

Nurturing POTENTIAL

in Education, Personal Growth, Health, Relationships, Business . . .



Major theme:

EMOTIONAL FREEDOM TECHNIQUES

Education:

Nurturing reading
and writing potential

Personal Growth:

Contemporary
Shamanism

Team-building:

A question
of balance

Health:

Portrait of the author
as a madwoman

■ Nurturing ■ **POTENTIAL**

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(Authors' Self-Publishing Enterprise)

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There is within each of us a potential for greatness. And greatness is not measured by objective achievement alone, but needs to take its starting point into account. An Irish proverb says: Praise the ripe field not the green corn. And to Oliver Cromwell is attributed: "None climbs so high as he who knows not whither he is going." To which we would add: it doesn't matter how far you have come or where you wish to go, you can always get there from here.

The aim of **Nurturing Potential** is to provide signposts, to suggest less-travelled footpaths, to open up new vistas and new territories, and to recommend different maps for familiar territories. To this end we will be providing serious and light-hearted material, for we believe the frivolous can be as didactic as the academic.

Your bouquets and brickbats will be equally welcome. Even more appreciated will be your contributions by way of articles, comments and suggestions. And do not neglect the Letters' page.

"If a great thing can be done at all, it can be done easily. But it is that kind of ease with which a tree blossoms after long years of gathering strength."

[John Ruskin]

"But the fruit that can fall without shaking, Indeed is too mellow for me"

[Lady Mary Wortley Montagu]

"Now, here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

[Lewis Carroll - Through the Looking Glass]

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"Given a choice between changing and proving that it is not necessary, most people get busy with the proof."

J.K. Galbraith

nurturing POTENTIAL

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MAIN THEME

Emotional Freedom Techniques



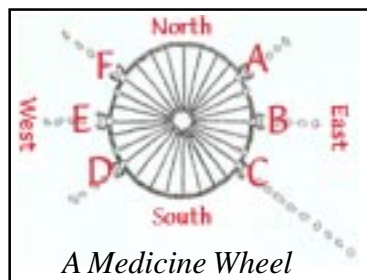
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"Emotional misery is truly at the root of any kind of disturbing human behaviour, be it addictions, alcoholism, over-eating, aggression, rage, lack of happiness . . ."

- Silvia Hartmann

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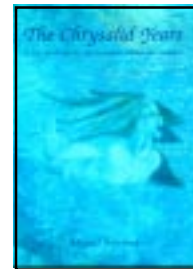
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*Stop Press Book
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**Our front cover design is intended to convey
an amusing metaphor for Emotional Freedom Tapping**

WHO ARE WE?

By way of introduction

This prototype edition of **Nurturing Potential** is intended to “test the waters” for a publication that is aimed at everyone who wants to explore, experience and experiment with new ideas that will nurture potential for personal and professional, individual and mutual empowerment.

We will welcome well-written, thought-provoking articles, inspirational quotes and other material relevant to nurturing potential in education, health, personal and professional relationships and other areas of human endeavour.

Each issue of **NP** will feature articles on a major topic or theme from writers with different and divergent disciplines. For this issue we have chosen Emotional Freedom Techniques; the next issue will feature the Self-Change Model (or Transtheoretical Model of Change).

Who are we? - Joe Sinclair



The skills for producing and editing house magazines were honed during more than thirty years experience of producing them for a variety of commercial enterprises for whom I worked.

After retirement from full-time commercial activity, I devoted myself to my writing, and had a major success with a self-published book on Refrigerated Transport.

My involvement in various publishing initiatives includes the Author-Publisher Enterprise (APE) in which John Dawes and Trevor Lockwood (see his website: <http://www.author.co.uk>) were prominent. I have edited journals for the (late) Group Relations Training Association, the Independent Practitioners' Network, and the NLP/Education Network, and produced a corporate newsletter for more than sixteen years.

Anticipating the changes in the book marketing and publishing world, I formed Authors' Self-Publishing Enterprise (ASPEN), wanting to assist other writers to publish their own works; although, to be honest, I also wanted a vehicle for my own books, several of which ASPEN has now published. ASPEN has also successfully published books by other authors, the most recent of which, *The Chrysalid Years*, is described in the article starting on page 27: *Portrait of the Author as a Mad Woman*.

I have successfully bridged several “worlds”: the world of commerce and that of authorship; the arena of marketing and the area of personal growth. In this last connection, I have trained in Co-Counselling, Neuro-Linguistic Programming, Transactional Analysis, A Course in Miracles, Attitudinal Healing, and Gestalt Psychology. I have also studied Alexander Technique, Reflexology, Aromatherapy and Yoga. Several of these disciplines are shared with my colleague and collaborator Michael Mallows.

Who are we? - Michael Mallows



I am a management consultant, therapist (specialising in adoption), an author, a healer and workshop facilitator. I run workshops on various themes such as personal development, communicating with adolescents, creating fictional characters.

For over 25 years I have been involved in helping people to realise more of their potential, always with a focus on exploring my own. I've come far enough to see how much further I still have to go on this journey of discovery. It's an adventure, a roller coaster of a ride. which I love most of the time and when I don't, it is usually when the greatest learning is on offer.

I've also discovered that the Universe, in its untiring abundance, unstinting perseverance and irritating persistence, will continue presenting the same old lessons (often disguised as something else) until I'm ready. At those moments, I can either regret waiting so long - thus turning an achievement into a chore - or I can celebrate the fact that that particular lesson has finally, *finally* got through.

What is our objective?

Our shared experience and expertise convinces us that it is possible and desirable to achieve a cross-fertilisation of ideas between a number of disciplines. Developments in the field of personal growth psychology, for example, are successfully applied in education; academic research frequently has a profound influence on personal development, and so on.

A publication devoted to the development of mutual empowerment and potential through the cross fertilization of ideas, theories and models seemed a logical next step and we invite you - as subscriber and perhaps as contributor - to share our journey.

What is EFT?

by Joe Sinclair

This introduction is an over-simplification that, hopefully, will whet your appetite for a more detailed and specific explanation, directions to which will be provided at the end of this article.

Emotional Freedom Technique (EFT) is to acupressure what acupressure is to acupuncture; each shares theory and techniques with the others to provide a means of dealing with negativity and disruption in the human body. Acupuncture uses needles at significant points in the body (the “meridians”) in order to activate and speed up the healing process. Acupressure is based on the same theory, but uses the pressure of finger and thumb, or tapping, rather than puncturing with a needle.

EFT similarly uses the meridian points and adopts the acupressure method of tapping (sometimes rubbing), but primarily to effect cures of emotional rather than physical problems, although inasmuch as physical ailments are frequently emotion-based, it will also cure physical disruptions.

In EFT the “client” is encouraged to concentrate on the specific problem and focus on a positive phrase that represents the antithesis of the disabling emotion. While the client repeats this phrase silently or aloud, the “therapist” will tap with fingertips on various spots on the client’s body or head. This tapping balances the energy meridians that have been affected by the client’s emotional disruption.

The consequence of this treatment is that the emotional disturbance becomes removed, even though the memory of the disturbance is not lost. Cognition has changed and even if the client tries to relive the experience that caused the emotional disruption, it is no longer disturbing.

A major advantage of EFT over other forms of treatment is that ultimately it can be practised by anyone on their own, without the need of a therapist or overseer. Once the technique has been mastered, and a very simple technique it is, it can be used whenever the need arises. It can also be used in conjunction with other disciplines, such as NLP, to go beyond mere recovery to empowerment.

Indeed it can be a valuable tool for nurturing the potential that has become immobilized by emotional disruption.

EFT is of fairly recent origin, no more than five years and developed from Roger Callahan’s Thought Field

Therapy (TFT) which was transformed into EFT by Gary Craig and you can find out all about it on his website www.emofree.com.

Silvia Hartmann, a protege of Gary Craig’s and the author of *Adventures in EFT** has written about her own experience after “dipping into” the study course:

“An hour later, I had accessed a severely repressed traumatic time - the death of my father. I had touched the intense pain I had been carrying for a long seven years, I had been absolutely horrified by the realisation that time had not even begun to heal this at all, and I had released the pain through the tapping, reaching a state of brilliance and clarity; a state of awareness; a release so profound that I cannot convey what this was like or how it subsequently affected me to you in mere words.

“I knew then that all I had heard about these techniques was true. It was as profound and powerful as they had said it was. This really, truly worked. Since that moment, my life has not been the same again.

“As a therapist, since then I have been able [in effect] to make the lame walk and the blind see.

“As a teacher, I have been able to allow my students to learn at a level they never thought possible.

“As an individual, I have gained a profoundly new elegance of life. I have discovered new skills and abilities I never thought I possessed, and those I already used, have become super-charged.

“As a mother, I have been able to calm my children, to support them in a way that was previously unimaginable, and to help them permanently overcome perceived limitations and moments of loss of faith.

“What more can I say?”

* You can find out more at: <http://1-eft.com/>

The following pages comprise testimonials from a number of practitioners, plus several original and reprinted articles describing how EFT is used to nurture our own potential for health.

Belief change with EFT

by Don A. Blackerby, Ph.D.



EFT PROCEDURE

1. The Setup

Repeat 3 times this affirmation:

“Even though I have this _____ [or “ Even though I still have some of this _____] I deeply and completely accept myself.”

at the same time continuously rubbing the PR Spot (which is shown on the first diagram below, situated above the heart).

2. The Sequence

Tap about 7 times on each of the following energy points while repeating the Reminder Phrase at each point. EB = Beginning of the EyeBrow SE = Side of the Eye UE = Under the Eye UN = Under the Nose Ch = Chin CB = Beginning of the CollarBone UA = Under the Arm Th = Thumb IF = Index Finger MF = Middle Finger BF = Baby Finger KC = Karate Chop

3. The 9 Gamut Procedure

Continuously tap on the Gamut point while performing each of these 9 actions: (1) Eyes closed (2) Eyes open (3) Eyes hard down right (4) Eyes hard down left (5) Roll eyes in circle (6) Roll eyes in other direction (7) Hum 2 seconds of a song (8) Count to 5 (9) Hum 2 seconds of a song.

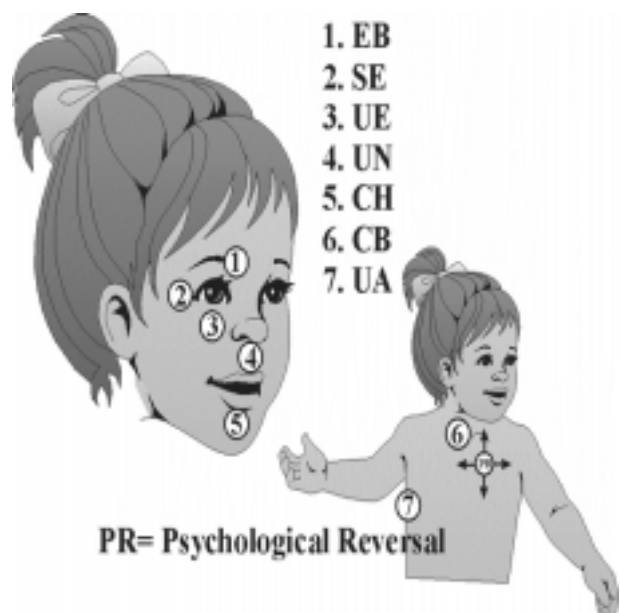
4. The Sequence (again)

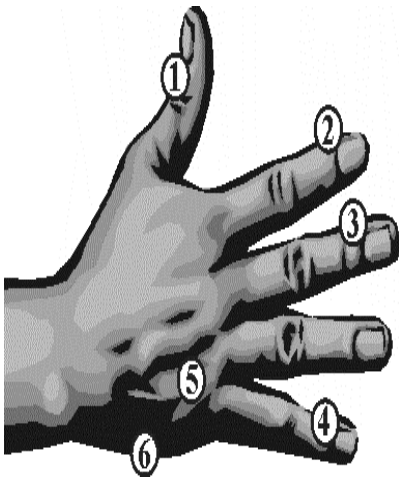
Tap about 7 times on each of the following energy points while repeating the Reminder Phrase at each point: EB, SE, UE, UN, Ch, CB, UA, Th, IF, MF, BF, KC.

