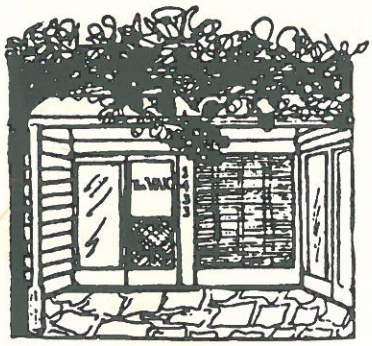
THE VAK



International NLP Newsletter

Volume VII, Number 4 *Fall 1989*

THE VESTIBULAR SYSTEM IN NLP: PART 2

By Cecile A. Carson, M.D.

In the last issue we presented Part 1 of this article, defining the vestibular system, its integrative function, accessing clues, and predicates, and giving some exploratory exercises. Now the author continues with applications.

With accessing cues and a set of unique predicates, the vestibular system can be utilized in much the same way as the standard representational systems now described in NLP (V,A,K,O,G). Because it serves an important integrative function among several of the other special senses and is a more primitive sense organ and more out of conscious awareness, it also has the potential to facilitate very powerful and rapid change work by addressing a deep need persons have to bring more balance into their lives. (Conversely, some of the strategies can be used in reverse - as off-balancing techniques when a pattern has become too restrictive or protective and the needed change work relates to beginning to move in new directions.)

Rapport

Body sway is a very compelling lead out of the subject's awareness, much like the snake in the basket of the Near East. This rocking or swaying, either upper body or whole body, is reminiscent of early mother-infant interactions and can communicate powerful feelings of support and comfort. A wonderful "prop" is the porch swing or glider, which quickly establishes effective rapport between the riders. Also dancing, which,

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RIGHTING THE EDUCATIONAL CONVEYOR BELT

By Michael Grinder

The following material is an excerpt from Michael Grinder's new teachers' resource book. In Chapter 2 he introduces the subject of indicators - visible signs that show whether a student or teacher is operating in a visual, auditory, or kinesthetic mode. After comparing such indicators as voice speed, predicates, process locations, and movement, and outlining behavioral indicators (see pages 4 and 5), he moves on to "communicating with respect."

This chapter is a plea to go beyond the tendency toward pigeonholing and statistical averages. The 1970s are a case in point. During this period, we saw an increase in awareness of nonverbals as evidenced by the many books on "body language." There are still major corporations which test nonverbal sensitivity by using a commercial product which shows quick video footage of a face. The viewer is then given three descriptions and asked to select the one that best describes the face. The same detection is done with voices.

As we move towards the new century, "high tech" has to be balanced by "high touch." People want to be more than a "statistical average"; they want to be measured individually. Teachers who preface comments with "I always" or "I never" are part of the statistical average. The more sophisticated and successful teacher finds each person/group unique in itself.

One of the hallmarks of NLP is to personalize our sensitivity to each student. Therefore, this chapter opens with five cautions on how to be respectful when using indicators. . . .

USING INDICATORS

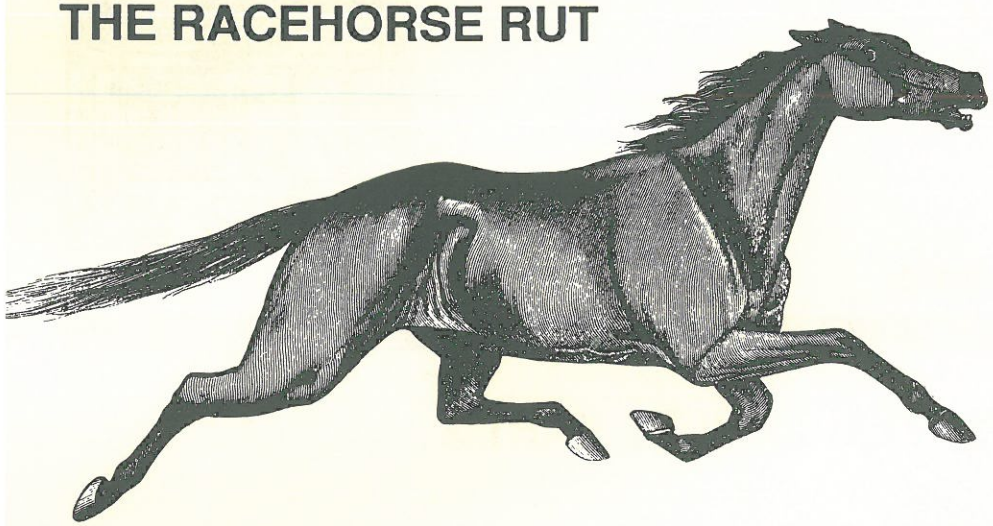
1. Calibration

When interpreting behavior exhibited by another, calibration is an essential process. The better you can identify a person's normal, base behavior, the easier it is to detect an increase or decrease from that base.

The first form of calibration is "cultural calibration." Behavior stemming from

continued on page 3

THE RACEHORSE RUT





When racehorses retire - or are fired - from the track, they have several adjustment problems, some of which they overcome more easily than others. The urge to dart at the sound of a loud bell and the urge to run, instead of halt, when they feel pressure from the jockey balancing on the reins can gradually be overcome (after a few startling surprises for their riders). But the urge to go left around the track is almost impossible to alter. The horses seem to have lost their agility to go to the right, and many never exhibit rhythm or comfort in that direction.

Periodically, when I recognize one of my own ruts, I consciously alter the pattern and am amazed by the physical discomfort that accompanies the shift. For instance, reversing a walking route so that left turns become right turns makes me feel awkward and unbalanced, like the anxious racehorse that knows he must be going the wrong way. But after the initial uneasiness, something wonderful happens. There is, of course, a different perspective, and I notice lots of things I hadn't before. But I also become more lighthearted and lightfooted, a little freer in motion and thought, a little fresher in outlook.

