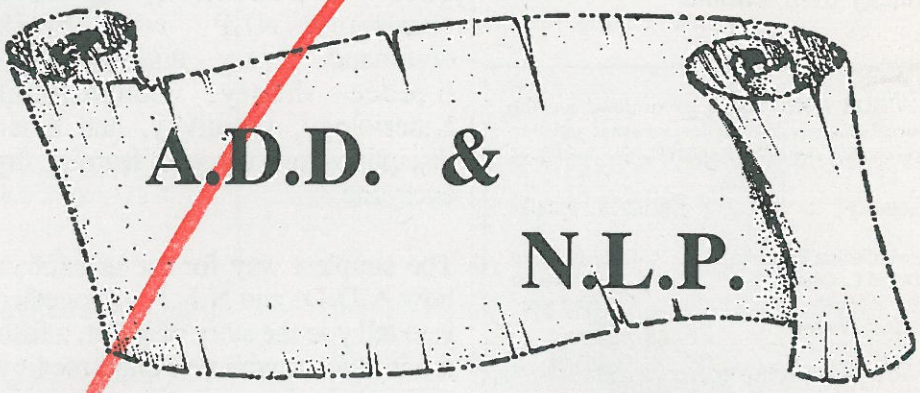
Anchor Point

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By Diane Famiano Lutzinger, M.A.

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Sounds like a code or a couple of government agencies, doesn't it? However, I am referring to Attention Deficit Disorder and Neuro-Linguistic Programming. Both are new "labels," have something to do with learning disabilities, and both are challenging to define. In fact, here in Texas A.D.D. is not listed in the categories qualifying for "Special Education Classes." (I don't know if that is a curse or a blessing, at this point.)

A.D.D. is variously defined, but basically includes an inability to "pay attention" with or without the "inability to sit still." Depending on the context, I believe I would be considered "A.D.D." I have no intention of making light of the child's problem. When a child has trouble paying attention and can't sit still in school, he has a hard time learning, making good grades, and feeling good about himself. (I will use "he" in this article because most A.D.D. children are boys.) I have worked with many children who were diagnosed A.D.D. and most of them were struggling to learn in the traditional environment. These children often exhibit other behaviors such as clumsiness, poor memory, and poor social skills.

There are an estimated 700,000 young people each year who leave schools before they graduate, many of whom are diagnosed A.D.D. It is challenging to measure the indirect effects of a learning difficulty, such as A.D.D., as manifested by poor self-perception, lowered self-concept, or reduced motivation. Athol Packer, Ph.D. (Professor of Education, University of Florida) estimates that 20% of our students are diagnosed Learning Disabled (LD) and another 30% have learning difficulties. Some of these are undiagnosed as A.D.D's. The causes are believed to be brain dysfunctions (not necessarily organic). For example, a child has trouble interpreting what he sees or remembering what he hears. The problem seems to lie in **processing** the information **after** it is received.

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The cause is not agreed upon. Neither is the treatment.

The treatment for A.D.D. has included special environments, behavior modification, and prescribing Ritalin, a stimulant that doctors say helps concentration in some young patients. Another treatment that has been used successfully in NLP-based learning programs is Strategy Intervention.

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N.L.P. is a relatively new field that is variously defined. For the purposes of this article, I will narrow the definition to fit its application. "NLP, as it applies to education, is a map of the mind's processes and strategies for maximizing the learning capabilities of any learner." This map is used with the basic assumption that we can all learn—it is just a matter of HOW we do it. In The Learner's Edge Techniques for Education, we have combined NLP, with brain dominance theory, multiple intelligence theory, Educational Kinesiology, Creativity, and other disciplines for a model of learning for everyone.

The simplest way for me to explain how A.D.D. and N.L.P. fit together is to tell you the story of Jason, a fifth grade student who was diagnosed by a Psychologist as having Attention Deficit Disorder. Ritalin had been prescribed. However, the mother wanted to exhaust all other possibilities before agreeing. In fact, she was rather adamant against drugs of any kind, even aspirin or the like. She had heard that I did "different kinds of things" with students who were struggling to learn. I explained that I was not an expert in LD or A.D.D., but I would know in a few sessions whether or not the techniques I had learned and developed might make a difference with her child.

I had been told Jason was beginning to say he hated school. So in order to pace his experience, I asked, "What do you hate most about school." "The teacher is dumb." Since "dumb" did not describe any behaviors to me, I asked him, "How is she 'dumb'?" (This question continued to match up with how he saw the world, i.e., the teacher is dumb. No value judgement or agreement on my part, just acting "as if" this statement were true for HIM.) He responded, "She treats me like I'M dumb." Again, in an attempt to gain information about BEHAVIORS, I asked, "How, specifically." He was eventually able to explain that when he couldn't understand the concepts she was teaching and asked her to explain, she either said the SAME WORDS OVER JUST AS FAST or told him to "PAY ATTENTION THE FIRST TIME."

In several sessions, we discovered his internal learning strategies changed due to the stress he felt. An internal strategy is a sequence of sensory representations that we call "thinking." Learning consists of remembering and imagining. Sometimes we remember in pictures (Visual), or words or sounds (Auditory), or feelings (Kinesthetic). When we "think" effectively, the sequence might be one way. When we "can't think" or "go blank" on stored information, the sequences change. I call the changes "glitches" in our "programs" when talking to students, most of whom understand a brain-computer metaphor.

We found the following "glitches" in Jason's processing. With the two repetitive patterns from his teacher, he began to get nervous IMMEDIATELY when he had the feeling of "not understanding" or confusion. This triggered an internal voice which at first made him feel bad and dumb. His mind, in an attempt to rid himself of this powerless, awful feeling, shifted to anger at the teacher. This anger feeling made him squirm and act out. His voice would say things like, "I'd like to punch that smart kid" and his body would wiggle or he WOULD annoy "the smart kid."

He couldn't address his feelings with the teacher. Her position of authority and her attitude prevented this. He had to "transfer" these feelings away from himself and away from a dangerous (as he saw it) adult confrontation.

Neither could he explain what was going on to his father, an authoritarian

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who felt "buckling down" was the answer. He even added fear to fear, because he had to face his father at report time. The main reason Jason could not explain what was going on is that HE did not understand what was happening to him. At first, he could only talk about the bad feelings and really believed they were "caused" by his teacher and that his inability to learn was her fault. This is only indirectly true. Due to his response to his teacher, he shifted into his "feeling" brain, his "thinking" brain did not work very well. With the information-gathering tools of NLP, I was able to get below the surface of his communication and ascertain the processes going on in his head, i.e., his strategies.

His internal sequence of sensory representation for the state he would get into in which he could not "sit still" or "pay attention" was this:

He heard something confusing ..... Auditory External (Ae)

He heard the teacher's words jumbled... Auditory Internal (Ai)

He felt confused..... Kinesthetic Internal (Ki)

He immediately felt fear ..... Kinesthetic Internal (Ki)

He would say something to himself..... Auditory Internal (Ai)

He would feel angry ..... Kinesthetic Internal (Ki)

He would act out..... Kinesthetic External (Ke)

The notations would look like this: Ae—Ai—Ki—Ki—Ai—Ki—Ke. Efficient strategies include the three main modalities—visual, kinesthetic and auditory—in some order. He was missing visual in this case. To increase his conscious awareness of his old strategy, I "walked" him through it. He was astounded that I could "read his mind."

§

Due to his response to his teacher, he shifted into his "feeling" brain, his "thinking" brain did not work very well.