Several years ago, after I started working with students who had been diagnosed with Attention Deficit Disorder (ADD), I discovered that many of the students had massive trauma in their background and pervasive rage. I needed some way of helping them clear the emotions that were locked in their bodies so I could have access to their minds. I went to a Thought Field Therapy (TFT) workshop and found what I needed—a quick and efficient way to clear stuck emotions. For those of you who haven't discovered it yet, TFT is the brilliant development of Roger J. Callahan, Ph.D. (see Callahan). TFT requires learning several protocols or sequences and of tapping on points of the energy meridians of the body. Different problems require different protocols. The results are swift and lasting.

Towards the end of the TFT workshop, the workshop leader reported that there was one protocol that would cover practically all the problems. This protocol was called Emotional Freedom Technique (EFT) and had been developed by Gary Craig, one of Dr. Callahan's students. The workshop leader taught us EFT and I have been using it with clients blocked by heavy emotion as well as students with ADD. I have used it with rage, symptoms of ADD, confusion, depression, overwhelming feelings of all kinds, frustration and abuse to name just a few.

So, before we go any further, let's review EFT. It is simple and easy to do. However, doing it with style and mastery requires training. (If you are interested in being trained in EFT or in reading more about it, check out Gary Craig's web site listed in the references.) You identify the issue to be dealt with and have the client assign it a code word or “reminder phrase.” Then assess the strength of the issue. Some EFT practitioners do muscle testing and others ask the client to assess on a scale from 0 to 10, where 0 is no strength and 10 is maximum strength. Then, while the client attends to the issue with the reminder phrase, you lead them through the EFT steps as follows:





1. TH
2. IF
3. MF
4. BF
5. Gamut Pt.
6. KC

Assess the strength of the issue again. It usually has been diminished. If there is any strength left, do the EFT on the “remaining” problem. The Setup affirmation and the Reminder Phrase are adjusted to reflect that you are addressing the *remaining* problem. Continue this until it has gone away completely. Sometimes a new aspect or issue of the problem will emerge when the first problem is gone. When this happens, repeat EFT on the new aspect.

So, for example, a year ago I was working with a teenage tennis player who had trouble maintaining his composure during tennis matches. This would occur when he would be playing a match without a linesman. The linesman’s job is to officiate whether or not a ball is in bounds or out of bounds. When my client thought his opponent was cheating, he would get mad and lose his concentration and focus. His anger measured a 10. We tapped EFT on his anger and it dropped to a 5. We did the “set up” on the remaining anger, tapped again and it dropped to a 1. As he sat there contemplating the change he remarked “You know, it’s not just that I get angry. When it really gets to me is when I am playing a friend and he cheats—I feel so betrayed!” This is an example of another aspect or issue that is sometimes revealed when the emotion of the first aspect is released. We repeated the EFT procedure on betrayal until those emotions were gone.

A critical skill for the EFT Practitioner is to be able to assist the client in uncovering the evolving new aspects. Many EFT Practitioners are highly skilled, gifted, and intuitive and do an exceptional job in assisting their clients. One of the ways I use to assist my clients is to use the template of the Logical Levels of Experience to search for possible new aspects. This not only allows me to utilize my intuitiveness but to also have a guide to assist me in making sure I have given my client access to all the remaining aspects. So, before we go any farther, let’s review the Logical Levels of Experience.

LOGICAL LEVELS

Spiritual/Greater System - Attempts to change at this level affects our experience of being a part of a much vaster system. Answers the question of WHO ELSE DOES THIS CHANGE SERVE? Or, WHAT IS THE GREATER VISION FOR THIS CHANGE?

Identity - Attempts to change at this level affects self-image and overall purpose. Answers the question of WHO AM I THAT I WOULD PURSUE THIS CHANGE and/or WHAT KIND OF PERSON AM I THAT I WOULD PURSUE THIS CHANGE and/or WHAT IS MY PURPOSE FOR PURSUING THIS CHANGE?

Beliefs and Values - Attempts to change at this level affects the motivation and permission by affecting the reasons that we do it. Answers the question of WHY DO I PURSUE THIS CHANGE?

Capabilities - Attempts to change at this level affects behavioral actions through a mental map, skill or strategy. Answers the question of MENTALLY, HOW DO I ACCOMPLISH THIS CHANGE?

Behavior - Attempts to change at this level affects specific actions taken within the environment. Answers the question of WHAT DO I DO OR WHAT ACTIONS DO I TAKE TO ACCOMPLISH THIS CHANGE?

Environmental - Attempts to change at this level affects the external constraints a person has to live within and react to. Answers the questions of WHERE and/or WHEN and/or WITH WHOM DO I PRACTICE THIS CHANGE ?

When I first started using Neuro-Linguistic Programming (NLP) to model the subjective experience of those with the symptoms of Attention Deficit Disorder (ADD), I used the Logical Levels extensively. The published symptoms of ADD like hyperactivity, distractibility, forgetfulness, impulsiveness, lack of organization, and procrastination are diagnosed at the Logical Level of Behavior. What I found were symptoms at all the Logical Levels. So, when I work with somebody with ADD, I systematically work with them through all the Logical Levels. I have found that using EFT to do this greatly speeds up the process.

First of all, the environment many times is the triggering mechanism for the ADD symptoms. Classrooms, noise, lots of activity, a boring lecture, and the like can trigger ADD symptoms. Many of the recommended remedies in the books on ADD are about how to control the environment around the person with ADD symptoms.

Many schools have “quiet rooms” where students can go to study. Sometimes teachers will move students with ADD symptoms around the room in order to find a place with fewer distractions. Having them do the EFT tapping on what they sense around them when the ADD symptoms kick in is one of the easiest interventions to do. Examples are: seeing or hearing a particular teacher, a brother or sister, a classroom, or being compelled to do a boring school lesson are just a few of the possibilities. So, ask the client the following question and listen and notice those responses that are emotion laden “When you start to experience the ADD symptom of _____, what or whom do you see or hear around you?” Get them to elaborate, so you can read the emotional response.

As I mentioned earlier, the symptoms of ADD as listed above are primarily seen as behaviors. Some of the more common remedies in the ADD literature, besides taking drugs, are behavior modification techniques (like moving the student around). Tapping with EFT on these behaviors many times will eliminate the behaviors or at least will relieve the student of the emotional baggage connected to the symptoms.

At the Capability Level, I have found two phenomena in students with ADD that I work with. The first is the sense that

their mind is out of control. What I found was that many had multiple images in their mind and they could not control them or focus on just one. Sometimes the images are flying around; sometimes they appear and then mysteriously disappear. I had a 12-year old boy one time tell me that he had 16 images at one time in the form of 4 rows of 4 TV monitors. Each TV had a different subject on it. I have had others describe their subjective experience as giant shows with images flying all over the place like shooting stars. One of the ways I test for this is to give them a mental assignment which forces them to stabilize an image in their mind. I give them a word that they already know how to spell and have them spell it backwards or from right to left. If their mind is out of control, they will exclaim “I can’t hold the picture, it keeps going away!” or “My mind won’t let me do it, it takes it away!” I then tap on their feeling that their mind is out of control until they regain control.

Secondly, once they can control their mind, then usually I have to teach them HOW TO LEARN in the classroom. Our schools presuppose that children know how to learn in the classroom and do not accept the responsibility of teaching them effective learning strategies.

Most teachers focus on giving them LEARNING ACTIVITIES (which are at the behavior Logical Level) and leave it to chance that learning actually occurs (e.g., writing a spelling word down 10 times). This is a major void that occurs in our schools that creates much trauma in many students. This trauma occurs in “normal” underachieving students as well as those with “learning disabilities.” Many if not all of those who have been diagnosed with ADD and in particular ADHD have been traumatized repeatedly in school. And much of this trauma comes from the fact that they cannot control their minds and therefore cannot effectively learn in the classroom. I tap on these traumas while I am assuring them that things will change since I am also going to teach them HOW TO LEARN.

At the next Logical Level of Beliefs/Values, I find that many students have either a void of positive and empowering beliefs and values regarding school and learning or they have already picked up “limiting” beliefs and values. For example, some ADD students who have the sense that their mind is out of control will adopt an unconscious belief “I can’t control my mind!”

or “My mind controls me!” or “My mind makes me do things and I get in trouble!” They will also have limiting beliefs about the value of school

Tapping with EFT on these behaviors many times will eliminate the behaviors or at least will relieve the student of the emotional baggage

like “School sucks!” or “School is boring!” They will also adopt beliefs about their capability like “I can’t learn ____!” or “I can’t do math!” In fact, they can have beliefs at any and all of the Logical Levels. Eliciting these limiting beliefs and changing them to more empowering beliefs at all logical levels can and is a truly transforming experience for the students I work with. Coupling the learning of new and effective learning strategies with the elimination of limiting beliefs and the addition of empowering beliefs through the Logical Levels pretty well completes the transformation. After this coverage of the Logical Levels, I will share with you a way to change limiting beliefs using EFT.

Many ADD and ADHD students have limiting beliefs at the identity level because so much of the feedback they get from parents, teachers and peers is about how different they are as a person. So, many times they will have Identity Level beliefs like “I am weird.” or “I’m different than everybody else.” or “I’m dumb.” or “I’m learning disabled.” or “I’m an ADDer.” Changing this level of limiting beliefs sends reverberations through all the lower logical levels and has quite an impact on the student.

When I am working with a teenager who has been diagnosed with ADD, I look pretty hard for limiting beliefs at the highest Logical Level of Spiritual/Greater System. By the time they hit teenage years they have been traumatized by the system to such a degree that they can become anti-social in many ways. You will hear them say things like “Why did God do this to me, I didn’t deserve this” or “Why don’t the schools help me—nobody cares about me!” They feel so much like social outcasts that they sometimes turn to gangs so that they can feel like they have a group identity and a sense of belonging

Last Summer in my “Rediscover the Joy of Learning” Certification Training, I was teaching how I used EFT with students when it dawned on me that I had added a wrinkle or two. When I looked closer at what I was doing, I realized I had developed a new and quicker way to change limiting beliefs. The structure of how to change limiting beliefs starts with creating doubt in the old limiting belief and then introducing the new belief and energizing it. Beliefs are held in place by their emotional investment. When you have a limiting belief that has been brought about by traumas and you use EFT on the limiting belief it, in effect, drains the negative emotion away from the limiting belief. This weakens the strength of the belief, which opens the way for doubt to creep in. If you immediately have them choose a new, empowering belief and repeat it while they go through the EFT protocol again, you are connecting new and positive emotions to the new belief—effectively installing it in them.

With the tennis player I described earlier, after we had cleared his anger and feeling of betrayal, I asked him how he wanted to respond to the fact that somebody was cheating on him. His reply was “I want the energy of the anger to translate into more energy in my game and I want it to be focused energy!” We summarized that to “I choose for the cheating to give me focused energy!” We tapped through the EFT again while he repeated the new belief at every energy point. This connects the new belief with a positive energy and connects a positive response to the cheating. The last time I checked he was having no problems with anger on the tennis court. In fact, he was playing tennis better than he had ever played. In the State tennis tournament, he advanced to the final round while beating some opponents that he had never beat before.

Another example occurred recently when an insurance agent came to see me for fear of rejection when he needed to cold call over the telephone. He had been an insurance agent for 7 years and was very successful in his career. The stress that he would go through, however, when he had to cold call was unbearable and would filter down to his family. He wanted some help.

I had him get into the fear of rejection and give it a number and he labeled it an 8. While he was attending to the fear of rejection I led him through the EFT tapping protocol. To his amazement, when we got through he could not access any fear of rejection—zero. I future paced him and had him imagine all sorts of different situations and he could not access the fear. I then asked him how he wanted to respond when he needed to cold call. He replied “I want to be confident and calm when I cold call.” We condensed that to the belief statement “When I am cold calling, I choose to be confident and calm.” He repeated the new belief statement as he went through the EFT tapping. The last time I talked to him about it was after several months and he was having no problems whatsoever with the cold calling.

During a “EFT Speciality” Workshop presentation in Flagstaff, AZ recently I alluded to the fact that I was modeling how Gary Craig’s EFT tapping was so effective. Some of the participants teased me about holding out on them. I told them a little bit about how he was linguistically moving up and down the Logical Levels while tapping. There was more, but I did not want to get pulled off of my planned presentation. So, with Gary’s permission, here is the rest of the story.

