. Even a baboon's brain weighs 70% of its adult weight at birth. That means that 75% of the mass of our brain is developed in a social context. The brain is an organ whose primary function is our survival, and it only stands to reason that we learn our rules of survival in this early social context.

MS: Is that why so many people's Imperative Self reveals a highly dependent linking of their survival to the responses of the people around them?

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NANLP Conference

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Workshops on humor, fear, eating, wellness and illness, peak performance coaching, pain control, managing conflict in relationships, NLP models for substance abuse, healing, transforming corporate cultures, myths, and more, offer strategies and opportunities to learn from some outstanding teachers.

The keynote speaker is Donald Ardell, marathon runner and established author, with seven published books on wellness, including *High Level Wellness: An Alternative to Doctors, Drugs and Disease* and *Die Healthy*. Joining him in creating a full menu of NLP topics are a host of other presenters, among them: Connirae and Steve Andreas, Metha Singleton, Wyatt Woodsmall, Richard Clarke, Tad James, Cory de Torres, Jean Benford, Charles Faulkner, Anne Linden, Thomas Condon, several French NLP colleagues, and many others. A unique perspective will be provided by Andrew Silver, presenting "a strategy for survival from a Jonestown survivor."

Exhibits, books, regional meetings, speciality section meetings, a Sunday luncheon to provide member input, ongoing videos, and audiotapes of the speakers are all scheduled, ensuring wide coverage of presenters and subjects, and helping to mitigate the problem: "Which of these three workshops should I attend, when I want to go to all of them?"

Cathedral Hill Hotel, at Van Ness and Geary, is the site of the conference, which opens formally at 9:00 a.m. Friday, April 28. The closing assembly, at 4:30 p.m. Sunday, April 30, will be a tribute to Virginia Satir.

For more information, contact NANLP in Indianapolis (317-636-6059). For hotel reservations, call the Cathedral Hill Hotel directly at 415-776-8200.

"We humans so easily resist our own good. From within ourselves, from our most basic drives and urges, come strong forces that take us in perversely inelegant directions. Repeatedly we sabotage our long-term good, acting as if we were adversaries to the very life, joy and vitality we desperately crave. We become addicted to the wrong foods, or we use chemical substances for energy or to blanket our awareness of the things in our life that don't work. We avoid those persons who might be helpful to us, and we move closer to those toxic to our long-term good. Deeper still, in unconscious regions of our souls, we fear our own strength and talent and goodness, which, when developed fully, make us visible, distinctive, powerful and fully responsible to take on more of the things we now avoid."

Elegant Choices, Healing Choices
Marsha Sinetar

"The light is better in our conscious minds, but we must look for healing in the dark unconscious. The doctor works in the light. He is verbal and logical. The patient's world may be dark, but there are sources of illumination. Within each of us is a spark. Call it a divine spark if you will, but it is there and can light the way to health. There are no incurable diseases, only incurable people."

Love, Medicine & Miracles
Bernie S. Siegel, M.D.

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The VAK encourages its readers to send manuscripts, schedule information, reviews and comments to the editor. Deadline for manuscripts and advertisements for the next issue is **May 15.** Advertising rates are available on request.

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Agnes Waters, Editor
The VAK
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IMPERATIVE SELF

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LCB: Yes. For us to survive and prosper, we must succeed in a social context. From the very beginning the brain is developing some generalizations about how the world works, and how it is necessary to operate in that world to succeed, to survive and prosper.

The set of generalizations that has been developed about how the world works, and how it is necessary to operate in the world to survive and prosper, is the Imperative Self. Fortunately, it is also possible for change to occur at this level. In the course of one's life, a number of compelling experiences will lead to change. Essentially the organism is adaptive. It's as though we say, "Oh, that's not how the world works. It works this way, so I've got to operate in this new way to survive and prosper."

The bad news is that because our brain exists primarily to ensure our survival and only secondarily to enhance our fulfillment, the compelling experiences from which we learn so profoundly naturally have to do with perceived risk to our survival. Imperative Self work, on the other hand, exists primarily to enhance fulfillment and so utilizes compelling experiences to direct learning toward that end.

MS: What makes the Imperative Self model unique?

LCB: I have been reading some psychobiology and came upon a useful framework to answer that. This framework is that every human is (a) like all other humans, (b) like some other humans, and (c) like no other humans. The interesting thing is that all are true. So every human is like all other humans in our biology. . . .

MS: In terms of our hard wiring, our physical characteristics.