§

In order to change the sequence and allow Jason to make pictures in his head (imagine—visual), he needed to stay comfortable and calm. The first step was to discuss "head videos." Most kids can relate. They nearly ALL can remember videos or movies in exquisite detail. He knew he could do this IF he had seen the movie, but did not know he could MAKE a video out of words, i.e., what the teacher was saying.

We practiced "visualizing" by my telling him longer and longer stories, some with facts and numbers to remember, while he sat back in his chair "daydreaming" about what I was telling him. He would then tell the story

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back to me. He became more and more proficient at this little game. We could even play with math problems in this manner. He became very excited about the control he had over his brain!

Fine, you say. He is "playing" in the office, all comfortable and relaxed. How will he maintain this ability back in the classroom? It is true that the teacher/classroom might automatically trigger the old response (K) which would start up the old strategy. In order to "change his mind and keep the change," we established a new stimulus-response to replace his "confusion leads to internal auditory" sequence. We established anchors for Jason based on times when he felt "smart" and "confident" and "curious." All of these "states" are good states for learning. I initially touched his knee when he felt the positive feelings, "stacking" the good feelings (anchors) over and over in the same place.

For the change to be in his control, I had him touch his knee and he loved pushing his own button to his good feelings. Next, I had him imagine being in the classroom. He did this with no negative feelings occurring. Then I suggested he hear his teacher's voice. At this moment, the same expression returned that I had seen in the initial interview when he "hated school." At this point, I had him press the anchor on his knee. His facial expression immediately changed. He even reported that "my teacher started talking slower." (Perception is reality, in this case!) When "she talks slower, I can make my movies," he said. In actuality, the teacher had not changed, Jason's internal state had.

We "walked through" a scenario, using a new sequence for his learning in science class (his hardest subject). The new strategy was the following (I used content examples of the representations, not symbols):

Listen to the teacher ..... **Ae**

Feel confused ..... **Ki**

Use anchor ..... **Ke**

and Say to self ..... **Ai.."run movie"**

Visualize ..... **Vi**

Feel good ..... **Ki**

We streamlined the strategy over time so that the feeling of confusion triggered the visualizing and new helpful internal auditory processing.

I taught him that all strategies are not the same series. For example, a good spelling strategy is Ae—Vi—Ai—Ki—spell! Jason learned POWER over his mind so he no longer felt helpless and thus angry and afraid. He consequently quit acting out. He actually had learned he is one of the "smart kids."

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His parents became familiar with learning styles and strategies and his father became (somewhat) more tolerant. Jason never took Ritalin and now makes A's and B's, but A.D.D. is still on his school record. Every year his mother explains how he changed his behaviors. One teacher called me to find out how Jason "controlled his condition" and was astounded to hear me say he no longer has "a condition."

This intervention is not a panacea. There may be extenuating circumstances that continue for some time to interfere with Jason's processing of information.

For example, I worked with the child of a doctor 2 years ago. This year he called to say, "It finally took. She is using the things you taught her, making A's and living up to her potential." He also shared with me that he and his wife had been in marriage counseling and things on that front were calmer! This is the kind of extra influence one may not be aware of, especially as a teacher. It is information for a counselor.

In any case, I would recommend strategy work before medication. There are other therapeutic counseling techniques that can work for a child, along with the strategy interventions. Teachers can learn to help gather information about strategies in a simple way and effect changes right in the classroom. They can also become aware of how certain negative stimulus-response pairings can "glitch" a strategy. We have the tools to help these children NOW!

Diane Faminao Lutzinger, MBA is President and Developer of The Learner's Edge Programs for students and teachers. She is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education and has taught internationally and on television. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA or phone (214) 401-2906

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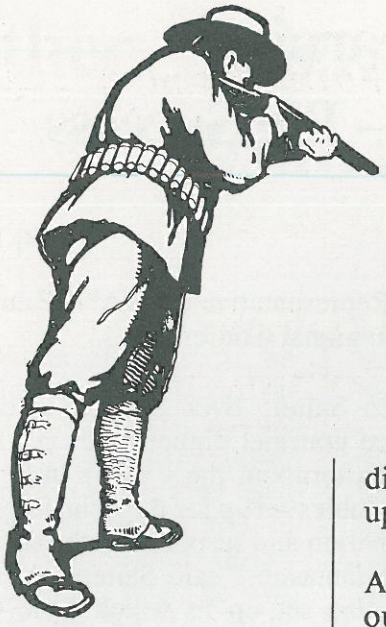
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NAPOLEON AND THE FURRIER*

By Steve and Connirae Andreas

During Napoleon's invasion of Russia, his troops were battling in the middle of yet another small town in that endless wintry land, when he was accidentally separated from his men. A group of Russian Cossacks spotted him, and began chasing him through the twisting streets. Napoleon ran for his life and ducked into a little furrier's shop on a side alley. As Napoleon entered the shop, gasping for breath, he saw the furrier and cried piteously, "Save me, save me! Where can I hide?" The furrier said "Quick, under this big pile of furs in the corner," and covered Napoleon up with many furs.

No sooner had he finished when the Russian Cossacks burst in the door, shouting "Where is he? We saw him come in." Despite the furrier's protests, they tore his shop apart trying to find Napoleon. They poked into the pile of furs with their swords, but didn't find him. Soon they gave up and left.

"There are some points in life when all you can do is throw a deep Gallic shrug and get on with it. I keep a deep Gallic shrug available at all times."

- Peter Sprague, entrepreneur

After some time, Napoleon crept out from under the furs, unharmed, just as Napoleon's personal guards came in the door. The furrier turned to Napoleon and said timidly, "Excuse me for asking this question of such a great man, but what was it like to be under those furs, knowing that the next moment would surely be your last?" Napoleon drew himself up to his full height, and said to the furrier indignantly, "How could you ask such a question of me, the Emperor Napoleon!! Guards, take this impudent man out, blindfold him, and execute him. I, myself, will personally give the command to fire!"

The guards grabbed the poor furrier, dragged him outside, stood him up against a wall, and blindfolded him. The furrier could see nothing, but he could hear the movements of the guards as they slowly shuffled into a line and prepared their rifles, and he could hear the soft ruffling sound of his clothing in the cold wind. He could feel the wind tugging gently at his clothes and chilling his cheeks, and the uncontrollable trembling in his legs. Then he heard Napoleon clear his throat and call out slowly, "Ready,...aim...." In that moment, knowing that even these few sensations were about to be taken from him forever, a feeling that he couldn't describe welled up in him and tears poured down his cheeks.

After a long period of silence, the furrier heard footsteps approaching him and the blindfold was stripped from his eyes. Still partially blinded by the sudden sunlight, he saw Napoleon's eyes looking deeply and intently into his own—eyes that seemed to see into every dusty corner of his being. Then Napoleon said softly, "Now you know."

Napoleon answered the furrier's question much more fully than the furrier dreamed, or perhaps wanted. The furrier's life was forever changed; he will never need to ask that question again.

With all the concepts, patterns, and techniques of NLP, it can be easy to forget that it is experience that changes people. The patterns and techniques only indicate guidelines for creating the experiences that can transform people's lives.

*** With thanks to Greg Brodsky who told us this story in 1977.**

Connirae and Steve Andreas are co-founders of NLP Comprehensive. They are well known authors of many books about NLP including their latest, *Heart of the Mind*.