I am sure that Gary does even more than I noticed, but one of the more powerful things he does is change the limiting beliefs behind the issues. He does it in the following manner:

STRUCTURE OF A BELIEF CHANGE

In order for a limiting belief to be changed, you must create doubt in the old belief. The old belief is held together with the emotional energy that is connected to it. When Gary is tapping on the issues, he releases that energy in four primary ways:

1. The tapping releases energy.
2. Humor—getting a person to laugh at the issue with his humorous remarks.
3. His counter examples—one time he was working with a lady that believed she couldn’t make money until she lost weight. He wondered out loud if Oprah Winfrey had a belief that her weight was limiting her money making ability—both a counter example and funny.
4. His Reframing of the issue—getting the person to think about the issue in a different way. For your information, Reframing is one of about 14 “Sleight of Mouth” patterns that can be learned in Neuro-Linguistic Programming (NLP). Sleight of Mouth patterns are linguistic patterns designed to “loosen” the believability of old beliefs.

While Gary is doing the above in his “Stream of Consciousness” he is also offering new ways of thinking about the issue (reframing) through all the Logical Levels. Since this is done while he is tapping, it attaches new and positive energy to the new beliefs he is offering. One of the reasons this works so well is related to the fact that when you change an old limiting belief, it creates a vacuum in the unconscious that is open to positive alternative ways of being and thinking. Since he does this while tapping through all the Logical Levels, he is, in effect, integrating the new beliefs through all of the Logical Levels.

Of course, this is just my opinion, so if it seems right to you, it is something that can be learned. In my opinion, if you learn how to do the above to the degree that you are “unconsciously competent” at it then you can also do what Gary says “Go to a Spiritual Level and get yourself out of the way and let your intuition tell you what to do,” you can be even more precise and powerful in helping your clients.

The nice thing about being able to elicit and change limiting beliefs to empowering beliefs, is how pervasive and transforming the changes are. Particularly, when the beliefs are changes higher up in the Logical Levels.

When you change a belief at the Identity Level, for example, it will affect lower level beliefs, capabilities and behaviors. Because these changes are so pervasive, I want my clients to integrate the changes through the Logical Levels in my presence.

I find that the integration solidifies the new belief(s) and sets it into their future with specific changes they can look forward to. I usually do this physically by having the client write each of the six levels on a piece of paper and line them up on the floor about a foot or two apart. As the tennis player above, for example, stepped on each level, I asked him the following questions and let him elaborate on his answers:

Environment Level—“Where, when and with whom will you choose for the energy to be focused?”

Behavior Level—“What behaviors or actions will you engage in when you choose for the energy to be focused?”

Capability Level—“What mental states or strategies will you engage when you choose for the energy to be focused?”

Beliefs/Values Level—“What values and beliefs will you need and use when you choose for the energy to be focused?”

Identity Level—“What kind of person are you that you choose for the energy to be focused?”

Spiritual/Greater System Level—“Who else does this serve or what greater mission or vision does it serve when you choose for the energy to be focused?”

As a client walks the logical levels from environment to spiritual/greater system, the answers become more general and can even become metaphorical. After they complete the walk, I have them turn around and walk back through the Logical Levels with their focus on their expanded identity and sense of mission or vision.

This double walk through the Logical Levels not only grounds the new belief in reality and actions but also gives it a higher sense of meaning and purpose. It also assures that all the logical levels have been connected and that there are not any voids at any level. When the tennis player left my office he felt powerfully empowered and confident that he would not have any more problems with anger on the tennis court.

In my experience in working with students that struggle in school (particularly those with ADD symptoms), it is incredibly important to ferret out all the limiting beliefs regarding school and learning and replace them with more empowering beliefs. In the past, it has sometimes been a tough sale to get a student, especially a young one, to allow it to be done. Using EFT to facilitate the belief change makes it quick and fun. And, it can be done with very young children too.

References

Roger J. Callahan, Ph.D., www.tftrx.com
Gary H. Craig, www.emofree.com

About the Author

Don A. Blackerby, Ph.D. is founder of SUCCESS SKILLS in Oklahoma City, Oklahoma, USA. He is a former math teacher and college dean and founded SUCCESS SKILLS in 1981 in order to focus on using NLP in helping struggling students in school. In 1996, he wrote a book *Rediscover the Joy of Learning* in which he describes his NLP based strategies and processes on how he helps struggling students including those with Attention Deficit Disorder (ADD). Don may be contacted in various ways. His address is: SUCCESS SKILLS, PO Box 42631, Oklahoma City, OK 73123, USA.

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From Diane Kendrick

Three years ago a colleague told me about a system of tapping on acupuncture points and gave me a sheet of paper with tapping points marked on it, taken from Gary Craig's EFT manual. It seemed very weird to me but I thought I'd give it a try.

I had a client coming to see me the next day for hypnotherapy and proposed, with her permission, to try an experiment. She was suffering from panic attacks when travelling and was due to fly out on holiday the next day. During hypnosis, we established that her problem had started when she had fainted in a hot place and that it's when she gets hot, away from home, that she has a panic attack.

Curing panic attacks usually takes a number of hypnotherapy sessions, with the client using relaxation and desensitisation techniques in between sessions. Even then, the duration is unpredictable. We began by tapping for 'even though I'm afraid of having an attack in hot places, I deeply and completely accept myself', and, 'even though I fainted when I was I was on holiday, and I'm afraid of fainting again, I deeply and completely accept myself'. As I had no experience of the system, I couldn't explain much about it, but she was very open minded and desperate to get better.

I could hardly believe how quickly she became comfortable with the idea of going away, but then she started to look for other situations – this often happens in this situation. We dealt with trains and buses and anything else that may be connected. She called me the next day and said she was really looking forward to the holiday and that she had just been behaving a 'bit silly'. Gary Craig calls this the 'Apex' effect', when the client doesn't acknowledge that EFT has helped, often saying 'oh well, it wasn't really a big deal, I was just being silly'. Do I care? Not at all. I will use anything in my tool-box which may help and EFT is, in my opinion, the most useful tool I have.

I now introduce EFT to all my hypnotherapy clients and find that the combination of hypnotherapy and EFT is wonderful. I introduce it by explaining about the mind/body connection and the links with Chinese medicine and NLP. I also show Garry Craig's introductory video, which is truly impressive. The effect on my success with all kinds of conditions has been staggering. These include habit disorders, weight control, emotional problems, physical problems... the list goes on. We may never truly be sure of how EFT works, but I rather like it like that!

Diane Kendrick Dip Hyp, PsyV may be contacted by email: diane.kendrick@bigfoot.com, or by telephone at 01202 740392.

From Michael Carr-Jones

I first came across EFT when I was visiting a friend in Montreal who showed me Gary Craig's EFT training videos.

In the beginning I was somewhat sceptical. Being a practising hypnotherapist I thought I had all the answers!

When I did start to use Energy Tapping (EFT) I was amazed at the results and the ease with which I was able to help clients and friends to help themselves; to change things in their lives that they had been struggling with for years. After four or five years the list is almost endless, fears and phobias that have bugged them for what seems like forever resolved often in a matter of moments. I now work one to one, or over the telephone, and in groups. Just imagine how good it is to be able to help an agoraphobic leave the house for the first time in twenty years, or a sufferer from claustrophobia to use a lift when they have never been able to use one before; for someone to overcome their fear of driving on a motorway, to pass an exam, overcome your dread of flying, cats, dogs, snakes. As I said, the list is endless.

The discovery that psychological change can occur in such a simple way is a breakthrough in mental health. It's a radical departure from talk therapy, which dominated psychology in the twentieth century. Many people still believe that the most effective and healthy method of emotional change occurs through talk therapy, in which new knowledge is learned or new life skills are developed through verbal communication. Although it may not seem realistic that tapping on meridian points located on your face and hands can change how you think or feel, we have not found another treatment that is as fast or as effective as energy psychology.

For more information about Energy Psychology and Workshops Michael Carr-Jones may be contacted by email:

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Both Michael Carr-Jones and Diane Kendrick are members of DACP (The Dorset Association of Complementary Practitioners), whose website may be found at <http://www.dacp.org.uk>

I've built myself a prison

by Michael Mallows



Emotional Freedom Technique (EFT) is a methodology that can have profound and lasting effects on thoughts, feelings and behaviours. Individually or in groups, people can tap into their resources and respond more effectively in challenging situations.

The techniques of EFT are perhaps best known for the tapping sequences or algorithms that originated with Dr Roger Callahan's Thought Form Therapy, which evolved from research into the efficacy of Kinesiology, NLP and acupuncture. The method involves tapping on various meridian points, and also uses key phrases, directed eye-movements, humming and voice. The tapping apparently creates new neural pathways and increases synaptic connections. The humming resonates through the whole body and, along with the breathing techniques, increases a state of calm. The humming is also a useful indicator of doubts about the prospect or possibility of personal change. These doubts are often symptoms of limiting beliefs that need to be resolved and EFT can help with the process.

Callahan's work has been modified and developed by Gary Craig and, not surprisingly, there are many inspiring case studies on the Internet.

EFT is an extraordinarily powerful addition to my repertoire, and I use it with anybody of any age who will benefit from a self-help technique that gives them the awareness and the ability to alter their own state. This could be when they are anxious or angry, for example, or when they need to be at their most relaxed and resourceful, say when sitting a test or attending a job interview.

With adolescents, for instance, when teaching them how they can stay grounded and 'cool' if they are being taunted or targeted by bullies, or tormented by teachers. EFT helps them to stay focused and functionally intelligent rather than explode, and hurt others, or implode and self harm.

In a heartbeat, a battle can be fought and lost along with self-esteem and effectiveness.

When insecure people are rendered fretful or fearful by reacting compulsively to external triggers, they often try to hide their anxieties behind a fearsome persona, which all too often gets conflated with identity. When the superficial is mistaken for the profound, people can be labelled and 'treated' for their behaviour - for the symptoms - rather than the fundamental problem. This frequently leads to side effects, as the underlying problem gets worse, and the side effects are then seen as new problems, and so on.

Jay [Part I]



When 15-year-old Jay arrived with his parents, I proffered my hand first to him. Most (English) people have a Pavlovian response to a handshake invitation, and Jay was no exception. As he took my hand, he glanced from under the peak of his cap long enough for me to know that his curiosity was stirred. For a few moments, Jay had been startled out of his shell, we had made physical, visual and auditory contact and, more importantly, momentarily at least, I had established executive control of the process. *[Jay's story is continued below]*

Power Plays

A power struggle ensues or, unless it has already been 'won' and lost, is reaffirmed from the moment two or more people start to interact in a conflict situation. When families arrive with the battle lines drawn, the counsellor needs to be alert, even wary of being invited or inveigled, conned or coerced into joining the fray. If the counsellor's or therapist's own issues are stirred or restimulated, the therapeutic process may be inhibited or impaired. If a teacher or parent has unresolved issues from their past, self-doubts in the present or anxieties for the future, they can be reactive rather than creative and proactive.

In a heartbeat, a battle can be fought and lost along with self-esteem and effectiveness.

If the therapist is not gently nudging, directing or guiding the process, counsellor and client may feel that nothing much is happening. Nothing much happens in a lot of therapy sessions where the client rehearses and rehashes the problem. Perhaps s/he'll introduce new characters (by changing partners) or paint new scenery (by moving house), but the fundamental problem remains intact, replaying itself in the relationship between therapist / parent / teacher / manager, and client / child / student / subordinate.

Many people in positions of power and authority are oblivious to, or totally sceptical about recent developments regarding the workings of the body / mind / brain connections.

New models and methods are making incredible differences at work and at play, from kindergarten to college, in residential units, penal institutions, health centres, psychiatric and student referral units, universities, sports and music colleges and elsewhere.

Despite the evidence available, anecdotally, in print and on film, video and the internet, many teachers, doctors, therapists, parents, teachers, social workers and others whose work and aspirations involve the development of others, cling fiercely to the system that gives them position and power.

We exclude, reject, alienate, incarcerate, prescribe, proscribe and generally treat children, and others who do not conform, with aggression and contempt – and we blame them for their failure – and they blame us.