Changing a pattern involves risk and discomfort. But to feel the advantages of new routes and approaches, we need to take time periodically to trot off in different directions.

AW

Editor's Note:

In this issue, Dr. Cecile Carson has some great suggestions on how to move in new directions. Her article, "The Vestibular System in NLP, Part 2," begins on page 1.

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Educational Conveyor Belt

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cultural upbringing isn't necessarily indicative of a person's modality preferences or tendencies. For example, a person who is kinesthetic talks slower than the person who is visual, according to statistics; however, if a kinesthetic cab driver from New York is compared with a visual Ph.D. professor from Texas, the driver skews the chart unless culture is considered. . . . Culture precedes the individual.

A second rule of thumb of cultural cultivation is that cultural traits tend to be part of base behavior and have a propensity to be consistently present.

2. Information

Information can be placed on a continuum with "readily available" at one end and "not readily available" at the other. In order to use the neurological indicators as a basis for detecting one's modalities, the following information needs to be included.

Information that is readily available does not force the person to search for the information and, therefore, the neurological indicators are absent. Since most people think in terms of content, if we ask "what" questions, very little searching is done because of the familiarity. Hence, the eyes remain the same. . . .

Information that has to be sought allows the observer to watch the process of searching. The neurological indicators are seen during the search. By asking someone about the process (a most unfamiliar emphasis) used to arrive at the content, we increase the likelihood of the person's searching for information. "How" questions activate this process.

3. Special Notes on the Auditory

The Swassing and Barbe research indicates that only 22% of elementary students prefer to have information initially received via the auditory channel. Among the adult, "educated" population, those who show the auditory as a preferred modality are less than 15%. One can only surmise that although the "lecture teaching approach" increases from the secondary level on, it doesn't seem to increase the percentage of people who select the auditory as their primary channel.

Several interesting side notes are corollaries of this statistic.

A. While the main modality ingredient needed in order for a classroom

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Educational Conveyor Belt

Behavioral Indicators

Visual	Auditory	Kinesthetic
Organized	Talks to self	Responds to physical rewards
Neat and orderly	Easily distracted	Touches people and stands close
Observant	Moves lips/says words when reading	Physically oriented
Quieter	Can repeat back	Moves a lot
Appearance oriented	Math and writing more difficult	Larger physical reaction
More deliberate	Spoken language easy	Early large muscle development
Good speller	Speaks in rhythmic pattern	Learns by doing
Memorizes by picture	Likes music	Memorizes by walking, seeing
Less distracted by noise	Can mimic tone, pitch and timbre	Points when reading
Has trouble remembering verbal instructions	Learns by listening	Gestures a lot
Would rather read than be read to	Memorizes by steps, procedure, sequence	Responds physically
Voice		
Chin is up, voice high	"Marks off" w/ tone, tempo, shifts	Chin is down, voice louder
Learning		
Needs overall view and purpose and a vision for details; cautious until mentally clear	Dialogues both internally and externally; tries alternatives verbally first	Learns through manipulating and actually doing
Recall		
Remembers what was seen	Remembers what was discussed	Remembers an over-all impression of what was experienced

Behavioral Indicators, con't.

Visual	Auditory	Kinesthetic
Conversation		
Has to have the whole picture; very detailed	Most talkative of three modes; loves discussions, may monopolize; has a tendency for tangents and telling whole sequential event	Laconic, tactile, uses gestures and movements, uses action words
Spelling		
Most accurate of three modes; actually sees words and can spell them. Confused when spelling words never seen before	Uses phonetic approach, spells with a rhythmic movement	Counts out letters with body movements and checks with internal feelings
Reading		
Strong, successful area, has speed	Attacks unknown words well, enjoys reading aloud and listening; often slow because of subvocalizing	Likes plot oriented books, reflects action of story with body movement
Writing		
Having it look OK important, learning neatness easy	Tends to talk better than writes and likes to talk as he writes	Thick, pressured handwriting not as good as others
Imagination		
Vivid imagery, can see possibilities, details appear; is best mode for long term planning	Sounds and voices heard	Tends to act the image out; wants to walk through it. Strong intuitive, weak on details

Text continues on page 17

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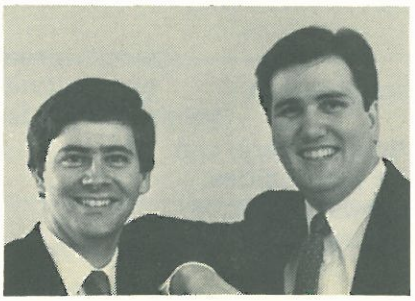
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Business Corner

Jim Mantock

Does it ever seem that everyone is bringing their problems to you? It's estimated that first-line and middle managers spend up to two-and-a-half hours a day dealing with on-the-job conflicts. You can change this and it's really quite easy.

Most of us actually encourage others to bring their conflicts to our doorstep. How? Think about the last time someone came to you with a problem. You probably found a least one solution and offered considerable advice. What does that really mean? You assumed responsibility for the other person's feelings and problem. Better yet, when they tried any of your solutions and they failed, it's not their fault, it's yours.

What most of us do when we try to help is give the other person a fall guy - us. Wouldn't it be much better if we aided the conflict resolution process so that others took responsibility for the solution? When we do, people grow their own skills, rather than become dependent on ours.

The key is a simple set of eleven questions. They are an adaptation of what's called the Blame/Reclaim Frame. The idea is to allow people to blame someone initially, so hostile feelings vent, and then move them towards taking responsibility for solving the problem. The best way to understand how to use this process is to step through the questions.