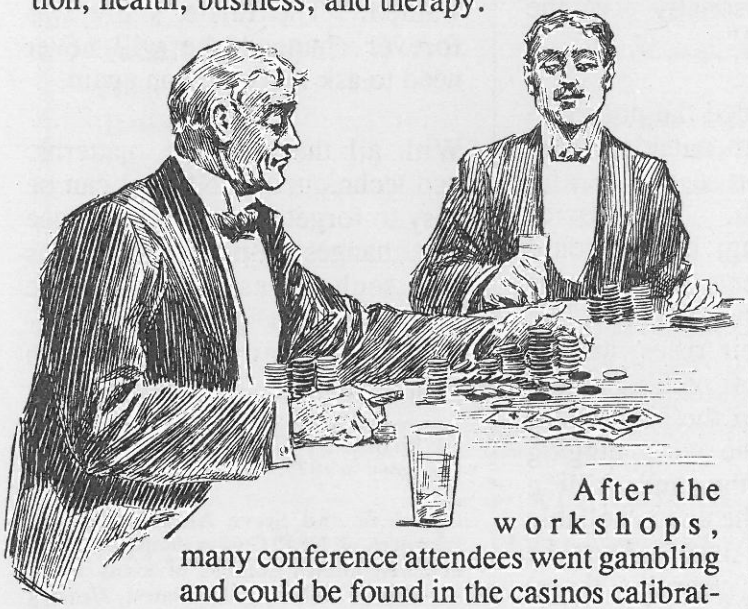
Eating, Gambling, Learning
Northeastern Conference — Big Success

By Kris Johnson

Take A Risk and Keep The Change was the theme for the National Association of Neuro-Linguistic Programming NORTHEASTERN Regional Conference held recently in Atlantic City, New Jersey. The keynote speaker was Mel Bucholtz, who trained in hypnosis and therapy with Milton Erickson, and currently does hypnosis trainings for mental and health professionals.

The topic of Bucholtz's lecture was "Modeling the Universe in a Grain of Sand,". The lecture was about uncovering the surprise, mystery and wonder that is a part of our human experience here on this planet. He said, "by recognizing and practicing the natural poetry of your unconscious voice, you can uncover a tremendous amount of information about yourself." Moreover, Bucholtz explained the importance of getting in touch once again without having to use our senses; almost like the way we were as children, and to bring that childlike vitality into our awareness.

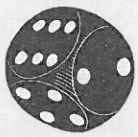
The conference offered over 20 workshops with topics on language, imperative self therapy, timeliness, dreams, the bio chemistry of the allergy technique, physiology and metaphors, sports, modeling, education, health, business, and therapy.



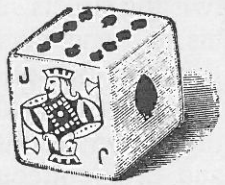
After the workshops, many conference attendees went gambling and could be found in the casinos calibrating to the poker tables. "People really enjoyed themselves, while having a chance to get to know each other at this conference," said Tom Salter, NORTHEASTERN Representative for NANLP and Chairperson for the Regional Conference.

According to Salter, over 80 people came to the preconference gourmet dinner held on Friday night. On Saturday afternoon, there was a buffet lunch that had different tables set up for 6 special interest groups. "The participation and response to the special interest sections was fantastic," said Salter. A table for research was also set up in which Lyle Chubb, the NANLP Chairperson for Research, provided a computer book that had listings of all the NLP research ranging from articles in popular magazines to Ph.D. dissertations.





A networking party was held on Saturday night in which NLPers were able to socialize over drinks and munchies. Afterwards, many of the people went over to the comedy club to catch a comic routine, while others strolled into the casino to watch a show.



"I think the enthusiasm of these people at the regional conference is an indication that NANLP is growing rapidly," said Salter, who added that NANLP picked up 40 to 50 new members at the NORTHEASTERN Regional Conference.

"This conference was a reaffirmation that people who have gotten interested in, and trained in NLP are an unusual and extraordinary group of people. They are always refreshing to be with, there's never a dull moment, nor a grey one, or one that is far away. I think the primary reason for this is because people in NLP are awake and aware in a special kind of way," said Salter.



Another Tale...
From the Nomadic Light Patrol

By Nelson Zink

When Nume left Missouri, he traveled through Texas on his way west. He was out of money and getting a little thin so he stayed in Texas for awhile, working for a sharecropper. He learned how to pick cotton and make adobe bricks. As a young man, he was very good at arguing. He could argue one side of any subject and then for the fun of it he would switch and argue the other.

"Moral victories don't count," the Texas farmer kept telling him. "They don't get the crops picked or the bricks made."

But Nume always had more words. He was young then and thought he could bend the world to his will. Being quick and clever, he felt he could make up for his lack of power and knowledge with words. It was a hard lesson to learn that cotton sacks fill bit by bit, a cotton boll at a time. Long rows of soft white blossoms awaited his finger tips and he dragged a cotton sack, working until his hands were sore, raw, and cracked. Rows of corn and beans enjoyed his words but were unbent, remained straight and true like the brown mule who trudged the miles to plant them.

Slowly the land seduced Nume, it was forgiving and didn't care if he talked. The red Texas dirt was so old that it didn't get upset with his sharp words and short temper. It was good at waiting, not having anywhere to go or anything else to do. The dirt waited through a long cold Panhandle winter and in the spring encouraged the young man to plant.

Nume had never thought much about seeds before. But in the wooden barn behind the house, Hubbard squash awaited him, dozing, old now in the winter of their lives. Plump, they spent the previous summer learning songs of the soil and rested now, firm with that knowledge. Tough rinds held chants in their flesh. In the darkened barn, words were repeated for the seeds within. Experience was being passed from the old to the yet unborn. "Your time will come and with it a life in which to grow." The horn of plenty had sounded for them and the squash rested, quietly reciting the lessons of their lives.

Throughout the barn other voices mumbled, entertaining the sparrows who lived under the eaves. Strong dry burlap sacks stacked in corners held chattering corn seeds. They were a lively bunch and spent the winter telling genetic jokes. The beans, however, were a serious lot and sang seemingly endless spiraling choruses over and over. They worried more than the others that the information contained in their ears would be forgotten once they were planted and so they recited their long history again and again. Murmurs filled the interior of the dusty barn, summers being retold in botanical tongues.

When it came time to plant, Nume became dimly aware that seeds knew something. Contained in each small kernel was a history and lineage much older than his own. The smooth hard seed seemed definite in the dependability of their past. He rode the planter behind the old mule, smooth leather reins in hand, listening to the clicking of the planting plates as they metered out eager seeds in long straight rows. Seeds who learned their winter lessons well, and soon young bright green shoots began opening to the sun. Nume was happy watching the crops begin to thrive and found much to his surprise that he remembered snatches of old Scandinavian songs which he sang when he wasn't boasting of the ample crop he envisioned.

Then the Texas hail came, smashing corn and cotton. Nume stood under the barn's strong tin roof and watched as all the young plants were destroyed in just a few minutes by hard cold stones. Water ran down the rows carrying foam and bits of green leaves as the hail thundered on. The pounding shook the earth underfoot. Then

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"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."

- Thomas Edison

"In science the credit goes to the man who convinces the world, not to the man to whom the idea first occurs."

- Sir William Osler

the storm stopped as fast as it started and Nume ventured out to walk through the muddy fields, astonished at the damage.

When he returned to the house he shook his head and said, "It's a strange world."

"Compared to what?" asked the old sharecropper.

"What do you mean?" Nume replied.

"It's a strange world compared to what?" the sharecropper asked again.

That's a good question," Nume stammered.

"Yes, it is. Give me a good answer."

At last Nume was at a loss for words. They stuck in his throat as tight as cotton to the plant and his finger tips were of no use. The unbending hail had pounded his words flat. It was time for him to go.

The old man accompanied him to the road and said, "Remember boy, you can use it or be abused by it."

"Use what?"

"Your mind. You can use your mind or be abused by it."

Nume left Texas with a dollar and four cents in his pocket.