When convention and convenience prevail over compassion and commitment, when expediency is given more value than excellence, when profit matters more than people, how can we nurture the best in people?

Children and adolescents do not want to be in control or to run the show. It frightens them and it frightens the people around them.

The adults' attempt to alleviate their fears partly explains the prevalence of socially sanctioned violations such as domestic corporal punishment (smacking), exclusion, Ritalin, and worse.

Jay [continued]

In the counselling room, I asked Jay's parents to tell me just one thing they each celebrate about Jay, then to leave us for 50 minutes. And, when they had gone:

"I guess it feels weird to sit with a stranger, and you probably don't want to be here!"

Jay's graphic shrug spoke volumes, which I interpreted as; 'I'm not giving in that easy, even if what you say it true!'

"I know that a lot of adopted people of your age have no problems with adoption and don't want to talk about it, especially to strangers."

Jay's shrug was a little less rigid this time, and he glanced at me again – it seemed to be going well.

"It may even make you a bit anxious or resentful, because your parents may have made you come here."

A glance, but no shrug. This was a key moment, would Jay close down, back off or come out fighting?

"Do you think there is a problem about adoption?"

"No!" An emphatic, almost an aggressive tone.

Jay clearly had issues around adoption – not surprising for a 15 year old. Was he unaware or was he unwilling to share – or both?

"Why do you think your parents brought you here?"

"Dunno! I've never had any problems about adoption, you can ask my parents, and I've always been able to talk about it."

Jay's tone and demeanour indicated a willingness to engage, but his wariness meant I needed to tread carefully for a purposeful – and brief – relationship.

From a number of key statements that I subsequently elicited from him, I decided to use EFT on just one:

"Even when I'm frustrated and angry, I'm still a caring person."

**Children and adolescents
do not want to be in control
or to run the show. It frightens
them and it frightens the
people around them.**

Culturally and conceptually the two halves of this sentence seem to clash; don't really 'make sense' together. And yet, this feeling of being torn in two can increase feelings of isolation and separation and lead

to despair. The despair may be treated as the main problem when it is 'only' a symptom.

I explained to Jay that the caring part of his nature still existed even with the undesirable and unacceptable behaviours because he was not his behaviours! He 'got the point' and, as with so many people, his face became a little less tense and a weight seemed to lift from his shoulders.

I then instructed Jay to make the whole statement as I tapped on five points on his face, and on his hand – the whole statement for each point.

Between each statement I ensured that he thought about what the statement really meant and coached him to breathe deeply. *[continued overleaf]*

I also said, “*And allow yourself to know that you can, in time, know that it’s true- NOW.*”

Afterwards, “*How do you feel differently?*”

“I don’t know.”

“*What would you feel if you did know?*”

“I don’t know, it feels really weird!”

“*Is it a nice or a not nice weird?*”

Jay reflected for a few moments, “It’s overwhelming...”

“*And in what way does it overwhelm you, Jay?*”

“It’s like a natural high, and I’ve never felt anything like it before.”

“*And when you feel that natural high, what kind of high is that?*”

“It’s because I believe that I could believe it about myself!”

We continued working for about 90 minutes in all, having alerted Jay’s parents to the possibility of a long wait. Jay also talked a little about how the need to be a unique individual conflicted with the possible risks (ridicule) and costs (loneliness) of resisting peer group pressure. We explored the tension between the need for intelligent and stimulating companionship, the need for ‘space’ and the yearning for independence.

I did some other work with Jay, including some submodality changes and some anchoring of resourceful states (both NLP techniques). I also quoted Cavafy’s poem “*I was so busy building walls to keep the world out, that it was too late by the time I realised I had built myself a prison!*” as a metaphorical description of Jay’s predicament. Using the Clean Language techniques of Penny Tompkins and James

Lawley¹, Jay was able to begin dismantling the walls, brick by brick, allowing light to shine in and to consider that he might, in time, step outside the barriers he’d set up against the world.

Jay’s homework was to look in a mirror three times a day, and to repeat the statement as he tapped on each point.

At our next session, a month later, Jay told me that he had done his homework for the first two weeks, and then didn’t think he needed to continue because he believed it – he *is* a caring person!

Jay had been able to express more of his concern for others by telling them when he didn’t want company or was feeling sad. At school and at home he had not flown into a rage, and he also felt calmer and in control of his internal state most of the time. He was also, to his surprise, enjoying schoolwork, and recognising that teachers who nagged were actually expressing their belief in Jay’s potential, thus they didn’t wind him up quite as much.

We’d worked hard and come a long way in a short while. Jay was relaxed and seemed more solid (he still had his hat on), making more direct eye contact and even a few light-hearted comments. Behind the wall he was a witty, articulate, charming individual.

When we linked back with his parents, Jay’s first words were, “I want to come back to see Michael again!”

¹ *Metaphors in Mind*. James Lawley and Penny Tompkins. The Developing Press. ISBN 0-9538751-0-5.

“ Learning how to set yourself free from your emotions is one of the most valuable things you can do to improve the quality of your life. There aren’t many other things to compare. Even if you have a highly paid job, a luxury car, a mansion to live in, excellent health and a wonderful partner who loves you dearly, *none of it matters* if you can’t handle your emotions. ”

“ In relatively short order, EFT can dramatically enhance intellectual performance simply by eliminating the emotional lids on our intellectual potential. ”

“ Finding Core Issues is an art and it requires experience to do it expertly. Fortunately, there are some common sense questions that can help you get to Core Issues quickly. Here are some of them... ”

- “*What does this issue remind you of?*”
- “*When was the first time you can remember feeling the same kind of feeling?*”
- “*If there was a deeper emotion underlying this problem, what might it be?*”
- “*If you could live your life over again, what person or event would you prefer to skip?*”

Please be aware, however, that a favourite answer clients like to give to these questions is, “*I don’t know*”. When you hear this be persistent. You can say, “*Well, just guess for me.*” Their guesses are usually right on target. ”

[These quotations have been taken from Gary Craig’s site www.emofree.com]

EFT and smoking

by Valerie Whiteley

(Reproduced from Gary Craig's Articles and Ideas Menu <http://www.emofree.com/art.htm>)

I am an Occupational Health Nurse at an alumina refinery in Western Australia and I use EFT frequently in my work setting for both counselling purposes and together with Bowen therapy, which is a physical therapy

About 6 months ago a refinery worker, who had been a smoker for 35 years, approached me for assistance to give up. He had tried several times over the years with no success. I explained the "conventional" approaches available, followed by a quick explanation of "the tapping method". Our discussion was very brief as I had a line of people waiting to be seen. He said he would give the "tapping stuff a go". This was Monday morning and I was not able to give him an appointment until Friday.

On Thursday morning he left a message for me to say that he had not had a cigarette since we had last spoken (we had not discussed when he would actually stop). When he came for his appointment he was very excited about having not had a cigarette and could not understand why I had asked him to make sure he brought one with him.

He was unable to reproduce the feeling of a craving, so I started the process of getting him to look at the cigarette and think about smoking it etc. Still no craving. He just kept saying things like "I don't want to smoke it" and "I don't think I'll ever smoke again", which I thought was coming from a fear of associating fully and having a strong craving. I then held the cigarette under his nose and he drew back saying "it makes me feel sick" - I asked him to try a "dry drag", at which point he started dry retching. I was quite taken aback and unsure of where to go from there. I tried the "treating any anxiety" approach with very little success. This gentleman had stretched his usual boundaries a great deal to even consider this method and wasn't going to get into any of "that psychology stuff".

We made another appointment for a week later - he

still wasn't smoking and said he'd had no cravings. This time I questioned him in great detail about what he had done in that first week. Eventually we established that after we first spoke, he had sat in front of TV in the evenings and had been tapping the centre of his forehead and repeatedly saying "smoking, smoking, smoking...." (During our initial conversation I had briefly tapped the eyebrow point to demonstrate when I explained EFT.) From this, it appeared that he

This gentleman had stretched his usual boundaries a great deal to even consider this method and wasn't going to get into any of that psychology stuff.

had already dealt with his addiction by the time he saw me for the first session. Any further attempts to get him to sniff or dry drag on a cigarette produced nausea or dry retching and any attempts to do any tapping met with "it's OK, I won't be smoking any more".

[Gary Craig comments:] The center of the forehead is known as the "Third Eye" and is one of the chakras. It is also in the vicinity of the eyebrow points. It is not one of the specific EFT tapping points but that doesn't mean it shouldn't be used. There are energy points all over the body.

[Valerie continues:] I saw him three months later and he was still not smoking, and said that on the few occasions he had wanted a cigarette, he only had to tap between his eyebrows a few times and the urge would go. I saw him again today, seven months later and he is still a non-smoker. Interestingly enough, he was very stressed about a personal issue, but didn't think the "tapping stuff"

I saw him again today, seven months later and he is still a non-smoker.

would be of any help!

[Gary Craig comments:] Isn't that a hoot? People have been conditioned to think that a given problem has a given solution (e.g. a headache can be helped by aspirin) and thus have a hard time believing that the same procedure can be used for everything. It just doesn't fit "normal" beliefs. To say that tapping could help smoking AND an emotional issue is, to them, like saying that aspirin helps a headache AND your bowling score. Yet that is what we do. EFT's one simple procedure has been known to successfully address the vast majority of human ailments.

Nurturing reading and writing potential via Neuro-Linguistic Programming

by Tom Maguire

A three minute introduction to “Neuro-Linguistic Programming” would go like this:

Ladies and Gentlemen, to be successful in life you only need to remember three things:

Firstly, know what you want; have a clear idea of your goal in each situation.

Secondly, be alert and keep your senses open so as to know what you are getting.

Thirdly, be flexible enough to change your behaviour until you get what you want.

Goal, Sensitivity, Flexibility

Neuro-Linguistic Programming (NLP) begins with an interest in people; it’s about how we do things. NLP in Education tells us about how we, ourselves and our students, think and learn. It does this by enabling us to explore the structure of our own subjective experience: how we construct our view of the world. Used in Education NLP empowers us to submerge into the inner, virtual-world image each of us creates as a way of understanding the outside world.

An analogy of NLP is the example of a history teacher I know. He is currently spending a lot of his free time learning to program a Roman house in virtual reality. His aim is to be able to take his students for a virtual walk round the house so that they can explore it in 3D. In a similar way NLP techniques enable us to demonstrate to students their own inner learning processes.

This brings them much closer to learning to manage their own rich internal software: their images, sounds and feelings. Bit-by-bit they will come to understand and even learn how to control the way they think. In short they will learn how to learn.

This is surely our goal as educators.

Class Activities

I Reading

You can introduce your students to their own creativity through this activity:

Ask some students to tell you the story of the latest film they have seen. Ask pertinent questions about the visuals (scenery, clothes, colours, special effects. . .), the sounds (music, lyrics, voices, sound effects. . .) and what they may have felt about the film (sadness? happiness? fear?)

Congratulate your students on their natural ability to recreate pictures, sounds and feelings.

Say that today’s activity will extend that ability.

Use the next reading from the class textbook. Have your students guess possible storylines from the title and note them on the board. Now hand out copies and invite everyone to read the text to check which guess comes closest to reality.

Remind your students to picture the scenes in the story while reading, just as they did when remembering

the film. Say that you’ll be asking questions about their pictures after they have read it.

Verify the accuracy of guesses, ask a few questions about the textual information then ask a lot of questions about information which is not in the text. Challenge students to describe the main characters, the setting, and the sounds which they attribute to the story. Ask them how they feel about the conflict in the story and about the end.

After students have answered the questions congratulate them congruently on their ability to visualise.

You might like to inform students that research like that of Brian Tomlinson in Japan has found that those people who created pictures in their head while they were reading recalled the story better. He also found that it was easy to boost recall in others simply by reminding them to visualise while reading.

Point out that visualisation is important because visualisation = comprehension.

II Writing

One fun way of stimulating students’ imagination prior to written work is called guided imagery. This is the procedure:

Announce to students that you are going to help them to describe their Halloween celebrations in writing. Explain unusual vocabulary in the story below. Then say, “Everyone get into a comfortable position for listening to a story. You can close

your eyes while listening if you like.”