The first four questions get the problem into the open and allow blame to be assigned. Ask:

1. **Why do you have this problem?**
2. **How does this problem limit you?**
3. **Whose fault is it?**
4. **When was the worst time you experienced this problem?**

The tension level should be much lower after they respond. Don't jump in with your observations unless they have clearly misunderstood some facts. We want them to vent their frustration. If we needlessly interrupt, we'll increase their frustration.

We now shift their attention from the problem, which they view negatively, to an outcome, which will be a positively stated goal. Ask the following:

5. **What do you want?**
6. **How can you turn this situation into an opportunity?**

Listen carefully to their answers. Our help will usually be needed to get a positively stated goal that is reasonable. The goal should be something they can achieve without hurting others. For example, their first attempt at a goal might be to have a person they dislike fired; not positive and not reasonable. With our prodding their second attempt might be to never see the other person; also negative and unreasonable. With more prodding their goal may finally be to get along better with the other person, which fits our definition of a reasonable, positively stated goal.

There's still something missing from the goal: How will they decide when their goal is met? They need a specific test. To get them to produce possible tests ask:

7. **How will you know if you get what you want?**

As was the case for the goal, we may need to help them define the test. The key is to highlight strong points and potential flaws in the tests they propose. We do not want to suggest what the tests should be. If they are to have ownership of the resolution of the conflict, they need to be the creative force. Using the previous example, the test might be that this employee could talk to the person he or she disliked for 15 minutes without getting mad. Thus, the employee could function in meetings at work that both employees had to attend.

Once we have a reasonable, positive outcome with a good test it's time to give them responsibility.

8. **What can *you*, personally, do to get what you want?**

Make no mistake, many times when you ask this question the answer will be "nothing." Ignore the answer; they are asking us to take responsibility for their problems. Instead, repeat the question. Repeat it as many times as needed. Eventually, they'll answer.

Once they have accepted responsibility for solving the problem, it's time to focus on any other resources they may need. You may be one of these resources. Agree to help as appropriate. Ask:

9. **What resources do you have or need to help you get what you want?**

When they achieve their positive outcome, there will be other benefits. Pointing this out can keep motivation strong. Bring this up with the next question:

10. **When you get what you want, what else in your life will improve?**

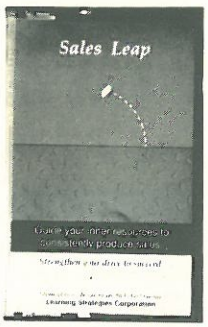
The only thing left to do is start. Don't leave this to chance. The final question helps ensure things get going.

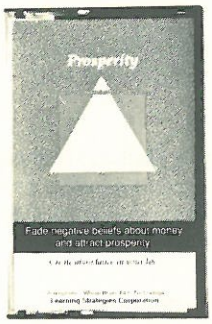
11. **How are you going to begin getting what you want *right now*?**

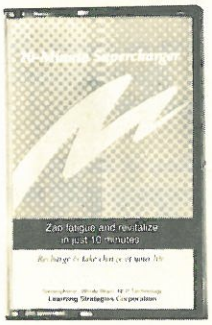
Now all you need to do is track their progress and aid as appropriate. The real beauty in this method of conflict management is the long-term benefit. People come to understand that they do have the ability to resolve their own problems. After they have been through this process a couple times, they learn it. From then on they will walk themselves through the questions. When that happens, we have much more time and our employees are self-sufficient, growing, and happy.

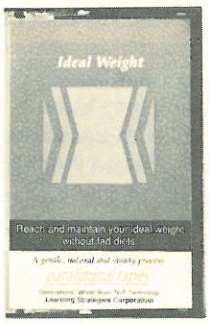
Jim Mantock is a partner of The Harbinger Group, a sales and management training firm located in Dallas, Texas. Formerly, he was a department manager at Texas Instruments, Inc. He is also coauthor of CONNECTING: $ales Rapport Thru NLP.

If you have a business application to share or a problem you would like addressed, give Jim a call at 214-380-6822 or write to P.O. Box 493, Coppell, Texas, 75019.











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The Vestibular System

continued from page 1

by joining music/rhythm/others, establishes a fluid, balanced movement through space into which changes can be introduced.

Spatial Dissociation
A variant of visual dissociation, this technique physically places the subject in different positions to attenuate the visual experience with a vestibular one as well. This can be used in Change History strategies or in dealing with intense feelings from trauma, phobias, etc.

Spatial Squash
Analogous to the "visual squash," the subject is placed alternately in two polarity positions. In each position, he/she talks about/enacts the issue for that pole. With each alternation, the poles are brought closer together until they are "squashed" in the center point, the integration being observed both physiologically and in the subject's language.

Spatial Cues
A prominent feature of observing John Grinder training a group is his spatially marking out pieces of information or resources as he paces back and forth. He then moves back to the spot he has marked out when he is ready to retrieve the material he has "stored" there earlier.

Somatic (Whole Body) Change Work
These techniques assume that the body is an absolute somatic metaphor of how we move through our lives, and that the vestibular system is a key representational system in this process. The "dance" of our lives - or the "play" of our lives - is reflected quite literally in how we intersect and sequence our movements through the space around us.

A. Utilizing somatic metaphors of language - Expressions from a person of "I just can't let go" can be utilized in somatic change work by (1) finding a convenient branch of a playground gym set, (2) having the person hold on to it while mentally placing in the bar or branch each thing he feels he can't let go of, and (3) when he is ready, releasing the bar. Another example would be "That's a line I can't cross." Any ideas on this one?

B. "Trust" activities - These include trust falls, trust circles, trust lifts, etc., which require a person to surrender ("trust") his own maintenance of equilibrium to another (or to others). This activity is quite a stretch for many persons, as a basic fear we all have is fear of falling. It is a powerful stimulus to one's vestibular system and rapidly produces a deeply altered state. If, in addition, the person holds in his mind something in life he wants to trust will be there for him, a collapse of anchors occurs which repatterns the "software" of his neurological computer.