LCB: Right. We're vertebrates. We have certain kinds of muscles. We have a stomach, a heart, a circulatory system, a brain, etc. And, in fact, NLP draws on this. That's the basis of NLP - every human is like every other human.

MS: In that we all have the same sensory input systems and possibility for representations. . . .

LCB: Right. Therefore, what is possible for one is possible for another. Now (b) is true also: every human is like some other human.

MS: As we all share some of the same patterns.

LCB: Yes. And you have cultural similarities, like language, food preferences, family structures, etc. In the category "like some other humans," is where all other personality profiles come in. Whether it's the Enneagram, or it's social styles - it doesn't matter what it is.

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4900 Woodway, Suite 700
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713-622-6574

IMPERATIVE SELF

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Humans are all like some other humans in terms of being an expressive or an analytical. . . .

MS: Or a Seven on the Enneagram.

LCB: Or a Four, or a Sagittarian, or even a diagnosis such as obsessive-compulsive or passive-aggressive, depending on whatever system is being used. That gives a set of rich information. However, the Imperative Self work is the only model that delineates the (c) category, "like no other humans," or how this individual is unique - is different from any other human being. It is the only personality model that gives a rich description and explanation that is completely idiosyncratic.

MS: Because it really is a specific representation of a particular, unique person.

LCB: It's possible to recognize groupings of types of Imperative Selves, and this is useful with regard to treatment procedures, but not to giving an individual a complete understanding of himself or herself. No two are the same - with all that we have done, no two are alike.

MS: It's the important component of this personality model - this is what makes it different from any other.

I hear many people trying to link and compare NLP and Imperative Self. What is the connection?

LCB: In order to answer that, there has to be some agreement about what NLP is. As far as I am concerned, NLP is a field of study. I go back to *Neuro-Linguistic Programming, Volume I.* It is the study of the structure of subjectivity; it is a field of study concerning human behavior and experience. It is built upon a set of beliefs, of presuppositions: the map is not the territory - the map can be changed; what is possible for one individual is possible for any other individual. It is just a question of how.

NLP is based on the notion that there is an *a priori,* a set of innate concepts that we build on - that we develop certain kinds of cause/effect relationships in order to survive. We build our map on a premise that a certain kind of reality exists.

I really think the genesis of NLP is in *The Structure of Magic, Volume I.* The Imperative Self work is an extension of these principles. So, in my opinion, is Ericksonian work and Feldenkrais work. People are always going for what NLP is. People think NLP is fire-walking, or rep systems and accessing cues, or anchoring. NLP is a field of study and many technologies are connected to it.

MS: By sharing the same presuppositions. . . .

LCB: Another connection between NLP and Imperative Self work is that the ways to change the Imperative Self definitely utilize numerous techniques and methods that are by-products of that field of study.

MS: In the years of watching you work, I realized that you worked intuitively. This was amazing to watch. You could look at someone, and then, magically - at least it seemed to me - see who she or he could be, plus have a clear path to the sequence of interventions that would lead the person there. This always was a great pleasure for me to watch. I never got this in the training courses. We never saw people work from beginning to end with someone, and that was the hardest piece for me to know about. So for me, the Imperative Self model has provided a way to represent who the individual is, with the analysis of who she or he can become, which includes fulfillment, and the sequence of steps to get there. I use the various NLP techniques to help accomplish these changes.

What do you believe an individual can expect, coming for an Imperative Self elicitation and analysis and interventions?

LCB: As with all work in NLP or any other technology, the range of benefits varies depending on the level of expertise and the level of caring of the practitioner. Let's assume both levels are high.

What a person can expect to get is a lot of one-on-one attention. This person will experience really being listened to, understood, and appreciated. He or she is a perfectly beautiful puzzle whose answers will be revealed in the process.

Through the process, persons get a complete understanding of themselves. The complete Imperative Self will fully explain their past and their present life experiences - the triumphs, the tragedies, the unanswered longings, the points of fulfillment. They will understand why they have lived their lives the way they have. They will fully know just who it is they are.

MS: And with that, the opportunity to have a choice about who they will become.

LCB: Exactly! This is the first time they will have a choice about it. It relates to the fact that this incredible organ, our brain, is capable of reflecting upon itself, understanding itself to be an organ for survival and to consider other possibilities of what it is beyond that. Once individuals know their Imperative Self - see it, recognize it - they are then also aware that they can be separate from it. At that moment, they can reflect upon it, and begin to understand how it could be different. They can know that it is not the necessary reality, that their Imperative Self no longer has to be "imperative" for them.