You are at home ... tomorrow is Halloween ... everyone goes to school dressed up ... you must look



for something to put on ... you remember other times when you dressed up ... you think about the clothes you put on ... you talk to your friends ... do they have any ideas? ... you remember an unusual character that you saw and liked ... you have decided to dress up ... describe your character's clothes ... is there a hat? ... do you need something for your hands? ... will you wear a mask? ... do you need to paint your face? ... which colours? ... you are with your friends now ... how do you feel? ... What do you talk about? ... Now

the carnival has ended and you have had a good time ... you feel relaxed and ready to write about your experience ... you return to class here and now.”

Here is an authentic example of one 15-year-old's daydream, written during a class :

Halloween



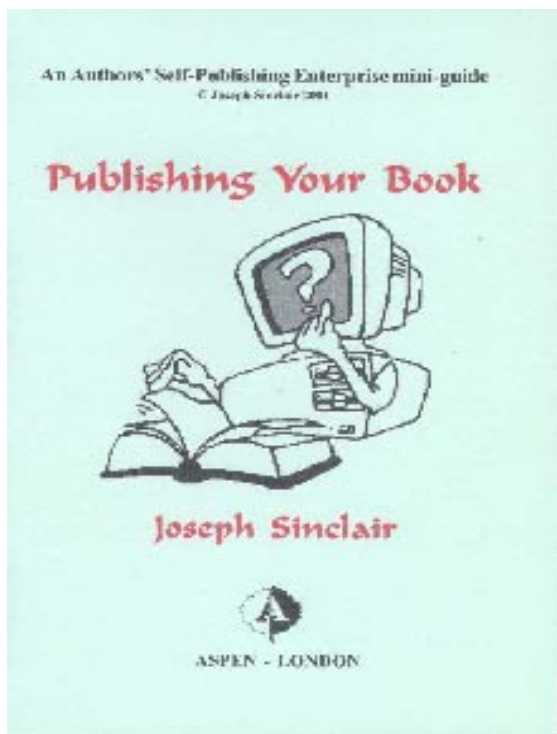
I am dressed up as a christmas tree. I made the dress with green cardboard that I cut it in the shape of a tree. Then I fixed on the cardboard some christmas balls made of cardboard too. I fixed the two cardboards with a rubber band. Then I put it on.

Under the tree dress I wore a green jersey, brown trousers and brown shoes. I painted my nails in green, and with a green lip-stick I made up my lips. I painted my eyes with green colours too. I put stardust in my face too. When I went to the high school I felt a little ridiculous, but then I felt very proud of my dress because everybody said that it was very original and I was the only christmas tree in all the high school. But I saw other dresses that were fantastic, like a crisp bag.

When I arrived home I had a shower and I spent a lot of time because I had to take off all the make-up. But the effort was worthwhile.

The Internet TESL Journal, Vol. II, No. 6, June 1996
<http://iteslj.org/>

Maguire - NLP in Education The Internet TESL Journal
Reading and Writing through Neuro-Linguistic Programming
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The latest version of *Publishing Your Book*, written by Joe Sinclair and published by ASPEN, can be obtained by sending three first-class (UK) stamps and a return address to 106 Holders Hill Road, London NW4 1LL.

It comprises 20 pages of valuable information, tips and resources for aspirant authors seeking to publish their books and wishing to avoid vanity presses. Section headings include *Questionnaire* (a series of questions to help you to find your own answers to what you may need and what you already have); *Vanity Publishing or Self-Publishing?* (pitfalls and benefits compared); *What to Self-Publish?* (what types of book are most appropriate for successful marketing); *What is Required?* (the tools that the self-publishing author will need and the places where they can be found); *Resources* (a reference section of organisations, books, societies, and internet sites); and a description of the latest very useful development in the field of self-publishing: *Print on Demand*, which has brought down with a bump the cost of producing your own book.

Contemporary Shamanism

Leo Rutherford



Picture by Joe Sinclair

I call the work contemporary shamanism because whilst it is based on the teachings of the ancient shamans - the “Wise Ones” and visionaries of the old cultures - it is nevertheless modern in approach, and deals with the issues and difficulties of contemporary life. Shamanism has always been a non-dogmatic, adaptable set of attitudes and philosophies, as it has always responded to the needs of the people of the time. Shamanism is not a set of beliefs, it is about knowledge. This is the essential difference from religion. While religions place themselves and their prophets or saviours between the people and the Divine, shamanism does not. It is a path to knowledge which is gained through experience of life, through rituals, ceremonies, prayer and meditation, trials and tests. Knowledge is something taken on from outside, from others. Wars are fought over beliefs, never over knowledge.

The word shaman, or saman, comes from the language of the Tungus reindeer herders of the Lake Baikal region of Russia. The shaman is a visionary, prophet, healer, psychotherapist, ceremonialist, and often herbal doctor - a “*Doctor of the Soul*” for both individuals and the community. S/he is always concerned with the health - “*The Spirit*” - of the people, and with keeping the vision alive of who they are and where they are going. Consider for a moment just how many people in our culture are dispirited.

The Medicine Wheel is the basis . . .

The work of Eagle’s Wing is to assist seekers to come to a place of balance and harmony within themselves, balancing the four directions of physical, emotional, mental and spiritual, as so beautifully described and defined by the Medicine Wheel. The Medicine Wheel is the basis of didactic teaching, and it serves as a framework through which to see the world and the actions and interactions of people and the cosmos. We work with ceremonies, including sweatlodge, visionquest, and many other ceremonies

about facing the four directions of ourselves, and balancing the dark and light within. I work with many techniques from psychotherapy, where appropriate, as it is essential to start with the trials and traumas of the emotional body.

Erasing personal history

The first step on the classical shamanic journey is called “*Erasing Personal History*”. This is represented by the *South* direction on the wheel, and it means dealing with the emotional stuff of the past. This is the painful bit. I like to call it the “nitty-gritty-shitty”! There is no way to avoid this step, and it must be done first or a person will not be able to handle the powers of the other directions. The enemy is fear, and the ally trust, and we have to do battle within ourselves.

Making death your ally

The *West* symbolises the chaos, the depth of incarnation, the physical realm, and the Earth. It is about the enemy of old age and inertia (being “old” before your time), and the quality of introspection and the development of intuition which comes as we dare to look deeply within. The movement here is called “*Facing your death and making death your ally*”. It is ultimately about daring to live fearlessly. To quote Inca shaman don Eduardo Calderon with whom I travelled in Peru in 1986, “*a shaman is someone who is already dead and thus has no fear of death or life*”. Sometimes a life-threatening crisis is what calls a person to the way of the shaman.

We do a lot of work with dance, as far as possible with live drummers, to take people deeply into themselves and into the passionate, heartfelt, open, vulnerable place that we can experience through truly feeling the primal beat of the drum. Our friends N’Goma Kundi Drums work with us and we have a regular Tuesday evening session in North London.

Stopping the World

The *North* of the wheel represents the mental realm of thought and philosophy, and the enemy here is usually called “*clarity*”. I have found a lot of people get confused by this, so I have taken to calling it “*bullshit*” as there is no confusion then! The ally is “*Wisdom and Knowledge*” and we are all capable of knowing the difference and recognising when we are listening to one or the other. The task in the *North* is to “*Stop the World*”. This means to stop the normal everyday process of

mind and its continuous inner dialogue, so that one can see - perceive - the world as the multitude of energies that it really is, without the overlay of projections and assumptions that we normally make.

Seeking vision and purpose

The fourth direction, the *East*, is about “*Seeking Vision and Purpose*” and this is the time to go quietly up the mountain, physical or metaphorical, and spend time alone meditating, praying and listening. The inner battle here is between illumination and the gaining of power which results from that, and the difficulty of handling that power rightly.

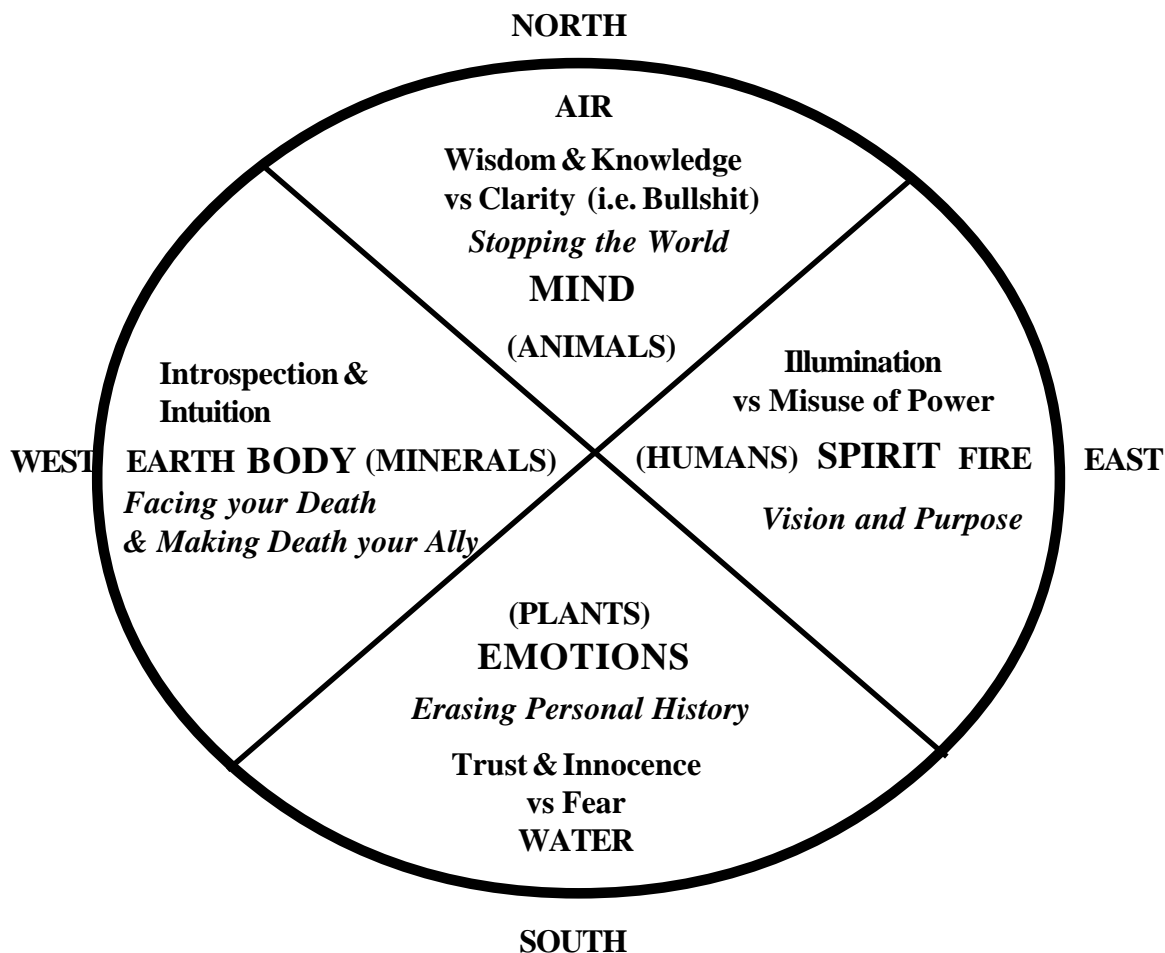
Through the work of Eagle’s Wing I seek to share the knowledge that I have picked up in my journey over the last eighteen years as I have been lucky enough to travel and meet medicine people, go through many experiences which have helped me transform my life, a process which goes on and on . . . !

[The photograph on the preceding page was taken at one of Leo’s New Year’s Playworld breaks]

The Eagle’s Wing Centre for Contemporary Shamanism in London was founded by Leo Rutherford in 1983 with the aim of helping people to connect to their inner and outer worlds, to heal the old wounds within, to become able to bring dreams from the world of spirit into matter and thus enjoy a creative and fruitful life. [To dance their dreams awake!]

Leo Rutherford writes: I worked in industry for twenty years and for the last twelve years of that was Managing Director of a manufacturing company which made tin cans and drums. By the age of forty I was suffering from acute stress and depression, and normal life did not make sense to me any more. I took my life apart and set out to find an alternative path, a path with more heart. I went through all kinds of therapy, learned to dance, sing and play in a way I hadn’t since childhood, and I gained my MA in Holistic Psychology at Antioch University in San Francisco where I lived for five years. Quite unexpectedly I came across the beautiful ancient wisdom of the indigenous shamans. As I have got older so I have become younger. It is my great joy to pass on to others some of the experience and knowledge that has helped me to transform my life. A process that goes on and on . . .