C. Physical challenges (obstacle or ropes courses) - These challenges consist of physical elements on, near, or high above the ground that offer a way to gather information about an individual's patterns in life, as well as a way to reinforce or reprogram these patterns. Observations include how a person sets an outcome, initiates a task, negotiates space and obstacles, and achieves an outcome.

In order to reprogram patterns, subjects are placed in a physical state of resource or "excellence" (whole body balanced, generous stance, upper body out over buttocks, eyes relaxed and focused on an outcome to move toward, and diaphragmatic breathing). This physically begins to free them up from limited ways of moving in their lives. If they are simultaneously holding an outcome in their minds they had felt "stuck" or "unbalanced" about achieving, it allows a collapse of anchors through "rewiring" the soma-to-psyche loop.

High and low elements ropes courses are the structures utilized in Project Adventure activities in high schools across the country. It is possible to utilize these elements to bring streamlined and individualized NLP technology to bear on an already stimulating and learning-filled environment in such a ropes course; however, it is also important to realize that you can use whatever physical elements are available in your everyday environment - as long as the "bottom line" is physical safety. For example, a "balance beam" may be a specifically built structure, or may consist of a broad, low wooden fence or large logs which bound the parking spaces of a park. Or it may even be walking a curb in balance!

Unwinding
For people who experience themselves as "wound up" or "going in circles," first identify the direction of rotation in which they experience these circumstances. Then ask them to slowly begin to rotate in the opposite direction with suggestions to "unwind" or "discover a new direction." You can then invite them to continue this opposite direction of rotation until they reach what they experience as the "balance point" for themselves.

Time Distortion
Our time is measured by the movement of whole (celestial) bodies in space through the attraction of gravity. All time distortion change work is related to acceleration or deceleration of time - and congruent with the essence of vestibular submodalities. A particular clinical application of time distortion may be in the person with "Type A" behavior characteristics, a primary feature of which is time pressure, i.e., "not enough time." Typically, these persons are taught "stress reduction" through relaxation exercises - which they quickly master, do for the requisite number of times each day, and then rush off to the rest of their busy day's activities feeling deprived of the 20-40 minutes of time the relaxation exercise required! More appropriate for them might be a time distortion experience in which it is slowed down to allow them the experience of "lotsa time!"

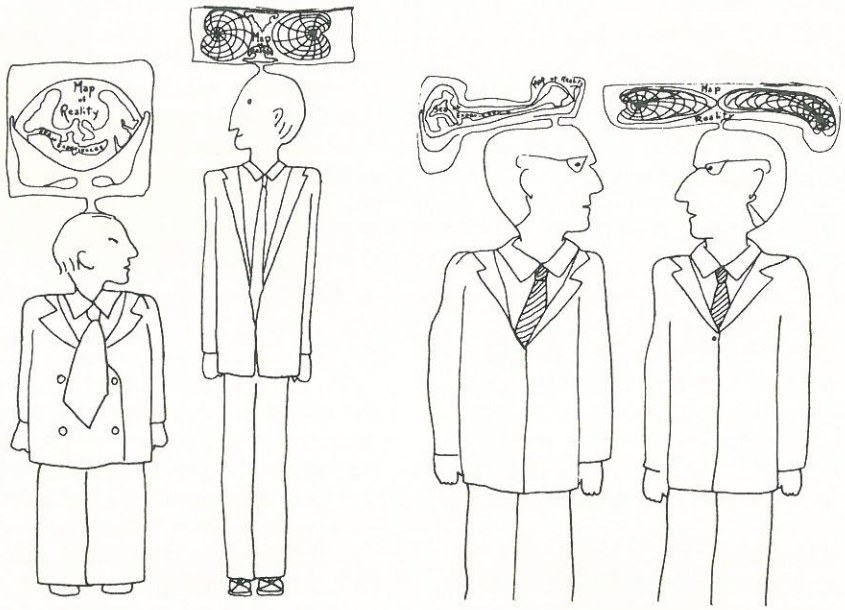
Spatial Mapping
This technique is useful in marking out boundaries of a process, which then allows a subject to locate herself spatially within the appropriate place of this process. Steps in the process behind her and ahead of her are not only seen visually, but have an additional impact on her through vestibular input.

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"If you choose your words to match a person's favorite system, s/he will find the words meaningful.

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15-24	Advanced Training	PajaroDunesCA	GDA
20	Open House	Montreal	MET
20-22	Communication Excellence	St. Louis	GDA
22-25	Beyond Co-Dependence/L. Ewing	Chicago	NIC
23-24	Introduction to NLP	Montreal	MET
23-24	Introduction to NLP	Cambridge MA	MIN
23-24	Metaphor Construction and Use	Amherst MA	NEI
23-24	NLP Horizons in Education - Three Part Series begins	Amherst MA	NEI
23-24	Choices: NLP Intro	Denver	CO
27	Open House	New York	NYT
29-10/1	Addiction Counselors Trg begins	ColoradoSprgs	CO
30	Parenting Made Possible I	Denver	CO
30-10/1	NLP Grief Resolution Process	Chicago	NIC