We chose that word very knowingly, in that it is imperative, it *must* be. At the point at which it is analyzed, at the point at which it becomes known to the person, it no longer need be "imperative." The person can have choice.

It is often very difficult for individuals to change on their own. It is not impossible; however, it is difficult. Change will be much easier, much faster and dependably ecological, with guidance.

MS: It has been my experience that prior to the elicitation, most people just assumed that this simply was how the world worked. Most experienced feelings of being trapped, or compelled to behave in certain ways.

LCB: Reality instead of a map of reality.

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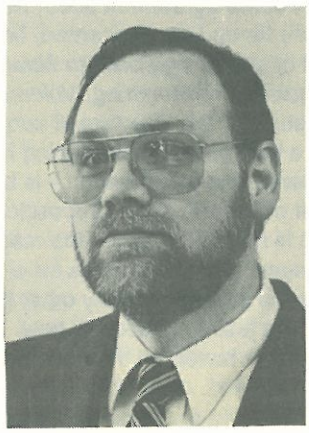
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Business Corner

Jim Mantock

Have you ever wondered how people become convinced they understand something? This personality trait is called a meta-program and was first identified by Leslie Cameron-Bandler. Subsequently, Rodger Bailey spent over ten years studying and refining meta-programs for his Language and Behavior Profiling System. In this column we'll explore how a manager might use the convincer meta-program to make task assignments more effective.

When a manager delegates work, how does an employee become convinced he or she can successfully complete the assignment? To make sense of the convincing process, let's break it into two parts: how information must be received, and how it must be processed.

Information is received primarily through one of the following channels: *seeing, hearing, doing,* or *reading.* If you ask someone, "How do you know if you can successfully complete a task?" the answer will reveal a preference. An answer such as, "I need to take a look at the project," indicates *seeing* is the preferred channel. So, illustrate assignments for this employee. Use audio-visual aids to diagram tasks - possibly on a blackboard. Involve the employee's visual sense in any way that will help clarify your instruction.

If the answer is, "I talk it over with my co-workers and boss," *hearing* is the preferred channel. This person needs to hear things to become convinced he or she understands, so you should assign tasks verbally. Tell this employee what is expected and how to complete the assignment.

"Before I can be sure, I have to try it out for myself," is typical for a person who must *do.* Plan on working with this employee through the first few steps - until the person is convinced he or she can handle the assignment.

An employee who prefers written tasks might say, "I need to read the project's documentation before I know if I can do the job." Be sure your assignments to this person are written.

The second part of the convincing strategy involves how the information is processed. People use one of four methods: (1) They need the information repeated a specific number of times; (2) they must wait a given period of time before they're convinced; (3) they are immediately convinced after receiving the information once; or (4) they are never fully convinced.

Assume you have an employee whose preferred channel is *doing.* Ask, "How many times must you do the task before you know you understand it?" to reveal which convincing strategy he or she uses.

This employee will tell you the number of times needed if repetition is required. For example, he or she might answer, "Two or three times would probably do it." After assigning the task, you'll need to reinforce it by going over it as many times as indicated - three times in our example. It is very important that the assignment be the same each time you repeat it. Change the details and you've just made a new assignment.

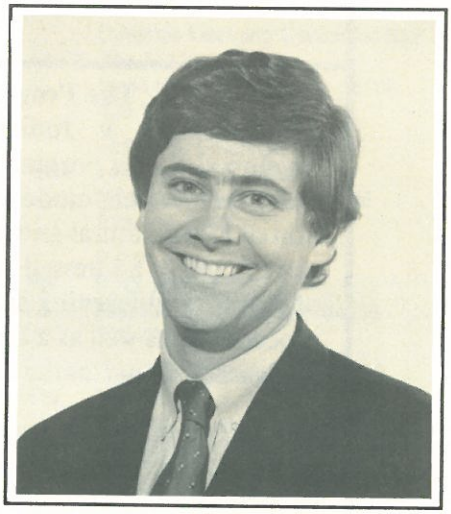
If the employee requires a period of time, he or she will either state it outright (a day, a week, etc.) or will have difficulty specifying a number of times. If he or she has a difficult time answering, ask, "How long would it take before you know you understand?" Repeat the assignment during the period specified by the employee. This reinforces the convincing process. If this person still has difficulty ask, "How many times. . . ." again.