Nelson Zink is an NLP Master Practitioner with a private practice in Embudo, NM.
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This & That

Scholarship Offered

International NLP VI is hosting its annual Practitioner, Master Practitioner, and Trainer Training in Titisee, West Germany this summer.

With the opening of East Germany's gates to the west, NLP training will be available to East German individuals this year. In honor of this historic occasion, International NLP will be offering a scholarship to attend the 1990 summer training to an East German resident.

If you are aware of individuals in East Germany that would be interested in this opportunity, please have them contact:

International NLP VI, Box 529, Indian Rocks Beach, FL 34635. The phone number is (813) 596-4891.

NLP Practice Groups Started

ST LOUIS, MO
A NLP Practice Group has been formed in St. Louis, Missouri. The group meets the last Monday of the month to practice and discuss NLP techniques. Group members are interested in NLP applications such as personal development, healing, and effective marketing training. The group is also trying to work out the logistics of bringing an NLP training program to the St. Louis area.

The group meets at the Grand Glaize Public Library (meeting room #1) 1010 Meremac Station Rd. at 7:30 p.m. (Library phone is (314) 225-6454). Interested persons can contact Tom Benhard at (314) 458-4538 or 394-8022 or John McClellan at (314) 772-4222. or they can write to NLP Practice Group, 16602 Overlook Hills Dr. - Ellisville, MO 63011. The next meeting is scheduled for February 29th.

DENVER/BOULDER, CO
A group calling itself The NLP Network has been formed in Denver / Boulder, Colorado. The group which meets monthly has two goals: 1. To create an environment where people can improve their NLP skills and 2. To start a professional networking organization promoting NLP.

Meetings will begin with presentations by members or guests speakers, then be followed by time to refine basic NLP patterns, try out new patterns and practical applications as they apply to business, therapy, personal and interpersonal change.

The NLP Network meets the 3rd Thursday of each month from 7:00 - 9:00 p.m. at the Boulder Naropa Institute (2130 Arapahoe Ave., Boulder, CO). For information about the group, contact Charles Faulkner at (303) 786-8372 AFTER 3:00 p.m.

Using NLP in Spiritual Direction

By Dorothy Brisson

For 21 years, I lived the monastic life as a Sister of the Precious Blood. In the monastery, I learned about the various ways we humans relate to God and how God continues to reveal himself to us through the Sacred Scriptures, through prayer, nature, etc. Since about 1972, I have been giving spiritual guidance to people, both while in the monastery and after leaving it.

It was my happy good fortune to take Listening Lab I and II under the direction of Dr. John Savage of L.E.A.D. Consultants. It was this course which introduced me to NLP. Since then, I have experienced a drastic difference in my response to people who come to me for spiritual direction, prayer, or counseling.

I have come from the same spiritual culture as my clients so I am able to discern non-productive patterns in their thinking. Many people seem to believe that things cannot change "because God must want it this way." Or the very prevalent tendency to self-devaluation which some people think is humility. It was from the Silva Mind Method that I first became aware of the relationship between the mind and the brain. This important piece helps me to pick up on the predominant pattern that is running the client's life. For example:

Client: I know there is a lot I have to do to get closer to God. I try to be patient but I often lose my temper.

At this point, the client told me how she helps the family, works full time, does volunteer work, and is active in her church. I usually allow a client to talk for a good 20 minutes without interruption. Then:

Dorothy: When will you become responsible for your life?

In this instance, the client was shocked. She said that she thought I would pray with her for more kindness in her life and a greater spirit of self-sacrifice. I pointed out that she seemed to be very involved in other people's lives but was going nowhere with her own. I suggested NLP techniques to use in an alpha state of relaxation in order to reprogram her brain to get rid of her compulsion to take care of the world. She admitted that, being the oldest of a large family, she was on a program of doing, but was totally unaware of it. She always felt guilty if she said no to anyone.

Several months later, I saw this woman and she said that her whole life was changed. I asked her how long it took her brain to be comfortable with the new program and she said about 10 days. The woman told me that she is now more conscious of decisions which she tries to make *in freedom — aware of her power to choose.* "I can't believe how different I feel inside. Someone made unrealistic demands on me recently, and I calmly said I was unable to do as she asked. Before meeting you, I would have struggled to meet the request, as if I were supposed to serve everyone. Now I am experiencing a new freedom and a new appreciation for living my life in a responsible way."

●

Recently I was in Texas and a little girl came to ask me to pray for her because she is always telling lies. I asked her if she could remember the first time she told a lie.

Child: Yes. It was about 2 years ago.

Dorothy: Why did you tell the lie?

Child: Because I was afraid. I thought I would get into trouble.

Dorothy: Well now, that was very smart of your brain to think of some way to protect you. Actually, it was very creative since this was a totally new strategy for you to use. That was quick thinking; wasn't it?

Child: I guess so.

Dorothy: But now you are a big girl so you do not have to lie anymore because you have other resources that you did not have then. Now you can tell the truth and cope with whatever happens. Two years ago you were younger and did not know you have such wonderful and great strength inside of you. Would you like to

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"To be nobody but yourself in a world which is doing its best day and night to make you like everybody else means to fight the hardest battle which any human being can fight — and never stop fighting."

- e.e. cummings

learn a way that would help you to stop lying?

Child: (With tears rolling down her cheeks) Yes!

Dorothy: Tonight when you are in bed, make a quiet space in your mind. Then, thank your brain for being so protective and smart. But then it is important to let it know that you are a big girl now and know that lying is not good for you. Anyway, you do not need to lie because you have every resource you need to live in the truth. Will you remember to do this?

The little girl assured me she would. Then I said a prayer with her, asking God to be with her always, to help her be ever more loving with family and friends.

About 4 days later, the little girl ran up to me and gave me a big hug. Her mother came close to kiss me and whispered in my ear as she did so: "You have no idea what you did for this little girl. Thank you so much!"

On reflecting on this case, I know that my response to the child would have been very different if I had not learned NLP. I probably would have talked to her about morals, imagining that she would know what I was talking about! I would have made her feel guilty so she would not lie again, offering her no practical suggestions in how to accomplish this.

I am now aware that children are most often in an alpha state of brain cycles, that is, not yet into beta consciousness where judgment and reason help us make decisions. The child brain, receiving information according to child interpretation, begins a program, good or bad, which develops easily into a habit. It is by informing the brain that you want a new program that behavior changes can result. This child had no problem in understanding my advice. I thought it especially important to affirm her in her initial action instead of condemning her which often causes confusion in a child's mind.

●

Working with several priests, I travel throughout the United States and Canada giving parish missions (revivals). After the service, I stay in the sanctuary to pray with anyone who may want prayers for themselves or others. My methods must surely surprise people!

Man: I am having a very hard time with my boss who happens to be a woman. She offered to have a meeting with me so we could clear the air. I refused.

Dorothy: Why?

Man: Because I did not want to tell her what I really thought. It could jeopardize my job and I would probably say things I did not mean anyway.

Dorothy: What is it about her you don't like?

Man: She seems to think she knows more than anybody else.

Dorothy: Does she?

Man: Well, she does know her job. It's just her attitude. And it is really affecting my health. I do not know how to deal with her. I hate to go to work. What can I do?

Dorothy: Actually, you have been communicating on a subconscious level and she is already quite aware that there is a problem since she offered to do something to "clear the air."

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I then asked him to think of an incident that caused him stress while with her. I then led this man through dissociation and told him that he could do this himself regarding other events that were unpleasant. Then I suggested he dress her up in an outfit from the middle ages, using his imagination as soon as she entered the room. I told him the more outlandish the costume the better.