OCTOBER

1	Tenth Anniversary Open House	New York	NYT
5	Beyond Co-Dependence Preview	Lakewood CO	CO
6-8	Beyond Co-Dependence Workshop	Lakewood CO	CO
9	Beyond Co-Dependence Prof Trg	Lakewood CO	CO
7	Introduction to Modeling/David Gordon	CorteMaderaCA	FP
7-8	Adv NLP Seminar/Tad James	CulverCityCA	PG
11-13	Sales Excellence	New York	GDA
13-15	Ericksonian Hypnosis Intro	New York	NYT
13-15	Health and Belief System	Montreal	CQP
13-16	Trance-Formations: Michael Banks	Chicago	NIC
14	Parenting Made Possible II	Denver	CO
14-15	OTCC	Dallas	OTC
17	Free Introductory Evening	Chicago	NIC
20	Photoreading Course begins	Boston	LS
21	Photoreading Course begins	Minneapolis	LS
21-22	The Child Within	New York	NYT
21-23	Modeling the Healing Process/ John Grinder	San Diego	GDA
28-29	NANLP Canadian Regional Conf	Ottawa	NAN
28-29	Advanced Reframing	New York	NYT
28-29	Personnel Profiling	Cambridge MA	MIN
28-29	Personality Profiling	Cambridge MA	MIN
30-11/3	OTCC Continuing Education	Victoria BC	OTC
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NOVEMBER 1, 1989

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CQP Centre Quebecois de Programmation Neuro Linguistique
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DLC* Dynamic Learning Center for NLP
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FP Future Pace, Inc.
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FW Freedom Workshop
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Berkeley, California 94705
415-428-1184

GDA* Grinder DeLozier & Assoc.
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LS Learning Strategies Corporation
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Minneapolis, Minnesota 55426
612-925-5565

MET* Metaformation, Inc.
3538 Marlowe Avenue
Montreal, Quebec H4A 3L7
Canada
514-486-1282

SCHEDULE OF NLP-RELATED ACTIVITIES

NOVEMBER

1	Open House	New York	NYT
2	Free Introductory Evening	Chicago	NIC
3	Photoreading Course begins	Brussels	LS
3-5	Success in Love/Metha Singleton	San Francisco	FP
3-6	Trance-Formations: Michael Banks	Chicago	NIC
4	Photoreading Course begins	San Jose CA	LS
4-5	NLP: The Present State	Chicago	NIC
8-10	Sales Excellence	Cleveland	GDA
10-12	Time Line Therapy/Tad James	Molokai HI	PG
10-13	The Genius of Richard Bandler	Denver	CO
11-12	Body Sensing - Get the Message!	Amherst MA	NEI
11-12	OTCC	San Francisco	OTC
14-16	Communication Excellence	San Diego	GDA
18-19	Stress Management	New York	NYT
18-19	NANLP Eastern Regional Conf	Atlantic City	NAN
27	Free Introductory Evening	Chicago	NIC

DECEMBER

1-3	Self-Concept/Metha Singleton	San Francisco	FP
1-3	Meta Program	Montreal	CQP
1-3	Beliefs, Values & Criteria	Montreal	MET
1-3	Ericksonian Hypnotic Language Patterns	Cambridge MA	MIN
4-7	Negotiation Excellence	Alta UT	GLA
8-9	Adv Negotiation Excellence	Alta UT	GLA
8-11	Strategies for Health/Well-Being	Chicago	NIC
13	Free Introductory Evening	Chicago	NIC
15	Beyond MP Training	New York	NYT
16-17	Improve Your Memory	New York	NYT
16-17	Submodalities	Cambridge MA	MIN
18	Adv Hypnosis Training	New York	NYT

JANUARY 1990

12-14	Robert Dilts - Group Systems, an NLP Frontier	Amherst MA	NEI
17	Open House	New York	NYT
24-28	Experiential Dynamics Segment 1	SF Area	FP

Schedule Deadline for the Next Issue

NOVEMBER 1, 1989

NLP Sources

MGA Michael Grinder & Associates
16303 N.E. 259th Street
Battle Ground, Washington 98604
206-687-3238

MIN Massachusetts Institute of NLP
53 Westchester Road
Newton, Massachusetts 02158
617-244-7433

MP Metamorphous Press
P.O. Box 10616
Portland, Oregon 97210
503-228-4972

NAN National Association of NLP
310 N. Alabama Street, Suite A100
Indianapolis, Indiana 46204
317-636-6059

NEI* New England Institute for NLP
RFD 3, Pratt Corner Road
Amherst, Mass. 01002-9805
413-259-1248

NIC NLP Institute of Chicago
1532 West Victoria
Chicago, Illinois 60660
312-271-9578

NLC* NLP Centres of Canada
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NPP NLP Products & Promotions
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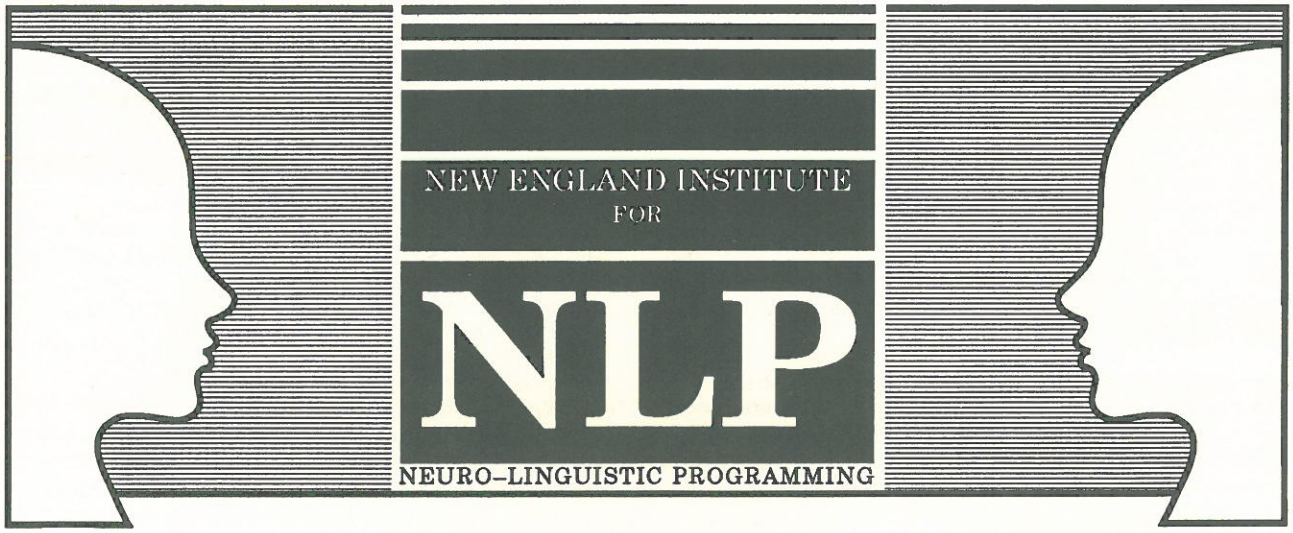
NYT* New York Training Institute for NLP
155 Prince Street
New York, New York 10012
212-473-2852