If the person is instantly convinced, he or she might tell you, "I know if I can do an assignment as soon as I hear it." Be careful! *You* need to be convinced this employee can do the job, because he or she is likely to assume it can be accomplished without fully understanding the commitment. This employee is well suited to high-risk tasks. Rather than worrying about the risk, he or she will concentrate on the task. Statements such as, "Just because no one else has done it doesn't mean we can't!" are typical.

Continual reinforcement of the assignment is required if an employee expresses doubts about ever being convinced he or she fully understands. Each time he or she resumes the task, this employee questions his or her understanding. While this may appear to be a problem, in rapidly changing businesses it can be the difference between success and failure. The employee who constantly questions his or her understanding doesn't make many assumptions, and is thus able to react to change quickly.

Is it possible to convince employees they can do something they can't? Yes, but there's no gain for anyone. This meta-program is best used to shorten the time needed to convince *qualified* employees they can do the job. In this application everyone wins. Confident, qualified employees are more likely to do a job well and quickly.

Being convinced is a central element of our lives. Without it, we are unable to achieve. Through our understanding of the convincing process we can help others to confidently solve problems and attain goals.



Jim Mantock is a partner of The Harbinger Group, a sales and management training firm located in Dallas, Texas. Formerly, he was a department manager at Texas Instruments, Inc. He is also coauthor of CONNECTING: $ales Rapport Thru NLP. *If you have a business application to share or a problem you'd like addressed, give Jim a call at 214-380-6822 or write to P.O. Box 493, Coppell, Texas, 75019.*

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20-23	Stories That Change People: David Gordon	San Francisco	FP
21	NLP in Sales II - Closing	Dallas	HG
21-24	Breaking New Ground: Richard Bandler	Boulder	CO
25	Fast Track Management	Dallas	HG
28-30	National Conference	San Francisco	NAN
29	Conflict Management	Dallas	HG
29-30	Intermediate Hypnotherapy	New York	EGE

MAY

1	NLP in Sales II: Closing	Dallas	HG
2	Communication Excellence	New York	GLA
5-7	Codependency	Denver	CO
5-8	Imperative Self Training	Hartford	NEI
6	Casting Love Spells	Dallas	HG
6-7	Ericksonian Hypnosis	New York	EGE
6-7	Patterns of Excellence	San Francisco	GDA
6-7	Business Influence & Excellence: Charles Faulkner	Lakewood CO	CO
8-19	OTCC Spring Fun-Shop	SanJuanIs WA	OTC
13-14	Intermediate Hypnotherapy	New York	EGE
13-14	Patterns of Excellence	Los Angeles	GDA
14	How Much Pleasure Can You Stand?	Montreal	MET
15-18	Ecological Goals	Ottawa	NLC
18-22	Creativity & Strategies of Genius	SantaCruz CA	DLC
19-21	Imperative Self	San Francisco	FP
20	Parenting Made Positive: Connirae Andreas	Lakewood CO	CO
20-21	Patterns of Excellence	San Francisco	GDA
20-21	Intermediate Hypnotherapy	New York	EGE
21	Using Your Brain with NLP	Lakewood CO	CO
27-28	Patterns of Excellence	Los Angeles	GDA
27-28	Introduction to NLP	Montreal	MET

Schedule Deadline for the Next Issue

MAY 15, 1989

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9-7/5	Summer Residential	WinterPark CO	CO
9-11	Practitioner Integration	Montreal	MET
13-15	Intermediate Syntonics	Palo Alto	GLA
16-25	Advanced Training	PajaroDunesCA	GLA
23-24	Practitioner Testing	Montreal	MET
24-30	Peak Performance Teaching (see ad, back page)	Lake Tahoe	BA
25-27	Robert Dilts: Metamanagement - Using NLP with Groups	Montreal	MET
22-8/12	Bali: An Adventure in Cultural Modeling	Bali	MET
26-7/7	NLP & Education	Eugene OR	MGA

JULY

10-20	NLP & Education	Spokane	MGA
10-8/9	Excellence in Education (see ad, page 14)	Santa Barbara	NPI
27-8/5	Imperative Self Intensive	San Francisco	FP
31-8/10	NLP & Education	Portland OR	MGA

AUGUST

5-22	Residential Practitioner Training	SantaCruz CA	GDA

SEPTEMBER

8-10	NANLP Central Regional Conf	Indianapolis	NAN
23-24	Introduction to NLP	Montreal	MET

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NAN National Association of NLP
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317-636-6059