On the last night of the mission, he pushed through the crowd of several hundred people and began by saying: "You probably don't remember me but..." I smiled and answered: "Your boss." He was surprised that I did remember him. Then he told me he did what I suggested and it was great! His stress is gone and he has no problem communicating with his boss now. I might add here that I did pray with him after our talk, but I am becoming more aware that the power to change does not come from any magic words, no matter how pious they may be, but rather from those very powerful words I store in my head that carry the creative force which motivates and programs me. I encourage people to get in touch and pay attention to the words in their heads. As Werner Erhart put it: "We are a conversation."

●

While giving a mission in Virginia, a woman made an appointment with me as she wanted spiritual direction for her life. In the preliminary introduction, while just bantering about until we were both seated comfortably, she said something about a phobia she had. I asked her if she would like to put the spiritual talk to one side and get rid of her phobia. She looked astonished and answered: "For the past 8 weeks I have gone to a counselor and, $800 later, I still have my phobia! Yes, I would like to be rid of it." I then led her through dissociation, using the screen and changing the scenery. Switching to a happy memory, we anchored it and returned to the original problem. It is interesting to see how the client's physical qualities change: from tight, tense and stressful signs to healthy color, relaxation, and a general sense of well-being. We did talk of "spiritual" things in relationship to our personal responsibility, our human powers which make us like God.

●

"In a way. All psychotherapy is re-programming. You aren't curing a disorder, you're adding something to the history of the individual. If what you add is powerful enough, it will almost certainly lead to different behavior."

- B.F. Skinner

"There is a coherent plan in the universe, though I don't know what it's a plan for."

- Fred Hoyle

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Several months ago I gave a woman's retreat in the Midwest. It was the first time I used dissociation with a group. There were about 15 women sitting in a circle. Lights were dimmed and I led them in a prayer and a Bible reading. I spoke about healing and the power of the mind and spirit, the brain and the memory. I then suggested that they think of an incident in their lives which has been the cause of pain. I led them through the technique of altering the scene, etc. It was a very peaceful exercise and the women responded.

One woman told me later that she had been depressed for many months. Over a short period of time, she had lost her mother, her husband, and her sister. Every time she thought of them, she saw each one in a casket. It was her last memory of these special people in her life.

The woman said that when I suggested that they change the scene, she pictured all three of these deceased loved ones sitting with her at a card table! What fun we had in our time together, she said. It seemed like a heavy burden fell from her heart and she knew the depression was gone. She told me that she was not going to make the retreat because she had been feeling so sad, but the other women had talked her into coming. How grateful she was to them, because now she could get on with her life. And every time she thinks of her three loved ones who died, she will remember the picture that came to her mind, that joyful foursome playing cards.

I am amazed at how profoundly simple NLP is!

●

During one mission, a mother and teenage daughter came to see me. They both seemed to talk about the younger son from whom all the problems stemmed, at least for the girl, to the dismay of the mother. The boy was about 10 years old. I asked the teenager what affirmative words she had said to her brother in the past week. After a pause, she shook her head, saying none.

Teen: I can't think of any.

Dorothy: How about in the past year?

At this point, the girl's eyes were wide with wonder. I asked her if she could recall having said anything loving and affirming to her brother since he was born. She could not, and the admission of this seemed to fill her with fear. I explained how words define a child, words which have the power to create what they say. (I wonder if this is how we are made in the image and likeness of God.)

Then I asked the mother what words does she use when she speaks to her daughter. The answer: Help your brother with his homework. Clean your room. No, you can't go out tonight. Help make dinner. They looked at each other and realized that their communication had deteriorated to a level of commands and retorts.

I asked if they had ever been friends. Yes, they had. Yes, they would like to be friends again. I asked the teenager if she could think up any nice things about her brother. She said that he really is cool. Would she tell him so? Would she pat him on the back once in a while? Would she welcome him when her friends are around? Yes, she would. "Do you think he hates me?" she asked. Very candidly I told her she was doing a great job of teaching him to! But if she was serious about making a decision to change, she could, especially through language, help him to know what a great person he is. When the mother and daughter left, I was gratified to see them chatting together as they walked down the path.

●

One time, during a healing service, a woman came up to me to ask me to pray for her. She was crying uncontrollably and had difficulty in saying the words. She prefaced her plea by sobbing that she had never, ever told anyone. Then through great pain she said that she had been sexually abused as a child. It took only a few minutes to lead her gently through dissociation, asking her to change the room, the time, etc. She began to grow calm and the tears stopped. Then I prayed for her and with her. I do not know if this short encounter changed her life or gave her relief or took a great burden from her heart. But somehow I do believe that it was a positive intervention that surely carries healing in its wings.

●

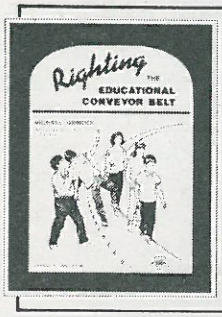
The more I learn about the brain, the use of the mind, the power of words, the more my ministry makes sense. I know that I have abandoned some former belief systems about God and have put in their place a new understanding of the greatness of being human. I read the Bible in a new way, again and again confronted with the power of the word. The works of Jesus, the Man, have given me an unutterable awe in my call to be human, to be like God, to be creative, to be loving, to be the person I have been called to be. And my prayer leads me ever more deeply into the mystery of Life, both Human and Divine.

Besides preaching parish missions, Dorothy works with her sister, Joan Armstrong-Brisson, in their business, Dolphin Duet, as Educational Consultants, giving teacher seminars. Dorothy lives in Cradell, New Jersey. For information about retreats and missions, as well as seminars, call (201) 599-2268.

NEWEST NLP RELEASES



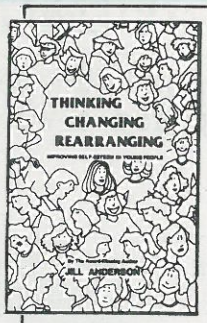
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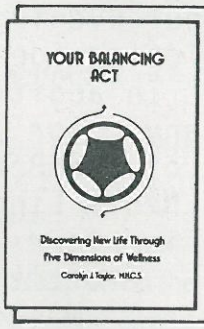
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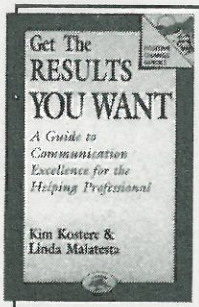
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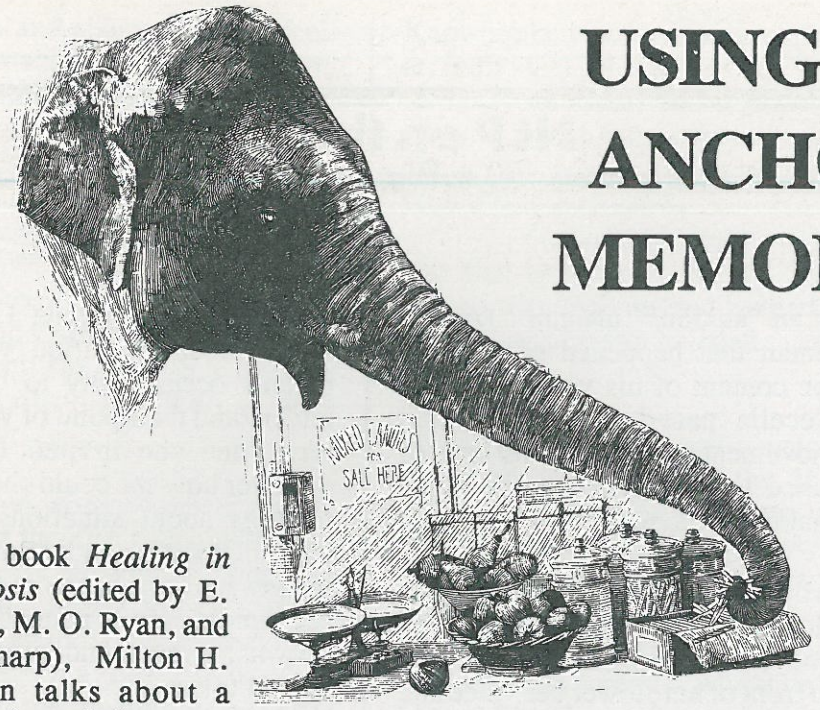
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USING NATURAL ANCHORS AS MEMORY AIDS