OTC Other-Than-Conscious Communication
P. O. Box 697
Friday Harbor, Washington 98250
206-378-5393

PG ProfitAbility Group
1001 Bishop Street
Pauahi Tower, Suite 702
Honolulu, Hawaii 96813
800-NLP-7870

SCC* Southern California Center for NLP
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* These organizations offer ongoing certification programs. Contact them directly for training dates and locations.



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Neu·ro–Lin·guis·tic Pro·gram·ming, NLP, n. 1. *original:* a field of study for modeling experience and behavior. 2. *common usage:* the set of powerful communication and behavioral change techniques that were the by-product of modeling. **(Unfortunately, the original meaning has nearly been lost over the years with only a few developers remaining who actually model.)**

NLP Prac·ti·tion·er, n. 1. a person who has attended an NLP training and learned a hodgepodge of distinctions and techniques to do to others. 2. a person skilled in NLP communication and change techniques; knows "what to do when" to facilitate profound change. **(Unfortunately 1 and 2 are often very different.)**

NLP Mod·el·er, n. 1. a person who attended an NLP training and liked the word. 2. a person who can detect and understand patterns underlying experience and behavior, describe those patterns, and create formats for making the desired experience and behavior available to others, i.e., transfer skills. **(*Fortunately,* one of the early developers, David Gordon, NLP Trainer, NLP Modeler, and co-author of *The Emprint Method,* has designed a new comprehensive training, EXPERIENTIAL DYNAMICS, with two tracks—one for learning the nearly lost art of modeling and another for learning how to become a SKILLED Practitioner of the powerful applications.**

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■ **CHANGE TRACK:**		
Segment 3: Techniques	March 28-April 1	June 4-8
Segment 4: Intervention Protocol	May 16-20	June 18-22
■ **MODELER TRACK:**		
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BRIDGING THE GAP

By Nita Bradley

Those of us who are educators and NLP practitioners have before us both the challenge and the opportunity to bridge the gap between these two disciplines. Some of the concepts transfer easily. Perhaps the most significant is rapport. We know we cannot teach without it, and by using NLP methods to gain rapport, we can bring the difficult student into the fold. However, many of the techniques, learned and practiced on a one-to-one basis, do not transfer easily to the large group.

The challenge, then, becomes one of selecting those techniques that can be adapted and used effectively in the group setting. One example is the use of anchors. Suppose you select a certain spot in the room, perhaps in front of the teacher's desk, where you sit to do relaxation and visualization exercises. That spot becomes the anchor for that particular activity - provided that it is the only one coached from that place. Each time you go there the class will begin to relax. Over a period of time the class response will be more rapid and more pronounced.

With time and practice, anchors can be set up throughout the classroom and used, with props, to achieve desired states. In this way we can gain more control over our nonverbal messages and learn to use nonverbal communication purposefully.

Before using representational systems in the classroom the teacher would be well advised to begin by identifying the preferred mode of "students at risk." In a class of 30, one would expect to find 4 to 6 students in this category. These students need more physical activity and/or auditory repetition associated with the concept being taught in order for them to assimilate the information. For them, the learning will be retrieved through sensory or auditory recall, rather than the more commonly used visual channel. It is also important to begin easy visualization exercises for these children to provide them with more choices in learning styles as they progress through the grades. Though a child may insist he cannot see with his eyes closed, he can be encouraged to pretend.

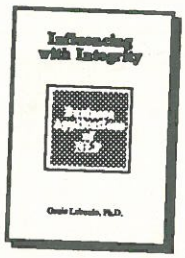
The big difference NLP makes in the classroom is the teacher's understanding of "how" people learn. This gives the teacher more flexibility and allows him or her to adjust teaching methods and materials to suit students' learning needs. However, it does something even more important. It changes the emphasis of education from being problem-oriented to being solution-oriented.

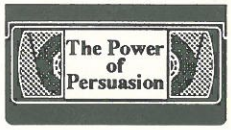
The teacher's belief in his or her role in education changes. Once the teacher has the techniques for securing nonverbal information and knows the kind of questions to ask to secure verbal information, he or she understands that the information she/he needs about how the student learns must be elicited from the student. This makes the teacher less dependent on resource personnel within the system and more reliant on his or her own resources.

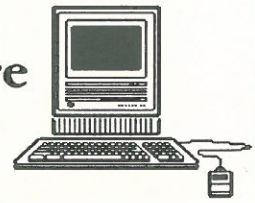
We know there are no panaceas in education, but NLP provides a mighty step forward in changing our understanding of the learning process. Though we have unlimited resources in the content area, surveys indicate that 30% of our students do not achieve their reading potential. This is stressful for teachers and administrators who work hard to provide the best possible education. I think NLP methods would help us understand why this happens and direct us in making meaningful changes.

Fortunately, NLP does not increase the teacher's load. Instead, it opens doors to endless creative resources and adds new fun and fascination to an already stimulating profession.