NEI* New England Institute for NLP
RFD 3, Pratt Corner Road
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413-259-1248

NIC NLP Institute of Chicago
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Chicago, Illinois 60660
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NLC* NLP Centres of Canada
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Toronto: 416-283-3461

NPP NLP Products & Promotions
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212-473-2852

OTC Other-Than-Conscious Communication
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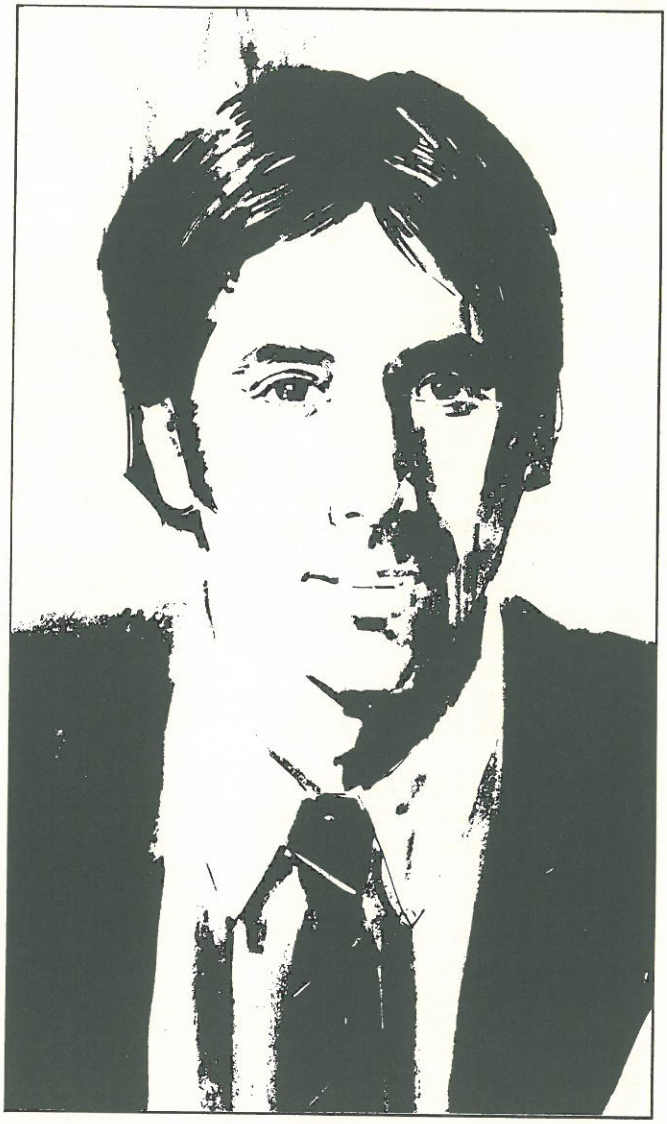
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IMPERATIVE SELF

continued from page 5

MS: For me, a moment that is always fresh and powerful is when I lay it all out and get the response "Ahhh . . . yes."

LCB: And when you do it in groups, they look at one another and say, "This person is really ready for the loony bin," because they think they know how the world really works. And then each person gets his or her own done and the others look on and think, "This person is *really* ready for the loony bin."

All of us have operated as if the map were the territory. It is the first time for most to see and to experience reality as a map.

MS: So, first of all, people can expect to get a clear representation of this unconscious map they have been using as reality. Then, by virtue of separations and perspective, they will have some choice about it.

What about the analysis and the intervention? What has been your experience with these aspects of the work?

LCB: A trained analyst will be able to recognize the points in an Imperative Self that cause tragedy, that cause torture, that make it impossible for persons to be fulfilled or express their potential. This analyst will be able to know what to change and will have the training in how to effect those changes. The analyst will, essentially, design a series of Imperative Selves, so that the person evolves from one to another.

The interventions are fundamentally made up of sequences of experiences, which undo the old generalizations and supplant them with new ones that will support the new, more desirable Imperative Self.

MS: What I am finding now is that after I have done the elicitation, the analysis, and all the interventions that individuals can handle for a given period - actually, all that is needed to get started on the new Imperative Self - they then need time to integrate the work. The follow-up comes when they enter a new context, or they find themselves in a place that has a lot of catches of the old Imperative Self, such as when mother comes to visit - loaded situations like that. It's at moments like these that I will get a phone call. Sometimes, I may work only 30 minutes on the phone to unhook those pieces and run through the new Imperative Self.