By Veli-Matti Toivonen

In the book *Healing in Hypnosis* (edited by E. L. Rossi, M. O. Ryan, and F. A. Sharp), Milton H. Erickson talks about a naturalistic technique to develop amnesia: "If I think it would be a good idea for this patient to leave my office with an amnesia for everything that happens during the hour...what do I do? As the patient enters my office I say, 'Is there much traffic outside today? Was there much traffic on North Central Avenue? How warm is it...?' And I ask a few other questions about what he has seen or noticed on the way to the office." When the patient got up to leave the office, Erickson then reoriented them to the same topics as were discussed with him at the beginning of the session.

The same type of thing is done very often with small children: if your baby or child wants something that you can't give her, you try to distract her, bringing forward something else that's of interest to her. In the adult, too, the concentration of the mind, (its content) changes all the time as newer and newer layers of things accumulate one after another. This makes it sometimes difficult to remember something that is of importance.

Natural memory anchors in vivo.

Natural memory anchors can turn around this process of forgetting. I went to a summer cottage with my 4 year old daughter and started to sing a certain song on a forest path on the way there. Two weeks later when I walked the same path with her, she started to sing the same song at exactly the same place!

Later, I drove to band rehearsal and on the way there, a good idea occurred to me. I wanted to remember this idea but didn't have any tools with me to make notes. When I started to rehearse, I naturally forgot my good idea. After the band rehearsal, I remembered that I had had a good idea but I couldn't remember what it was. There was nothing I could do. However, on the way back home I remembered it - exactly at the same point of the road where I first came to think about it (thank God I drove home the same road!).

Using natural memory anchors in vivo and mentally

After that, whenever I forget anything, I just go back to the place where I originally thought about the matter or had an idea and it will come back to me. This is very useful, for example, when you are busy with many things to do at the same time, when things can be easily forgotten.

One of my colleagues, working in a high pressure profession in administration, came one day to the coffee room for a break. She told me that there was just one thing more she had to do that day, but she couldn't remember what. I instructed her to go to the place where she first thought about the matter. Impossible, she said, it was while driving to the office, 10 kilometers away. But you can do it mentally, I said, go mentally back, driving there where you thought about it. She started to go through her drive mentally, searched for the right place, and after finding it, remembered what she had forgotten with a great exclaim of joy!

So it's possible to produce voluntarily forgetting and remembering, whenever they are needed.

Veli-Matti Toivonen, MA is a psychologist with 15 years experience in clinical work and training in cognitive-analytic therapy. He is an associate editor for the journal of Finnish Psykological Association PSYKOLOGIA. You can contact him at: Vehkatie 25 as. 23, 04400 Järvenpää, FINLAND.



NLP on the Job

By Steve Watson

The association of NLP with the arcane process and rituals of "therapy" has been, perhaps, unavoidable since it has always been perceived as a process of change and problem solving. NLP has also been linked with the nominalization of "communication" because a lot of it is involved with processing of information and the meaning of experience. These are the subjects of interesting and stimulating college classes and public seminars where participants think it is great talk but seldom use it.

So how can the average working person use fundamental NLP skills wherever he or she may be? I just happen to have some examples of working students who took a shot or two at practical applications of NLP.

A Nurse

Working in a psychiatric facility, Cecelia notices a particular patient who seemed to be more agitated than usual. She decided to see if by pacing and then leading she might alter his behavior.

Sitting across a table from him she assumed a posture mirroring his position. He was talking excitedly, with a high pitched voice, with many small hand movements and eyes darting from object to object in an "anxious" manner. (An incident that happened earlier was the content of his verbal output.) Cecelia paced his posture and movements as well as his tone of voice taking some care to avoid making it obvious.

After about 3 minutes she began to slow her movements, relax her body, position her hands casually in front of her, lower her voice and lean back in her chair. To her delight the patient leaned back, stretched out and slowed his speaking. From that point on, the intensity of the conversation steadily decreased and he began to mimic her deliberate movements.

So there is therapy again, right? It doesn't work with "normal" people, right? Then how come another student who worked as a hotel clerk always got the complaining customers because he could, amazingly, get them to calm down rather quickly and discuss problems rationally. (Any guesses about how he did that?)

Volunteer in an Alcohol Cottage Program

Colleen was concerned about a young girl in an alcoholic family who was quite withdrawn. After pacing and establishing rapport with the girl, it was noticed that the girl, Erica, expressed herself mainly in Kinesthetic terms while she blamed her family for virtually all her problems. Colleen wondered how the girl would respond if she changed the way she did her internal processing.

She started by helping Erica assume second position with her parents occasionally to begin to understand their point of view better. Then she invited Erica to discover how she could change her feelings about situations as she thought about them by putting the images into bright colors (orange, red, pink, etc.) instead of the browns, greys, and purples she tended to use.

Erica quickly learned she could control her feelings by controlling the colors. With control of feelings she began to take control of her behavior in the various situations - the brighter the colors, the better control. Soon they added a change to the tones of the voices in the situations and especially to Erica's tone and Erica began to deal effectively with her family, with her friends, school, and school work. She no longer used her family as scapegoats.

So all you supervisors out there, don't you dare get your employees to do weird things like changing tint and hue of internal pictures as they plan to sell a product to a customer. Or change internal tone of voices while processing the feedback of a staff meeting so they can feel and think differently. That's therapy, right?

Contract Officer at a Military Base

Jan's co-worker at the base was going to meet with some contractors to negotiate prices and fees for the first time. She was saying how

nervous and shaky she was feeling, how she was starting to regret even having the job, how her mouth was dry and she couldn't even talk right.

Jan broke state by commenting on some dumb thing she saw on TV the night before and then she asked her friend if she could remember a time when she had been in complete control and feeling very confident.

As her co-worker went internal, recalling the event, Jan anchored the state on her elbow. Jan then asked her about the upcoming meeting again while she held the anchor. As her co-worker projected the meeting into the future, an entirely different state was obvious in her posture and facial expressions. She, the co-worker, went to the meeting and handled herself as if she had been negotiating for years.

Now, that's **not therapy**, is it?

A Personnel Interviewer

Joe was invited to participate on an interview panel for preliminary selection of applicants for a new position at his company.

Before starting to conduct the interviews, Joe spoke with the program director who would be responsible for the actual hiring and supervision to ascertain his particular needs. He was asked questions about what his priorities were - skills, experience, personal qualities, etc. Listening carefully, Joe noted that visual impact meant a lot to him. He wanted someone he could "see" was getting the job done. He wanted someone who could "see" what the problems were, and someone who could "outline" their work plans. He wanted someone who could "look" at the issues clearly.

Knowing he would be looking for an individual who could "see eye to eye" with him, Joe figured it was his job to listen carefully for applicants who could match up with their future boss.

The first applicant was very concerned with feelings and wanted a supervisor who would listen to her needs.

The second applicant had a vision of where she thought the job should be going. (She was one of the top two.) She detailed what she could see as the basic demands of the job.