Nita Bradley, an NLP master practitioner and former teacher, now heads the educational and career consulting firm, NuWays. She is one of twenty presenters at the upcoming Canadian NLP Conference, "Destination Canada" in Ottawa, Ontario, October 28/29. For more information about the conference, contact Patricia O'Reilly, 2082 Tawney Road, Ottawa, Ontario, Canada K1G 1B8, or telephone 613-523-3791.

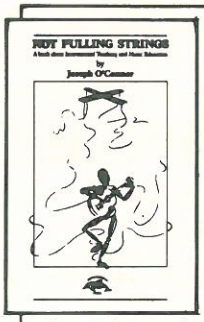
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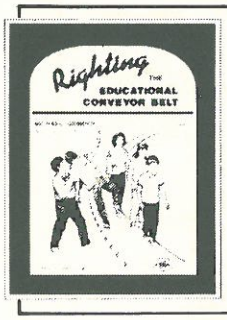
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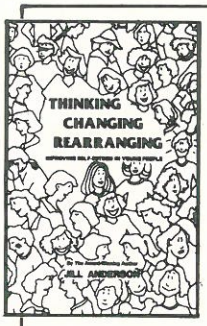
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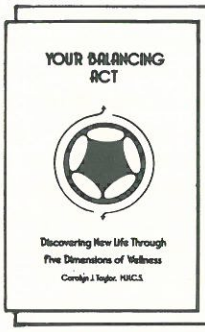
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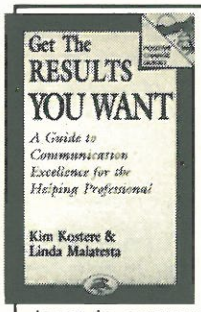
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Educational Conveyor Belt

continued from page 5

teacher to get his administrative credential is the visual (because of the necessity of reading the textbooks), the main channel used as an administrator is the auditory.

It is estimated that managers spend 65% or more of their time listening and talking, and yet they got to their positions through the visual channel. . . .

> "The "a" in adolescent stands for auditory."

B. The student population of the inner city is primarily auditory and kinesthetic. The expression, along with the accompanying hand slap, "Give me five!" symbolizes the auditory and kinesthetic culture. It is no small wonder that the transition from being a visually oriented college student to a teacher in an inner city is a major culture shock.

C. In the visual educational world, the auditory person is an emotional minority. At social gatherings, it is common for people to open their wallets and show pictures of their family. Since the visual is not my preferred modality, I may be more acutely aware than others of visually oriented people. When my friend at a cocktail party flips open his wallet and shows his grandchildren and the family dog, I have the urge to jovially pull out a tape recorder and say, "Would you like to listen to my daughter?" or "Here's our dog, Drummer, barking at the UPS delivery truck."

D. The "a" in adolescent stands for auditory. As a cultural group, they are in an auditory development phase. They are very sound-oriented, as evidenced by their Sony Walkman tape players. . . .

4. The Adolescent as an Auditory

You have to be flexible with teenagers if you want to utilize their structure. Working with them is like flying a plane to Hawaii; 95% of the time the pilot is off course, but he still gets you there. . . .

"Assertive discipline" is a wonderful program for 80-97% of the students. It is neat, systematic and sequential; in short, it has all of the ingredients that the visual left brain world loves. Typically, however, it is not the left brain students who need discipline systems. . . .

[Dr. Carol Cummings in *Teaching Makes a Difference*] defines "consequences" as something the student wants and may not get unless he acts in a certain way, or something the students don't want and will get if they act in a certain way. 5-15% of the student population will not consider the various levels of assertive discipline to be of "consequence" to themselves. They're not motivated by rewards if they do fine nor threatened by punishment if they don't. . . . [The teacher] has to make person-to-person contact with these students.

> "Here's our dog, Drummer, barking at the UPS delivery truck."

5. Strategy Elicitation

. . .There are two occasions where this process can be used in a profitable manner. One is when you are trying to figure out HOW successful students process as compared to unsuccessful students. This gives the teacher a successful strategy which he can consider teaching to others.

The second category is when you are working with colleagues, parents, and superiors and you need to know in what sequence to present information.

A. Establish rapport by respectful mirroring. . . . The purpose of establishing rapport is that the more rapport you have, the more resourceful the other person can become. The more resourceful they are, the greater access to all modes and the greater the animation of the indicators. . . .

B. Start with an introductory sentence which, in a generalized way, mentions the purpose of the interaction. . . . A person's strategy (sequence of modes) is based on the context. The sequence of thought used to decide which flavor of ice cream to order might be very different from the sequence used in purchasing a car! The purpose of this step is to have them access memories of previous examples of the same topic/context.

C. Next, you want to find the best representation of how to go about presenting the information. Ask the person to recall a setting similar to the present one that they found to be successful. If they do not have a previous successful representation, your back-up question is to ask them to imagine a successful one. Once the person has a "best representation," ask him to share with you what made it successful.

D. When someone is accessing information that is not readily available, the pause before he speaks will contain one or more neurological indicators. The order in which the indicators appear indicates the actual sequence in which the person wants to review the information. . . . A parent who moves while silently thinking and then freezes his body just before speaking is indicating a kinesthetic/visual sequence. . . .

E. Verification statement: Having made your guess at the person's sequence, make a statement which uses predicates from the same modality indicators. Use them in the same sequential order presented. . . . With a parent, use the wording, "Let me give (K) you a picture." (V)

The purpose of making the verification statement is to see if your identification of the process shown during the pause is accurate.

Righting the Educational Conveyor Belt, *by Michael Grinder, is available from Metamorphous Press, P.O. Box 10616, Portland, OR 97210 (telephone: 1-800-937-7771); 256 pages, softcover, $14.95 + $2.75 shipping charges.*

The Vestibular System

continued from page 9

Ritual Acts

Ritual can be understood as a conscious, symbolic act to help us move from one state to another. A ritual act moves us through both literal and highly symbolized space toward our desired outcome.