LCB: In other words, you use a sequence of interventions that deliver the necessary experiences to again fully support the new Imperative Self. The person then goes out into the world and the new self works better than the old one.

Of course, there can be something especially strong, like the mother, that triggers and reengages the old Imperative Self - almost as if it throws a switch and the wiring goes back to the old one. However, the person does have the experience of having been different - and now knowing he or she can be different again.

MS: So, basically, that becomes the beauty and liberation of Imperative Self. For most of us when we learned these maps, we didn't have a lot of choice. We learned what worked in that context, in that environment, and we made it, and it's been successful thus far, except for those unanswered inner yearnings.

LCB: So much of our suffering is unnecessary. It is essentially self- inflicted, and that is what Imperative Self work is about. It relieves unnecessary suffering and provides for ongoing fulfillment. I feel like I have devoted a couple of decades to the pursuit of relieving what I have always perceived as unnecessary suffering.

MS: What benefits do you believe therapists could reap by acquiring the skills of this technology?

LCB: Imperative Self therapists will be able to understand all those times in the past when, even though they did the appropriate intervention, it didn't seem to produce the anticipated result. They will be able to understand why, and the next time they will know precisely what will work. They are going to be able to change the whole individual, as a means to realize his or her potential, rather than deal with the myriad of problems that are a by-product of the client's Imperative Self. So, if there are a million contexts in which a client feels helpless, they are going to be able to change what is behind the helplessness, so the person will have feelings of being adequate and capable as an ongoing resource.

MS: Now that the work has been out in the world a bit and proven so successful, how would you describe your bigger picture of Imperative Self? Do you have a fantasy or a dream of what it could be?

LCB: I would like to see its benefits reach everyone. At this point the technology is extremely elitist in several ways. First, so few people know how to do it. Second, it is very labor-intensive, and I don't know if it ever should be otherwise. I think the experience of having another human being really listen to you, pay loving and concerned attention to you, reveal yourself to you, is an integral part of the experience. Being able to achieve the same final representation of Imperative Self from a questionnaire, or from a computer printout may someday be possible, but it will never give that same experience.

It is a profound experience for us because we are social animals. We do long to be known and understood and cared about for what we are, for who we are. I suppose my dream is that more people will have it, and then we will see what happens.

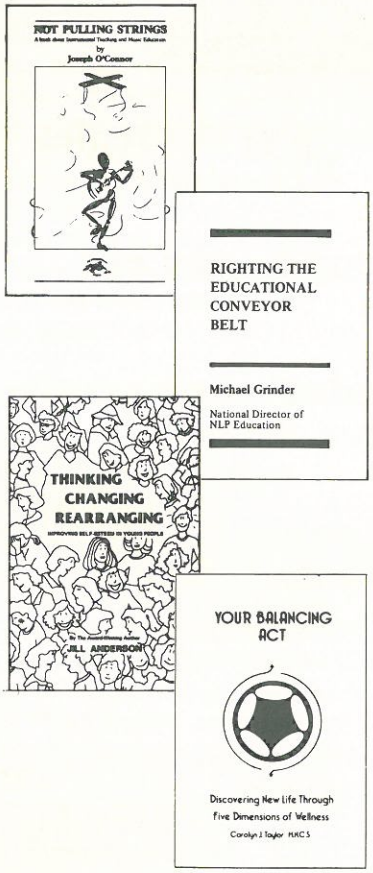
I am, of course, curious what will happen to Imperative Self work. I believe people will develop applications and uses that I presently am not seeing and don't currently anticipate.

MS: I am finding this technology to be very successful in the corporate world, and I am able to effectively utilize aspects of Imperative Self work. For instance, knowing that the set of emotions that someone experiences has a direct relationship to how productive he or she

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IMPERATIVE SELF

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is represents valuable information. So a relatively simple and fruitful adjustment can be made in the Imperative Self that will allow someone to easily access emotional states of resourceful, purposeful, and others that will enhance productivity and also produce job satisfaction.

LCB: I am amazed and confounded at the lack of response to the work on emotions. Perhaps it's because people are unaware of the direct connection between emotions and performance. They are concerned about the performance, so they go for that directly. Lots of people live their lives very unaware of their emotions. They simply feel good or bad. They are so engaged and involved in the outcome and results that they don't pay attention to the quality of their experience. A lot of people change in the preliminary process of Imperative Self analysis just by recognizing the emotions that they habitually experience.

MS: Anything else that you thought of that you would like to say in terms of the future of Imperative Self analysis and your role?