The Medicine Wheel



A QUESTION OF BALANCE:

Nurturing potential via voluntary organisations by Penny Sharland



Organisations in which people give enormous amounts of their life to the work, and in which people are giving a great deal and getting very little, need to ask what the costs are.

What is the cost to the work?

It is possible to devote a great deal of time and effort to the job without being very effective. People may not be taking time to stand back and reflect on their work; development may be restricted as people repeat existing skills rather than learning new ones. Those who are new may have fresh ideas and a different perspective. Without time taken to assess current skills, redistribute tasks, and plan training, the organisation will fail to be as effective as it could be.

What is the cost to the people?

"Getting the job done", no matter what the cost to staff and volunteers can lead to poor health, damage to relationships and self esteem, ineffective work, and dangers in the workplace. Staff may burn out, have accidents, leave or withdraw from the team. Personal animosities can develop because differences are left to fester and a high turnover of staff can make the delivery of the service inconsistent and disjointed. Paid staff may even find themselves stuck - unable to get another job because of their own low self esteem, or because of poor references and feeling they are not valued, or not doing their best for the organisation long after they enjoy it, and feel guilty about wanting to leave. Others fail to turn up, but have no opportunity to say why their commitment is wavering.

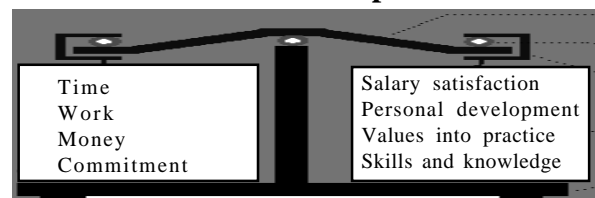
What are the costs to the service user?

If the organisation focuses only on the task, then in the short term the users of the service will probably get a good deal. In the long term though the service on offer may deteriorate. People may drift away and it will be hard to encourage new users. The reputation of the organisation in the local community may be damaged and the effectiveness of the service therefore compromised.

A QUESTION OF BALANCE

Balance is the key to effective work, and people working with voluntary organisations need to consider their own personal balance in terms of their work pattern and their lifestyle.

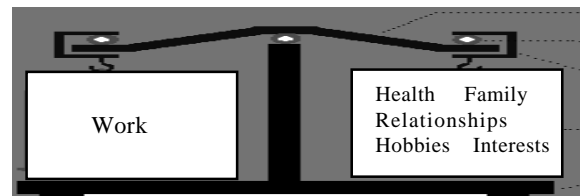
A balanced work pattern:



Giving to the job

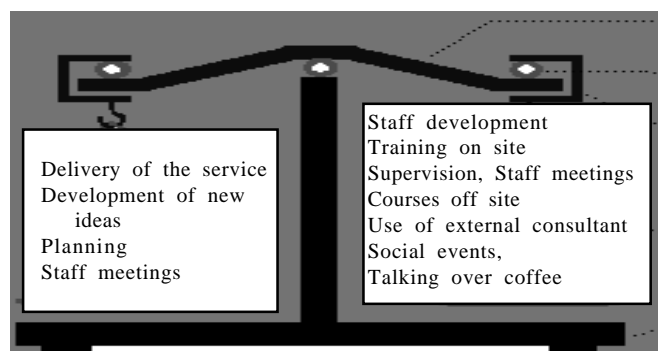
Getting from the job

A balanced lifestyle:



The managers and funders of the organisation also need to consider the balance between task and process within the time available for work.

Balance of task and process



THE BENEFITS

If the balance is right the benefits will be substantial.

The benefits to the organisation

To be really effective an organisation must build in time to review and evaluate progress, to check priorities and to ensure that staff are trained and supported. Investing in staff and volunteers results in better work, a greater likelihood of achieving the aims and a better chance of surviving the difficult changes facing many voluntary organisations in the nineties.

The benefits to the people

People with entrepreneurial flair, who use inventive and ingenious ways to work with few resources, still need training and time to look at the process of their work, how they work together, how they support each other, and how effective they are. It is important to find the right sort of training properly to meet their needs, and one which does not force them into a commercial or statutory sector model of work.

Organisations which are rooted in caring values have a moral duty to care for their staff and volunteers. If people give of themselves at work, they deserve and should learn to expect investment in them

- to refresh and challenge them;
- to inform and improve knowledge and skills;
- to help deal positively with change and disappointment;
- to ensure they contribute effectively to the work.

It is obvious that if staff feel valued and respected they will work better.

Benefits to the service users

If the service is effectively organised, able to adapt to new circumstances, manage change, listen to the views of the users, and model a way of valuing its staff, then service users will recognise this and want to be a part of it.

THE IMPLICATIONS

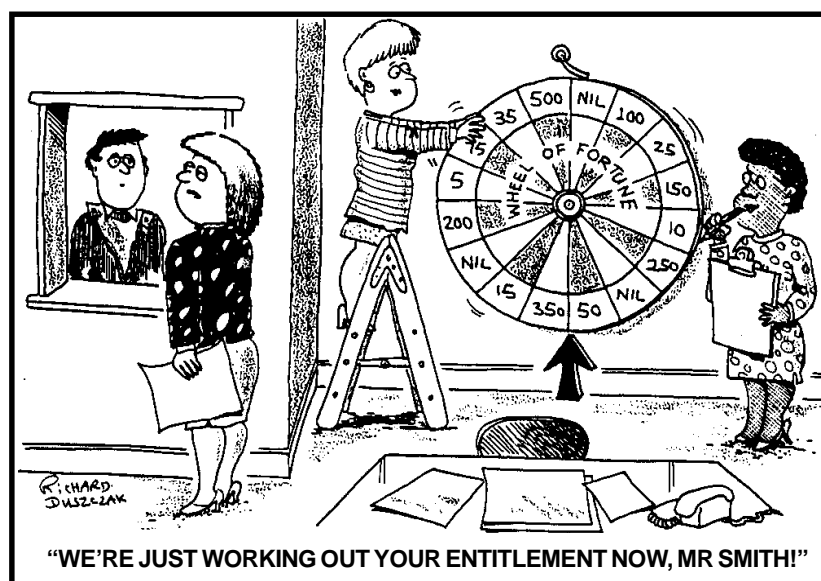
Organisations like Framework can contribute to this quest for balance in voluntary organisations. We ourselves model a way of working which allows us a proper balance between giving and getting; we take time to get training, supervision, and to review; we spend time together, and we balance our work with other interests.

In our work with organisations we work with staff and volunteers both on the content of their work, e.g. an organisational review or a planning day - and on the way in which they do that work, e.g. a training needs analysis or training on communication. In this way organisations are reminded of the balance between the task and the process, and will become more effective as a result.

[With special thanks to Framework colleagues]

The author of this article works with Framework North. Penny describes Framework as an independent sector organisation delivering training and consultancy to the not-for-profit sector.

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Cartoon acknowledged with thanks to Richard Duszczak

Teach Your Parents to Stop Nagging

by Paul W. Schenk, Psy.D.



Don't forget to empty the wastebaskets. Is your homework done? What time will you be home? Like fingernails scraping across a chalkboard, dozens of sentences like these grate on teenagers' ears thousands of times every day all across the country. If you are like most of them, you probably think that the only escape from nagging parents is to graduate from high school and move away. Based on your experience, that conclusion may certainly seem quite logical. But would you be open to the possibility that, although logical, your conclusion might just be wrong? No, I'm not suggesting you take your parents for family therapy. I won't even challenge the commonly held belief among your peers that parents are uneducable. I'm proposing something much more devious and sneaky.

One of the inherent problems with parents is that they've had years to develop some bad habits in the ways they use language. They picked up many of these from their own parents, a kind of environmental heredity which, unfortunately, puts you at much the same risk. You have an opportunity to make it harder for your own children to someday complain that you are nagging them a lot. It's like the sign I once saw in a national park which read, Please leave your campsite cleaner than you found it. I remember being impressed. There was no effort to place any blame. No one was offering excuses about dysfunctional campsites. Nor was I being asked to clean up the entire mess all by myself. Nowadays, I challenge parents (and you as a future parent) to accept a similar invitation, Please leave your family healthier than you found it. No blaming, no excuses, and no one expects you to do a perfect job. Because very few high schools teach parenting, most parents acquired what they learned through on-the-job training. Since the same is likely to be true for you, I want to offer you some simple strategies you can use to stop at least three kinds of nagging. If you'll practice them on your own parents, you'll avoid acquiring some of their unintentional bad habits where nagging is concerned. Before you can begin effectively using the strategies in this article, though, let's make sure you've

already confronted a couple of basic truths about family life. In my work with teenagers over the last 25 years, those who understood these truths quickly used the strategies to teach their parents how to stop nagging. (Well, most of the time!) Very few of those who didn't understand what I'm about to say were even willing to experiment with the strategies.

In order for you to succeed, it will be helpful to understand two things about the illusion of control. First, at its best, parenting is a benevolent dictatorship. Most people think that dictators have all the power. In a sense they do, but it is only an agreed upon illusion. In your history classes you may have studied about Manuel Noriega, the former dictator of Panama. For years, no one could touch him. Then suddenly, the people of his country grew tired of how he was exercising his power. Less than a week after they rediscovered the truth of the illusion, he left the country. Parenting works because children allow their parents to have the illusion of control. One 15-year-old girl demonstrated this with a delightful twist. One evening she got a phone call from a classmate who asked her to go out on a date. Covering the mouthpiece to the phone she whispered to her mother, Mom, tell me I can't go out Friday night. Though very puzzled, her mother did as she was asked. Then the girl told her suitor, Sorry, Frank, I can't go. Mom won't let me.

The discovery that control is an illusion can be quite unsettling for both parents and teenagers. I once worked with the family of a 14-year-old boy whose father had chronically used a belt as his single tool for discipline. One day when the father announced another impending whipping, his son unexpectedly told him, No, you won't. As the father looked up into his son's eyes, he realized what his son had just said was true. He knew any attempt on his part to use the belt on his son would result in a physical fight. In an instant, both of them had discovered the illusion of control and neither knew quite what to do next. Both freaked when they realized neither had any practice having a different, more mature kind of relationship.

In many families with teenagers, a subtle power struggle develops over control. On one side, your parents have the illusion of control over your freedom. On the other side, you have the illusion of control over information and compliance. It is very difficult for nagging to occur in the absence of this power struggle.

This leads me to the other idea it will be important for you to understand in order to succeed in this quest.

Many teens (and many adults, too!) confuse three related concepts: compliance, rebellion and independence. Very young children are compliant: they do what their parents tell them to do. Emerging for the first time during the terrible two's, the rebellious child does the opposite of whatever his parents want. You may have watched this play out when your mother was feeding one of your younger siblings. She got him to eat by playfully telling him to do the opposite, Don't you eat those carrots. It's no surprise that rebellious behavior often resurfaces during adolescence. The mother of one 17-year-old once complained to me that he never came home before his 11 o'clock weeknight curfew. To see if he had confused real independence with rebellion, I had her simply tell him each day for a week, Tonight, don't come home before 11 o'clock. Every night he was home before 11! You see, true independence means doing what you want, even when it's what your parents (or your boss) wants. The problem is, you can't prove to your friends that you aren't just being compliant when you choose to do the same thing your parents want. Only you know the truth. (Hint: You'll know you're achieving real independence when that's enough.)

Now let's deal with the three kinds of nagging that began this article:

Nagging about chores:

If your parents are like mine were, they probably forget to include a deadline when they ask you to do a chore. Then they remind/nag you when you don't get it done by their unspoken deadline. Here's a devious way to squelch this kind of nagging. When you are given the chore, agree on a specific deadline for completing it. If your parents say anything else about the chore before the deadline, they have to do the chore instead of you. This includes a prohibition against subtle hints like, It's almost six o'clock. I hope your chores are done. In exchange, if you don't do it by the deadline, your parents have your permission to interrupt whatever you are doing while you go take care of the chore. Until they catch on, you can probably get them to do the chore a number of days by carefully monitoring the time and waiting until the last minute before you do the chore. Be sure, though, to tell your parents immediately after you do it. For example, if you wait several hours before telling them you emptied the wastebaskets, it may be hard to convince them that you really did.