The next was a person who didn't like a lot of change and really didn't want to hear criticism. She was followed by a person who felt he wanted the job, seeing how it could help a lot of people.

The final applicant had done some research and it was evident as he gave specific examples of things he read and then went on to articulate his vision of what he saw the job involving. (He was also in the top two.)

The second applicant got the job and subsequent observation proved that the new employee and her boss worked very effectively together even when they disagreed. At least they could see what the other was trying to portray.

Whew, I'm glad we're not doing therapy and finally getting down to business!

Steve Watson, NSW, LCSW is a licensed clinical social worker with 29 years of experience in therapy. He is a Master Practitioner in NLP, an associate trainer with NLP Comprehensive and NLP of Utah. He conducts NLP workshops at Weber State College and Westminster College in Utah. He is available for specialized NLP presentations and can be reached at (801) 479-8813.

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Exploring Codependence: A Dialogue

By Sally Chamberlaine and Jan Prince

My attention was caught the other day by a TV special featuring Bruno Bettelheim, a noted Austrian child psychologist. Having enjoyed his book *The Uses of Enchantment* in college, I was curious to know more about this fascinating man. As the program progressed, I became increasingly intrigued by the applications of Bettelheim's theories to treating codependence with NLP.

Bruno Bettelheim, now 83, spent a year in concentration camps during World War II. To help maintain his own sanity during this horrible experience, he analyzed himself and others in the concentration camp focusing on the various ways in which prisoners responded to the trauma imposed upon them.

One of the most agonizing situations was that in which prisoners were forced to watch as their friends were killed and decide whether to come to a victim's aid at the risk of their own lives. The decision left the prisoners who chose not to act with tremendous guilt, and possible death to those who did. This is an extreme example of a double bind situation.

Another incident Bettelheim witnessed involved a group of prisoners forced to dig a ditch and then to lie in it. A different group of prisoners was commanded at gun point to throw dirt onto the other prisoners until they suffocated. The second group shoveled dirt until those in the ditch began to struggle. The guards ordered those out of the ditch and the others in. This time, the "rescued" prisoners more willingly buried their "executioners."

Witnessing such atrocities as these provided Bettelheim first-hand experience with people in extreme fear for their lives. He noted that fear of impending death provokes many kinds of bizarre behaviors, and that from the perspective of the acting person, each makes perfect sense. The notion that every behavior has a positive intention was clearly understood by Bettelheim.

Attributing much of his understanding of outrageous behavior in children to his own experience at Dachau and Buchenwald, Bettelheim, in working with psychotic children, appreciated that their bizarre behavior was motivated by a real or perceived threat to life. Each child's behavior portrayed their best attempt to deal with that threat. Bettelheim, though he had never heard of NLP, realized that he had to validate the child's reality and support their behavior as a logical reaction to a crazy situation. Bettelheim also consciously tried to identify with the child's situation from a first position perspective, which his own life-threatening war experience made possible.

Though concentration camp circumstances are more clearly devastating than growing up in a dysfunctional family, Timmen Cermak in *A Primer on Adult Children of Alcoholics* has pointed out the similarities in adaptive responses to stress. "Post Traumatic Stress Disorder (PTSD) occurs when people are subject to stresses of such intensity and nature that they clearly lie outside the range of normal human experience." PTSD, as evidenced by hyper-vigilance, excessive startle responses, and anxiety is as common in codependents as in Vietnam veterans, and presumably, concentration camp survivors.

Cermack notes that "Codependents are particularly subject to the effects of PTSD. Since codependents are very practiced at using denial, they ignore the chronic stress they feel, and minimize its effects. In the end, [they] see each effect of the chronic stress as a symptom of their own inadequacy and their self-esteem falls even further." The similarities in applications of therapy to the two types of disorders becomes apparent when considered in such light.

Bettelheim believes that his tremendous success with psychotic children is due largely to

the concentration camp experience during which he witnessed and experienced the terror present in this child clients. His story brings to mind interesting questions concerning the treatment of codependence and the function of the NLP practitioner.

1. Is an NLP practitioner who has no personal experience as a codependent less capable of treating codependent clients?

If current statistical estimates are to be believed, nearly 100 % of the American population exhibits codependent qualities. Anne Wilson Schaef in *Co-Dependence Misunderstood-Mistreated* discusses in detail the ways in which our society encourages codependency, and quotes Charles Whitfield who estimates that "conservatively, 80 % of all helping professionals remain untrained in this crucial area."

Given that codependence clearly ranges from slightly uncomfortable to severely debilitating, the question arises whether the "it takes one to help one" line of thought applies to codependence as Bettelheim felt it did to treating trauma victims. And, just how "sick" must one be to qualify as having personal experience with codependence? Is an NLP practitioner who is enmeshed in codependent behaviors in a healthy enough position to counsel another codependent?

Another question brought to mind is:

2. How much should NLP practitioners emphasize validating the perceived reality of their clients?

One of the caveats of NLP is to identify the desired outcome and go for it — ecologically of course. Digging around in the past is unnecessary, uncomfortable and usually unthinkable (except, perhaps, to get a quick anchor on an undesirable state). It is just this philosophy which attracts many of us to NLP. Little pain, much gain. But, the experience of Bettelheim and others raises the question of how fast is too fast; how much of a state is enough; and how does one decide? Validation of a client's experience may involve listening to their experiences, as opposed to content free therapy. The feelings which NLPers are taught to circumvent are often a crucial part of the client's experience and must be explored, honored, and sometimes discovered.

Much of Bettelheim's success, he feels, derived from his shared experience of trauma with his patients. According to Bettelheim, all of their destructive behavior is attributable to past experiences. Processing these experiences, with the guidance of an empathetic therapist, is one avenue to healing. There's something about the human contact, the sympathy, that goes beyond (but does not exclude) the technology of, say, a circle of excellence. Part of that may be that a true circle of excellence can only be created by someone who has a sense of self in the first place, and the creation of the state through stacking resources and structuring submodalities only lasts until a stronger shame anchor challenges it. Bettelheim's point may be that to help a person recover from the devastation of shame and abuse delivered by one human being requires the exact opposite: respect, and validation from another human being.

Readers: Share your experience. How DOES the NLP practitioner best validate a codependent client?

Bruno Bettelheim has written many books. Three are:

A Home for the Heart. University of Chicago Press. 1985.

The Uses of Enchantment: The Meaning & Importance of Fairy Tales. Random. 1977.

Truants from Life: The Rehabilitation of Emotionally Disturbed Children. Free Press. 1955.

Products Designed for Healing Codependents

Caravan International carries a line of blank books titled To Open and Explore, Blank Slate, To Remember, and Creativity. The books can be used to journal or chronicle, and the titles encourage a theme for each. Caravan also sells a line of greeting cards, Calligraphy Presentations, with captions such as "New Beginnings, Oops I Goofed, and Crisis Opportunity."

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Sally Chamberlaine, NLP Master Practitioner, combines 7 years NLP experience with 3 years focus on codependence. Sally has an M.A. in English Education. Her experience includes teaching, NLP training, and counseling. She has a private practice. Send correspondence to 1830 Lehigh Street, Boulder, CO 80303 USA or call (303) 494-1908.

Jan Prince is a Certified NLP Practitioner with over 5 years experience working with individuals and groups. Jan is a mediator and communication consultant for business. She has a private practice. Send correspondence to 360 S. Garfield Street, Suite 650, Denver, CO 80209 USA or call (303) 388-2419.