LCB: My role is that of an affectionate grandmother. I think that because I like to learn more than I like to teach, I'll keep learning. And in the course of what I learn there will be things that will apply or be relevant and perhaps could enrich what we have now.

MS: Do you think that the model is now complete as is?

LCB: Yes. I think the model is complete, and there will be enrichments. . . .

For myself, I still feel a responsibility and longing to participate positively in enriching the planet. My present course of study is focused on social and environmental concerns rather than individuals, but I have no idea what form my future involvements are going to take.

Metha Singleton is codeveloper of Imperative Self training with Leslie Cameron-Bandler. She has an MA in counseling, is a certified Imperative Self trainer, and is authorized to certify other trainers. For more information, call FuturePace in San Rafael, California (415-485-1200) or NLP Institute of Houston (713-622-6574).

Learning to Learn

continued from page 1

getting excited as they watch her stand and take her first steps. They support her efforts and acknowledge her progress, praising her efforts along the way.

Contrast that with seven-year-old Tommy, who struggles to read the word "that" for what seems like the hundredth time. He can't remember it from one day to the next. His spelling is a mess, and he has trouble following directions. After repeated corrections, Tommy throws his papers to the floor in frustration. Learning is a problem for him.

As parents or teachers, we say to ourselves, "Why can't he get it right? Is he just not paying attention? Is he lazy? Is he even trying? Maybe he needs to be in a special education class. Maybe it's my fault. Maybe I just don't know how to help him."

Without realizing it, we may be making the learning process harder for Tommy. We communicate our fears and worries to him, verbally and nonverbally. Tommy soon becomes an expert at "reading" our facial expressions and voice tonality. He sees an anxious look or hears some impatience in our voices and immediately associates it with something about himself.

He may overhear us commenting, "Tommy is not doing very well at school," or "Tommy has a hard time with learning." Those messages create self-doubt and get integrated into his self-concept.

We feel anxious because, even though Tommy tries hard, he has trouble learning, and he is not progressing "normally." We feel frustrated and wonder if something is "wrong" with him. Or worse, does his struggle reflect something about us?

What makes Tommy's clumsy efforts less worthy than Jessica's? How is learning to walk and falling different from learning to read and forgetting the words? Why do we feel optimistic in one case and hopeless in the other? And what impact does our belief have on the child?

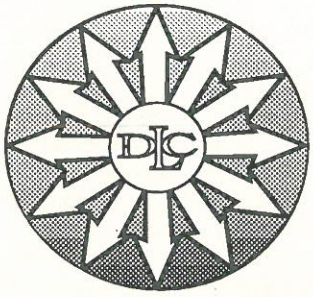
In each case, the child is not yet adept, but Jessica's parents are excited and praise her efforts, confident that her development is normal for her age. But we're worried about Tommy, and our concerns can have a negative impact on his ability to learn.

The frustration Tommy feels causes stress and creates interference in his ability to take in and process information. When he is stuck in negative feelings, he doesn't have access to the part of the brain he needs to do the task. And we may mirror his frustration, becoming less resourceful in dealing with him.

Children need tools for learning to learn. There are strategies, modeled from the "excellent" students, which make learning easier and faster - strategies such as how to follow directions accurately, how to understand and remember what you read, how to spell and do math facts easily and accurately. There are strategies for building vocabulary, for reducing test anxiety, and for logic and problem-solving.

The parent or teacher who recognizes and appreciates children's individual differences, who helps them develop a positive self-image, and who teaches them these tools for learning to learn early in their school years, gives them a gift that will make a difference throughout their lives.

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Dynamic Learning Publications

This year Robert Dilts and Todd Epstein will be offering a new information resource as a part of the Dynamic Learning Center (DLC). Over the past few years there has been a growing need for timely well written representations of the latest technical developments and their applications in the art and science of Neuro-Linguistic Programming (NLP). In response to this demand from the international NLP community we are proud to announce the creation of **Dynamic Learning Publications.** Many times published material is outdated by the time it reaches most people. We have partially solved that problem with a unique approach to publishing that offers a variety of publications ranging from rough draft articles and ideas to full length books. Our unique Interactive Distribution approach closley involves the consumer in the planning process. Over the next few months we will be providing more detailed information about how you can become a part of this exciting new information network.