Trance Induction

Utilizing primarily vestibular predicates in a trance induction is experienced by many as going quickly into a very regressed state (back to the womb?). The following induction utilizes only vestibular predicates, but I would recommend a strong preinduction orienting to the here-and-now of where they are in the room, etc., in all representational systems (V,A,K) before proceeding:

Let's suspend the present moment and float back to a time when you were in a delightful playground. And as you begin to orient yourself to this delightful playground, circle over to the children's swings as they move back and forth - back and forth - sometimes faster and sometimes slower - swinging - swinging - swinging - now slowing - slowing down - to hang suspended in mid-air. And turn around to reorient yourself, circling once again, over to the edge of the playground where the teeter-totter is located - moving up - down - up - down - coming slowly to rest at this center point of balance - poised - developing even more equilibrium now to shift with changes - to trust that whatever shifts occur you can know where the balance point lies. And this knowledge can help you move to the edge of new ideas and tumble into new understandings - to plunge ahead in your own growth and development, only as fast as you maintain your point of balance. Now begin to float back to the present time-space coordinates, slipping easily into full orientation to your present surroundings and your alert state.

Other

Once we have a sense of balance and a "reference" sense of ourselves, a conceptual "stretch" might be to move beyond boundaries of self-and-other relationships to "jump into the abyss" (in Carlos Castaneda's terms) or become one with a point of reference so there is no distinction or separateness (as Einstein did in conceptualizing the theory of relativity).

There are probably hundreds or thousands of possible other applications utilizing the vestibular system in change work. The reader is invited to launch into discovering these for himself.

In concluding, it is my hope that the addition of the structure and potential uses of the vestibular system in NLP work may help us all move through life in a wider-based, more flexible stance that allows us to increase our responsiveness to our work, our risk-taking, and our playfulness.

Cecile A. Carson, M.D., is Associate Professor of Medicine and Psychiatry at the University of Rochester Medical Center. An NLP trainer, she directs the Integrated Health Institute, 20 Brighton Street, Rochester, NY 14607. *Her work on the vestibular system will be included in a forthcoming NLP anthology,* Leaves Before the Wind, *edited by John Grinder, Judith DeLozier, and Charlotte Bretto.*

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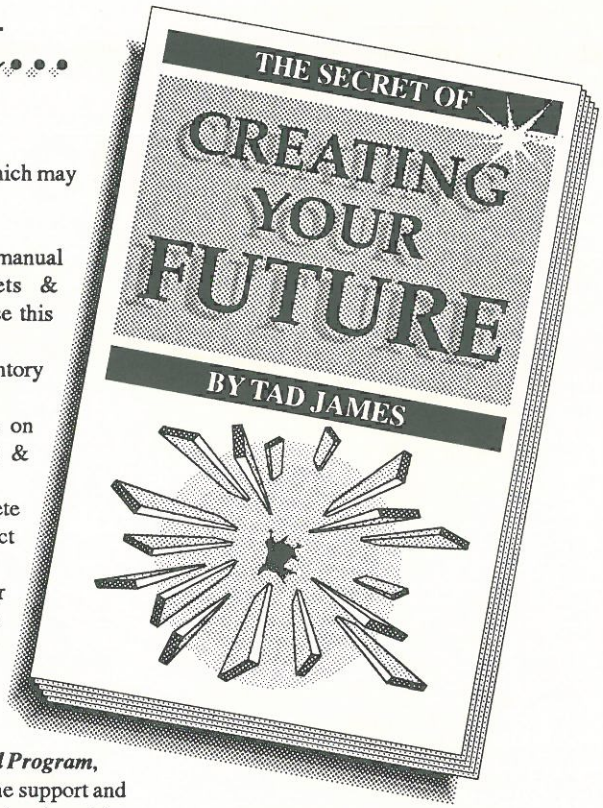
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This program was created and designed for you to use in your home or office. Your package includes three 2-hour video cassettes professionally filmed at a two-day ***Creating Your Future™ Workshop.***

TOPICS COVERED ON VIDEO:

- How our minds process information & create results.
- The Seven Frames for Success.
- The Hierarchy of Ideas and the important difference between values and goals.
- The Time Line and how its arrangement influences your behavior. (EX)*
- How to resolve limiting decisions, guilt, anxiety and negative emotions. (EX)
- How to integrate internal conflicts. (EX)
- How to create prosperity for yourself and others.
- How to install your goals and outcomes into your future Time Line. (EX)
- Plus much more, including special exercises to expand your awareness and abilities in all areas of your life.

** "EX" indicates exercises where Tad will guide you through each of the processes so you'll actually experience the results.*

INTERACTIVE AUDIO TAPES & POWERFUL INDUCTIONS

Also included are 4 audio cassettes to be used interactively with the video program. These tapes include two powerful Time Line induction tapes. These are not subliminal tapes but direct inductions. The first is the popular ***A Journey On the Time Line*** (newly updated & revised). This tape was created to assist you to:

- Integrate learning for greater recall.
- Guide you through several Time Line Resolution™ techniques.
- And discover your sense of purpose.

The second induction tape is the NEW ***Time Line Project Induction.*** Not available separately, this tape was created to assist you to:

- Connect with the people or resources you may need to complete a specific project or achieve a desired goal.
- Increase your energy for your project.
- Resolve Time Line issues which may prevent you from success.

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- Discovering & taking inventory of your values.
- Determining your attitudes on time, space, failure, money & success.
- Discovering what's incomplete in your life so you can direct your energy to your goals.
- Deciding the events in your future for the next ten years and installing them in your time line.

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