PHOBIA CONTEST WINNER

Months ago when we ran the *Create Your Own Phobia Contest* we were afraid that we would eventually have to pick a winner. The very thought of it filled us with a terror rivaling our fear of Pimento cheeze and Spam sandwiches. Well, we have faced our fears head on (after months of gut wrenching traditional non-NLP therapy) and now announce the winner. Thank you to everyone who entered.

Deborah Susswein received a $100.00 gift certificate on products from Metamorphous Press for her winning entry. Congratulations to Deborah, we hope her phobia clears up soon!!!

CONTEST WINNER

Snapcracklepopophobia = Fear of breakfast cereals that talk back.

Some of the other entries that tickled our collective funny bones were:

ReaderDigestPhobia = The fear of not sending Ed McMahon your sweepstakes entry.
- Barbara Caroll

Peanutbutterpalateaphobia = Fear of getting peanut butter stuck to the roof of your mouth.
- Kris Nygard

Chuckleclunkaphobia = Fear of laughing your head off.
- James Hudson

Clogaphobia = Fear of clog dancers.
- Anthony Jarzombek

Twistadeskaphobia = Fear that one's desk will be twisted out of position overnight a cause on to lose track of their intricate desktop filing system.
- Raymond Kent

Supercaliphragilisticexpialadociaphobia = Fear of short words.
- Robert Montgomery

Argyleaphobia = The fear of capture by the same force lurking in your drier which claims your socks for its own. Treatment includes the ritual burial of your dryer and frequent sun worship ceremonies accompanied by your socks.
- John Hilkevich

Warehouseforkliftaphobia = Fear of being run over by a forklift while shopping at a warehouse club.
- Jose Rodriquez

PepsiColaPhobia = Fear that your hair will catch fire while listening to Michael Jackson songs.
- Barbara Caroll

Emptynest-interuptusaphobia = Fear that after the kids move out and have five of their own, that they will move back home with you.
- Sue McElderry

Book Review:

In Search of Solutions: A New Direction in Psychotherapy.

By William Hudson O'Hanlon and Michele Weiner-Davis.
W. W. Norton & Company. NY: 1989.
191 pp. $19.95.

The psychotherapy book *In Search of Solutions* is based on Milton Erickson's therapy style and the latest developments in brief therapy. "It is a method that focuses on people's competence rather than their weakness, their possibilities rather their limitations." (p.1)

Two chapters are devoted to explaining the assumptions of solution therapy that differ from other psychotherapy styles. For the reader trained in NLP, the assumptions will be familiar. The chapter on speaking the client's language is clear with no jargon, but also not new to the person in NLP.

Solution therapy uses reframing to try to eliminate the client's problem in the first session if possible. This is accomplished with presuppositions and questions that elicit exceptions to the problems and solutions that worked in the past. By dissolving the idea that there is a problem, the client does not need to come back and the therapy is a success!

Brief therapy often includes Homework. The solution therapist is taught to observe the process of this as much as the homework itself. How the client does the homework is the pattern for assigning future tasks. I would prefer a whole chapter on this subject instead of its brief mention.

One of the strengths of the book is the chapter on pattern interruption. This chapter gives specific directions for assigning the client the task of doing the unwanted problem differently. If you have read many of Erickson's case studies, you know how successfully Erickson used this in his work. Another useful section discusses three formulas for change. These are generic tasks that can be assigned for any problem. For example, the task for the second session is for the client to observe what in the problem area that "you want to continue to happen."

O'Hanlon and Weiner-Davis include a chapter on what not to do in therapy, thus avoiding dead ends.

This book will be most useful to a therapist not trained in brief therapy or NLP. The person who has had this training will find that s/he is familiar with most of the information. But the new information is quite good. For the experienced person, better to borrow than to buy.

Sandy LaForge is a NLP Practitioner in private practice in Boulder. She also is the owner of NLP Books, a mail order book service. She can be reached at 2705 Vassar Drive, Boulder, CO 80303, or by calling (303) 494-2643.

"Love is when two people who care about each other get confused."

- Bob Schneider

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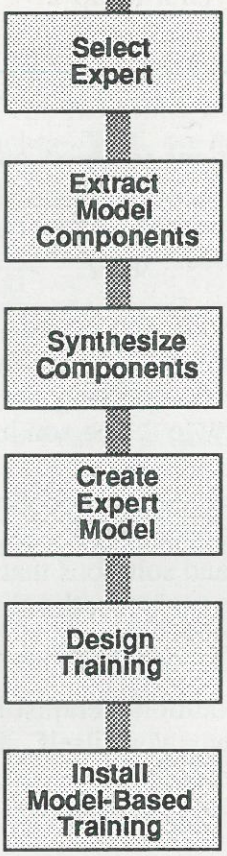
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Mar. 10	NLP Advanced Supervision
Mar. 24-25	Making Dollars with Sense
May 19-20	Introduction to NLP

AVANTA NETWORK
139 Forest Avenue - Palo Alto, CA 94301 (413) 327-1424

July 22-Aug. 17	10th Annual Process Community (Crested Butte, CO)

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Feb. 23-25	Basic NLP II
Mar. 23-25	Time Line Therapy

DYNAMIC LEARNING CENTER
P.O. Box 1112 - Ben Lomond, CA 95005 (408) 336-3457

Mar. 21-25	Unified Field Theory/Trainer Training
June 29-July 5	Academy of Behavioral Technology

EASTWOOD FAMILY THERAPY CENTRE
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Mar. 30-31	Solution-Oriented Therapy and Hypnosis (Bill O'Hanlon)

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Feb. 8	Myth, Metaphors, and the Inner Self (Boulder, CO)

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Experimental Dynamics

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Feb. 28-Mar. 1	Segment V - Underlying Structures
Mar. 23-25	Relationships: Creating Quality and Fulfillment
Mar. 28-Apr. 1	Segment III Patterns of Problems
Apr. 4-8	Segment VI - Reference Experiences
May 16-20	Segment IV - Intervention Protocol
May 23-27	Segment VII - Modeling
May 29-June 2	Segment I - Fundamentals of NLP
June 4-8	Segment III - Patterns of Problems
June 11-15	Segment II - Experiential Array
June 18-22	Segment IV - Intervention Protocol
June 25-29	Segment V - Underlying Structures

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Mar. 3-5	Clinical Issues in the Treatment of Adult Children of Incest and Child Abuse (Charleston, WV (304) 253-8068
Mar. 9-10	Letting the Child Out: An Experiential Clinic (Washington, DC (202) 829-2452
Mar. 12-13	The Treatment of Multi-Generational Poly-Abusive Families (Leesburg, VA) (703) 777-0366
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Mar. 24	Practitioner/Master Practitioner Phase I Begins ((Los Angeles)
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Mar. 5, 12, 19, 26	Introduction to NLP: weekday evening series
Mar. 30-Apr. 1	Beliefs, Values and Meta Programs
Apr. 20-22	Pathways to Leadership I with Robert Dilts
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Mar. 17-18	Weekend for Growth/Healing
Mar. 21	NLP in Sales
Apr. 19	NLP Stress Management Techniques for Managers and Supervisors

NATIONAL TRAINING INSTITUTE FOR NLP
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Feb. 9-11	Robert Dilts: Belief Change for Adult Children of Addiction

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Mar. 30-31	Solutions-Oriented Therapy and Hypnosis (Sydney Australia)

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Feb 23	10-Day Intensive Residential Modeling Masters begins
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May 18	Practitioner Training Begins (Greensville, SC)

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Feb. 7	Increasing Your Effectiveness: An Intro to NLP
Feb. 9	NLP & Education (June Jackson)
Mar. 28	NLP: An Overview (Tim Hallbom & Suzi Smith)
Apr. 7	Cleo Cohen
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