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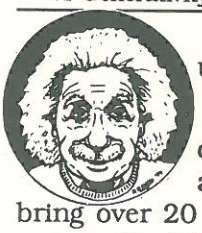
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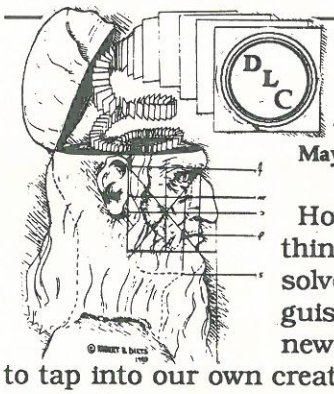
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Learning to Learn

continued from page 15

Suggestions for Parents and Teachers

1. Remember the powerful impact of your words on the developing self-concept of a child. Give specific comments about what you have observed, liked, and appreciated about the child.

2. Give the student positive feedback during the task, not just after it is completed. Chunk it down into smaller, more easily achieved units. Validate his or her effort as well as the results. Anchor both. "You've already learned ten of your words this week!"

3. Create a demarcation line between what the student did before and what he or she can do now and into the future. "Remember when it used to be hard for you to . . . and now you've just done. . . ."

4. When reinforcing students, help them compare where they are now with where they began. This way they can see the growth they have already made. If students compare themselves with a future "idealized" self, by comparison the present state in "not good enough."

5. Get training in the strategies used by successful learners, and teach these strategies to all your students who need help in skills and self-esteem. This is especially important for special education and Chapter I teachers. Elementary school teachers who teach these tools can help prevent many children from experiencing academic and behavioral problems later on.

Jean Benford is an educational psychologist and director of Benford Associates, specializing in educational applications of NLP. She is offering a seven-day seminar for educators at Lake Tahoe, June 24-30, on peak performance teaching. For information, contact Benford Associates, 5578 Harbord Drive, Oakland, California 94618 (415-547-3766).

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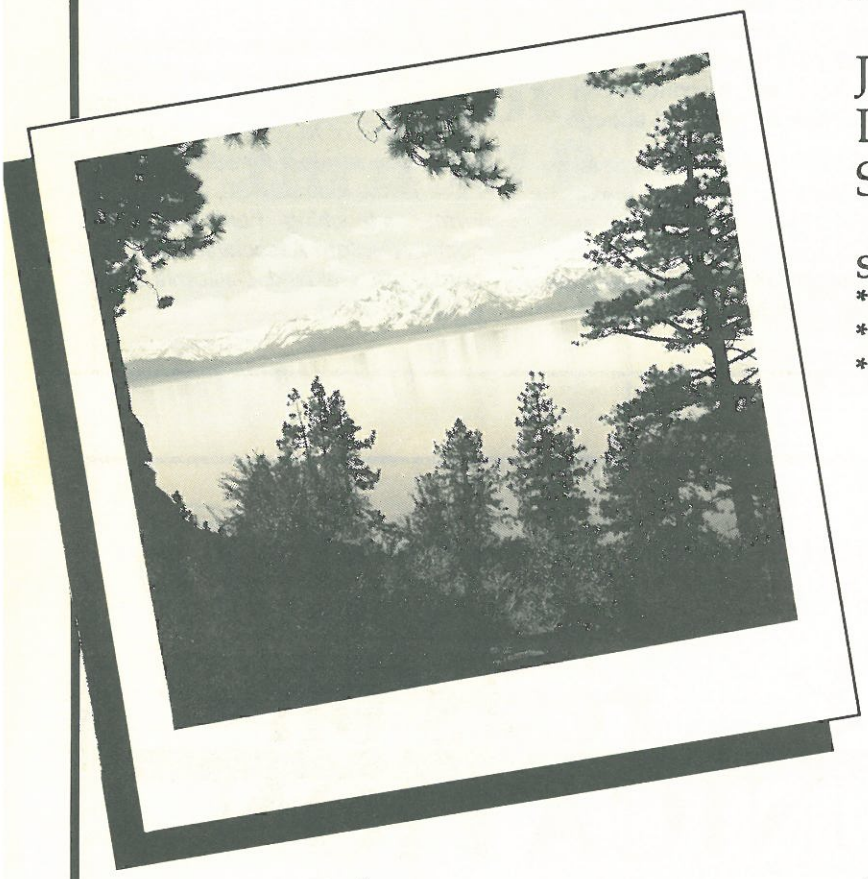
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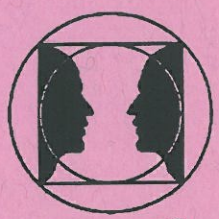
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