Nagging about homework:

Putting an end to this one involves dealing with the control of information. Your parents probably think that you don't yet know how to budget your time well. This is complicated by the fact that you probably don't tell them how much homework you have, how long you think it will take to complete it, and when you plan

to get it done. On your way home from school, take a few minutes to plan when you will do your homework. Volunteer this information, in detail, to your parents before they can ask. Be sure to include your interim plans for longer-term projects that won't be due for a few weeks. Then, whenever you take a study break, take ten seconds to update them on your progress. It's a simple truth: parents can't nag for information which they already have.

Nagging about outside activities:

When my son, Michael, was approaching adolescence, I taught him about the infamous 12 questions. These are the questions that your parents probably ask you when you want permission to go out with friends. I explained to Michael the power of him being able to answer the questions before his mother or I could ask them. Long before he would be old enough to ask us for the keys to the car, he would have been teaching us that he was learning to anticipate, to consider how his plans might impact others, and to develop contingency plans. A quick learner, he already knew that we would not give him an answer to his question about going out with friends until he could provide us with the answers to our questions. Take a minute to notice how many of the 12 questions you already know your parents will ask you, and then read the list in the box.

The 12 questions

1. Where are you going?
2. Who else is going?
3. What time will you be leaving?
4. What time will you be back?
5. Who is driving you there?
6. Who is bringing you home?
7. How much money are you asking me to contribute?
[For movies only:]
8. What movie are you planning to see?
9. What is the movie's rating?
[For movies, school events and the like:]
10. If you will be going anywhere afterwards, where will you be going?
[For gatherings at a friend's home:]
11. Will his/her parents be there to supervise you?
12. What are the parents' names, address, and phone number?

Michael quickly took this strategy one important step farther. With a busy social life, he got tired of writing down all this information each time he was going out. He used the computer to create and store a one-page list of the names, addresses, and phone numbers of his friends and their parents. Then he posted it on the back of a cabinet door in the kitchen. Periodically, he adds a new person to the list and reprints it.

Over the years his peers have continued to routinely tell me that when they first began to use this nagging-stopping strategy at home, their parents developed a dazed look on their faces. Many were rendered speechless because they couldn't engage in the old habit of sequentially asking the 12 questions. Volunteering the information has another, more subtle, effect. Tired parents have a tendency to say no to requests as a way of reducing their frequent sense of feeling overwhelmed. When you present everything that your parents want to know in an organized fashion before asking them to make a decision, I think you'll find they are much more inclined to grant your request. Initiating all three of these strategies at the same time might catch your parents so completely by surprise that they will suspect you are up to something.

But then again, that might just be part of the fun!

About the Author

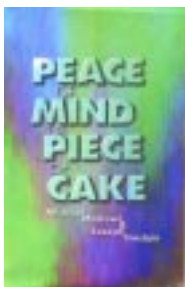
Dr. Paul Schenk, Psy.D. is a clinical psychologist in private practice in Atlanta, Georgia, USA since 1979. Married, and with two sons, he maintains a diverse practice providing evaluation and therapy for families, couples, and individuals.

Dr. Schenk's special interests include the evaluation and treatment of sexual abuse in children and adults, the evaluation of ADd and learning problems in children, adolescents and adults, and the clinical uses of hypnosis for the diagnosis and treatment of a variety of problems.

He is the author of *Great Ways to Sabotage a Good Conversation* [available at www.drpaulschenk.com]

BOOK OFFERS

We have a number of books available on special offer to Nurturing Potential readers



Peace of Mind is a Piece of Cake by Michael Mallows and Joe Sinclair was published by Crown Publishing in 1998. It has a cover price of £8.99 and is being offered at £7.50 inclusive of post and packing.

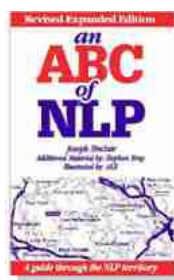
It is a book that addresses the pressures of life today and offers tips and techniques for immediate and long term relief of negative stress and its potential damage.



Joe Sinclair's only published novel, The Torturous Scheme is a rite of passage covering the adventures and escapades of John Graham between the austerity of World War II and the excitement of the permissive sixties. It was published in 2000. Joe Sinclair's thirty years in the world of transport and commerce bring verisimilitude and

authenticity to this book which focuses on the dilemma of its central character as he tries to equate the ethical code of conduct he applies to his business life with the lack of ethics that marks his personal relationships.

Cover price is £6.95, but readers may purchase it for £5.50 post free.



An ABC of NLP by Joseph Sinclair, published in 1998 is the revised, updated and expanded second edition of the book originally published by ASPEN in 1992 and continuing to sell regularly. Indeed, it has almost now acquired the status of a minor classic on the subject.

Not aspiring to replace any other book in the NLP library, it does, however, in a simple elegant way address many of the questions you may find yourself asking when reading those other books.

Published to be sold at £7.95, it is offered to readers at the special price of £6.50 inclusive of post and packing.



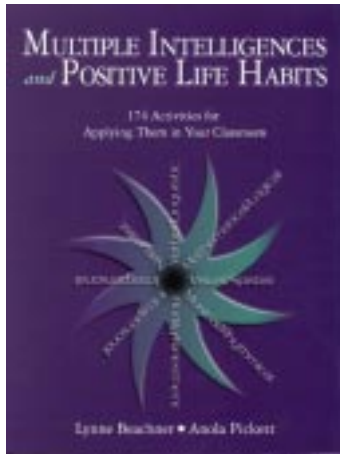
The Chrysalid Years is described at length in the story posted by its author, Abigail Freeman, starting on page 27. A powerful account of mental illness and how its treatment in our society isolates those affected and impairs their recovery. It was published in 2001, and can be purchased for £9.99 post free from the publishers at the

address below.

More information on these and other books published by ASPEN will be found by going to our website at www.conts.com/Books.html and clicking on the thumbnails of the books to be seen there. Send your orders with your address to ASPEN, 106 Holders Hill Road, London NW4 1LL. Make cheques payable to Container Marketing Ltd. We regret we cannot accept credit card payment.



BOOK REVIEWS



Multiple Intelligences and Positive Life Habits

Lynne Beachner and Anola Pickett
[Sub-titled 174 Activities for Applying them in our Classroom]
192 pages. Publisher: Sage.
Cloth £51.00; (0761977279)
Paper £23.00 (0761977287)

As a young teacher in the early 'sixties my training involved learning not only about subject/curriculum areas but also about what was then termed as "The Hidden Curriculum". Over the years this hidden curriculum, which was essentially to do with how children lived in the community, has become a more explicit part of school life.

In *Multiple Intelligences and Positive Life Habits* the authors refer to these essential skills as "Life Habits", the crux of which may be summed up in the words "Children must learn to get along with each other and share some common beliefs about relationships" (page 3).

Life Habits are split into five sections, with each section having subsections. As an example the section on Relationships includes self-awareness, a sense of humour, caring, integrity and respect. Each section is cross-referenced to an activity, which promotes this particular life habit.

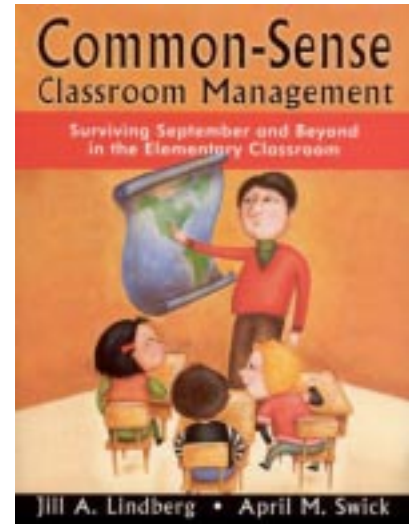
There are eight chapters in the book and each one describes a multiple intelligence. These intelligences have been categorised by Howard Gardner, (a professor at Harvard University). He has studied and recognised what many teachers already know – that different children learn in different ways. It echoes the way that education in many schools is evolving, that children have skills, which may be accessed in a variety of ways, not just via the traditional academic route.

Each chapter focuses on one intelligence and describes activities to foster and enhance each concept, for example in the first chapter which describes the Verbal/Linguistic Intelligence one of the activities – Four of a kind – describes an activity aimed at promoting organisational skills within that band.

Many of the activities are ones that I have used or seen used in schools throughout my teaching career. They can be easily adapted to fit into a curriculum-led timetable or into such activities as Circle Time (used by many teachers to enable children to voice their own concerns and work out strategies to cope with or learn from their experiences). The importance of this publication is that these activities are concentrated in one source.

It is an excellent resource not only for new teachers entering the profession but also for the more experienced to access a range of strategies in dealing with and recognising children's ways of learning. It nurtures a *Can Do* attitude that celebrates success.

E. Ann Burt



Common-Sense Classroom Management

Jill A. Lindberg and April M. Swick
[Sub-titled Surviving September and Beyond in the Elementary Classroom]
100 pages. Publisher: Sage.
Cloth £54.00; (0761978852)
Paper £25.00 (0761978860)

Recently I was appointed as a mentor to trainee teachers and I often get asked questions about how to deal with children in the everyday run of school life. After nearly 25 years of teaching, a lot of issues concerned with managing children come naturally to me. Experience with so many different children has given me a wealth of strategies to deal with the everyday small things, but to the student these small things become overwhelmingly big.

One day last week I was talking to one of the students that I mentor. We were discussing the difficulties of dealing with the growing numbers of children who have behavioural problems in the classroom. However the numbers are still in the minority. But then of course that means that the majority of children behave well.

"What do I do to encourage those children who are always well behaved, do their work, listen carefully and produce homework on time?" She asked.

I was reminded of this when I began this review. In a chapter entitled “Creating a positive classroom atmosphere” it is suggested that star status be awarded to pupils for their positive attitudes to school. Their star complete with their name is posted onto a “Wall of Fame” and at the end of the week the names are read out to the class and can be included in a class newsletter to the parents (another excellent idea). Hopefully the rest of the class will aspire to join this wall of fame.

The ideas in this book, although dealing with predominantly American schools, contain many suggestions that can be adapted to any classroom. The reader is taken through a school year and offered a range of strategies to deal with creating effective classroom management, an essential to good teaching and learning. Teachers spend a great deal of time planning lessons but without attention to small details of running a classroom these plans can be thwarted by having to devote time to organising.

Commonsense in the Classroom deals with most of these details – ranging from how to organise your own workspace, through how to organise class groups and homework effectively, to the minute detail of how to move children from one area to another.

Especially good are the illustrations and examples of forms that children can use. I love the idea of children applying for jobs in the classroom found in the chapter “Creating a positive classroom atmosphere.”

And I particularly recommend the chapter on Rewards. Teachers often get hung up on consequences and punishments without considering the majority of the class who are performing well. This chapter looks at the rewards for good students; for example, special class time where you give the children enjoyable activity such

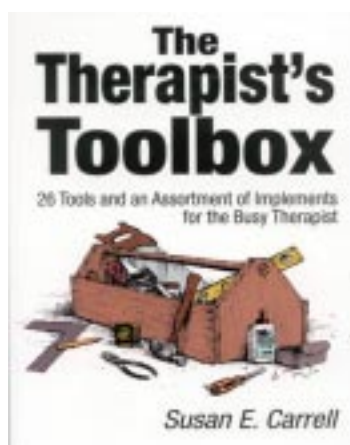
as Art. Personally I find that an extra five minutes playtime works wonders. It also serves to encourage the children who are less well behaved to aspire to goodness! In addition it gives ideas about what to do with children who are excluded from the reward fun activities. Being a fiendish teacher I subscribe to the idea that “being in the same room where all the fun is happening can be more miserable than being removed.”

There are some ideas that may not appeal in an English classroom – it is not the rule for teachers to over-exert the budget by calling parents too frequently or sending letters by registered post, but asking to see parents about concerns usually is a good if not better substitute.

The final paragraph of the book provides invaluable advice – “be sure you are on the lookout for something good as the day progresses” – a really positive note to end on!

As a mentor this book has provided me with a checklist of points to look for when observing students, ideas for targets for which they may aspire plus a good resource to enable them to build up a repertoire of good practice. I will be lending this book to my current student so that she may acquire some strategies to deal with quite a lively class – a euphemism used by teachers to indicate a challenging bunch of kids!

E. Ann Burt



The Therapist's Toolbox

Susan E. Carrell

[Sub-titled 26 tools and an assortment of implements for the busy therapist]

194 pages. Publisher: Sage.

Paper £11.99 (0761922644)

The Therapist's Toolbox is sure to be welcomed by any busy therapist or counsellor who chances upon it. It provides simple, practical, and really effective techniques for improving connectivity between practitioners and their clients.

When Susan Carrell's Group Exercises for Adolescents was reviewed by us two years ago we were really enthusiastic about the benefits that would obtain to teachers as well as therapists from this excellent resource. Now Carrell has gone further in simplifying her effective and empowering advice for practitioners “in a hurry”.

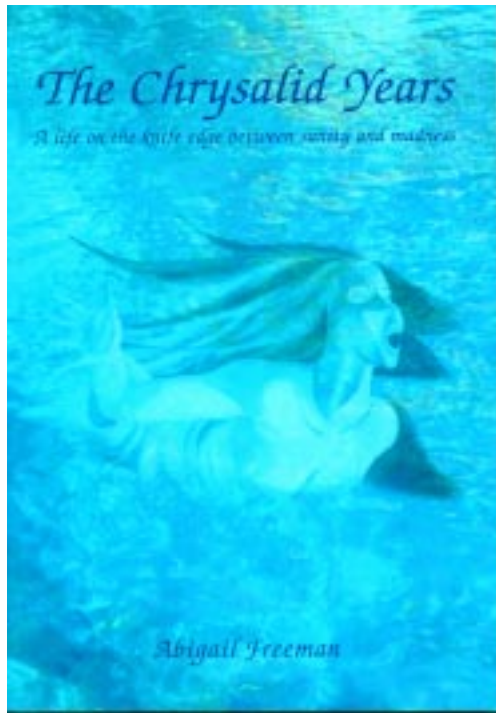
The use of the “workman's toolbox” as a metaphor for her practical therapeutic techniques is remarkably effective. One section comprises hammers, saws, screwdrivers and pliers for projects. Another uses grouting, glue, putty and filler as symbols for work with couples. Measuring tape, spirit levels and plumb-bobs are tools for special projects. While nails, tack and hooks are those small but essential ingredients without which no toolbox would be effective.

The practical examples, written in a friendly, simple style with much humour, bring it all to life and enable the therapist (and I really mean myself here) to get to grips instantly with our practical therapy sessions. Providing, that is, that the book is to hand. It is not, therefore, a book to be placed on the bookshelf, but a resource to be kept constantly available.

Sep Meyer

Portrait of the author as a madwoman*

by Abigail Freeman



The Chrysalid Years, a personal account of manic depression/schizo-affective disorder, made its public debut quietly in November. Quietly? Well yes, here I am, a mental health advocate hiding behind a pen name and I don't want too much publicity. But I would like you to read my book, especially professionals who have trouble communicating with their clients and the uninformed public who are so afraid of mental illness. Not that it was written for you. It was really written for people like me, and here's how I came to write it . . .

“Aquaria tried to assess how much of her letter of complaint to which the nurse objected remained relevant in the light of his new information. It gradually dawned on her that none of it was relevant - everything had been a fabrication from her own mind. No wonder her husband and the nursing staff had not wanted her to contact other people to tell them of her discoveries!

At first it was scarcely credible that her brain could behave in that way. It had got to be true! And yet, thinking back to the reactions she had encountered before her hospitalisation and later, when she had made her phonecalls, the certainty grew that it was not. Surely something was true? But Aquaria knew now that it was not.

Where had the ideas come from? How could she live from day to day if she could not trust her brain? The shock of this discovery was as great as the shock of the original imprisonment. She had endured that, she had fought against it. She could endure and fight now.”

The shock awakening from a first psychosis. After the whirlwind had torn a trail of devastation through my life that summer, one certainty was left standing monumental in the debris. I would never work again. The inexplicable thing that had happened to my brain, causing the strangest experiences of my life, had been tidied up by the medical profession with two words - paranoid psychosis. No-one would employ a psychotic.

To outsiders that appeared a small loss. To them, getting back to normal meant looking after my family. My husband had a good job and I did not need to work. They had not witnessed most of the shockingly strange behaviour that accompanied the sudden illness and now that I was behaving 'normally', wanted to believe it would never happen again. In fact, to ensure it never happened again they thought I should avoid any unnecessary stress, and that included trying to work.

It is hard to experience the alienation of mental illness - not recognising or accepting the self I had become, not accepting the loss of the self I once was along with that self's plans and dreams, or the changed family relationships following the trauma we had experienced. People around me, frightened and denying, created a prison in which it was necessary to pretend I still was the person I had been before the illness. There was no room to find out who I might be now, after the unspeakable episode that was better left unmentioned. Even my psychiatrist seemed reluctant to discuss it. I had not been myself, he said. Obediently, alone with my fear - who was I, then, if I wasn't me? - I ceased to mention the unmentionable.

Getting back to 'normal' was a pretence that succeeded for a long time. Occasionally I dipped into books searching for explanations but quickly dropped them, frightened of what I might find out. I had not been myself, it was best forgotten.

At last, perhaps after the second episode, I realised that those three weeks - and the second three weeks - had been part of my life. Whoever I had been, it had been me.

I wanted those three weeks back. They were mine. I would value them instead of pretending they had not happened. People around me saw only chaos and pain; there had been more. I wanted a real explanation, not a biochemical one, for the intermingled delusional thinking and mystical experience. I began reading, and eventually - after yet another episode - I began to write.

* Originally published in *Mental Health Today*, April 2002.

In my psychotic states it was vitally important to have pen and paper. I wrote constantly; it seemed essential to capture the wildly exciting essence of mania while it was happening. Later on, when the switchback effect became tiresome, I occupied myself by writing observations of the hospital staff who were observing me.

Then I made writing part of my everyday life, along with other unacceptable things like saying what I really felt, and being angry. If the things I had the courage to do only when I was psychotic were part of my everyday life, then perhaps I would not need to become psychotic in order to do them.

The Chrysalid Years was the result, taking two years to write and even longer to complete the word processing. Sometimes I spent three days a week on it, sometimes less. After the first six months I read through what I had written and discarded it - respectable, sanitizing, boring, unalive, it avoided the unacceptable things I really felt. So I began again.

Much has been written on manic depression and schizophrenia. Schizo-affective disorder sometimes rates a paragraph or two squeezed in as a footnote.

First-hand accounts of these illnesses seem rare. The few I found skated quickly past my area of interest. Where did all those thoughts come from and what did they mean? When asked to recommend

reading my psychiatrist came up not with an academic text but a survivor account that indicated the situation was totally hopeless. I warned him when I returned it not to hand it to anyone who was severely depressed.

In my account, I wanted to bring the reader inside the reality of a psychotic episode, to let people know how this experience feels that attracts so much prejudice and fear, and how detrimental those reactions can be. To those who already knew that reality, I wanted to share the hope I had found in despair.

The Chrysalid Years is not a survivor account, because I did more than survive. I fought to maintain my place in the community and I fought with my psychiatrist. The greatest battle was the writing, to remember the leaden depression well enough to describe it and yet still be able to lift a pen. At times words flowed effortlessly onto the paper that surprised me when I read them back. I began every day revising what I had written the day before, polishing the prose into readable form, then wrote on capturing the content in clumsy phrasings for revision the next day. The greatest victory was learning to live my life in balance and to the full

without becoming trapped in either euphoria or despair. For all these reasons I describe The Chrysalid Years as a veteran account of mental illness.

I wrote it like a novel, adding and adjusting to add artistic form and to disguise situations for publication. This approach added sufficient distance to enable me to write about such painful times. Completed in 1996, it is a snapshot of an earlier period. It is difficult to recognise myself as I was then, and others will find it difficult to recognise themselves as I saw them. We are all different people now.

The finished text was long and I did not know how to shorten it without losing coherence and quality. I had been sharing short extracts with members of my family, and received encouragement from another writer whom I met at a writing workshop. I was the first psychiatric patient she had ever met, and once I had got over the hurdle of telling her what I was actually writing about her feedback became a yardstick. If she found my writing readable and educational then so would other uninformed members of the public. The Chrysalid Years might never have been completed without her.

Gritting my teeth I allowed more friends to read it. Then realizing I needed impartial opinions, I approached people working in mental health who hardly knew me. Their feedback, when I

read it, was valuable; the box containing the manuscript and the notes made by my first impartial reader remained unopened for two months. By that time I had enlisted a therapist to help me sort out some of the stresses in my life, and I opened the box to the accompaniment of his impressive Take-Your-Pick impersonations.

The consensus was that some bits were so interesting that even more detail was needed, and other sections could easily be abbreviated. Unfortunately all the bits singled out for contraction covered topics that other readers asked me to expand. I let well alone, deciding that when I came to publish an editor would give experienced guidance.

Then for a long time the manuscript gathered dust. Too much to do; I was studying; I no longer had a computer that could read my files: the excuses were numerous. I knew I had written something unusual, something that could encourage others who had suffered. It would challenge prevalent stereotypes of mental illness. It ought to be 'out there' where others could benefit from it, but 'out there' meant exposing

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my enormous achievement, not to mention my personal life, to criticism, censure, scorn, or worst of all indifference, misunderstanding and dismissal. Also, my enormous achievement included a lot of personal detail about my family. Should I publish it, even using a pen name? My family thought I should.

Millenium year - a year for resolutions - ended without the manuscript being sent out. I had met Fran Francis, who a couple of years before had self-published her own book, Bereavement without Death. Like The Chrysalid Years, this was not an academic text, but was written from personal experience to give others hope.

Self-publishing allows authors to produce the book they want without having to fit in with a publisher's requirements. This involves financial outlay and more work for the author - preparation and proofreading of the manuscript, deciding layout and fonts, cover design, publicity and distribution. Crucially for me, now working almost full time and still studying, this work would be scheduled to fit in with my own timetable and deadlines could be extended if necessary. It was enough of a challenge to get the book 'out there' without the stress of posting off a very personal manuscript and collecting rejection slips, never knowing when acceptance of the book might result in a flurry of work. Self-publishing would also keep to a minimum the number of people who knew the person behind the pen.

I investigated Mind Millenium awards and self-publishing services. Quotes differed wildly, the cheapest being a quarter of the most expensive. Book quality and the services available also varied; some companies word process and edit and proof read the manuscript, and design the covers. One of the self-publishing services was ASPEN, the Authors' Self-Publishing Enterprise, run by Joe Sinclair. Joe is a writer who has self-published several books. He launched ASPEN in 1990. I liked ASPEN's stated aim: to help writers self-publish and empower them to sell their own works. I also liked its publications list that included two books by Joe himself on neuro-linguistic programming and an autobiographical account by another writer. The Chrysalid Years would not be out of place and Joe, with his therapy perspective, would have some tolerance for my awful jitters. To overcome them I would need all the empowerment I could get.

At the end of my visit to Joe Sinclair at ASPEN, I drove away with my head in a complete fog, unable to remember anything he had told me beyond the basic costs he had quoted. I had finally run out of excuses; with or without financial assistance I could get my book

published. It was going to happen.

ASPEN's terms are simple - if you earn nothing, they earn nothing. The author pays for all the production and distribution costs, and pays Aspen a fee for each book sold. With careful marketing and pricing it is possible to sell most of a small initial print run in advance and recoup costs quickly before incurring more on a second print run. With the pressures of the day job and my head still in a fog due to the enormity of what I was undertaking, I never expected to reach that level of efficiency. It will be some time before Joe receives much financial recompense for the time he has spent organising me!

I went ahead without the delay of applying for financial assistance. A cover design that would do justice to the book was a headache until my daughter allowed me to use one of her paintings. Her figure would look good faded into a sea background. All it needed was a graphic designer to put it all together. This was the most frustrating part of the publishing process as it was difficult to communicate what I wanted.

Joe and I worked together on press releases and the wording for the back cover, and he posted the foreword and afterword on the ASPEN website. I edited the files again and Joe set them up for digital printing.

**I liked ASPEN's stated aim:
to help writers self-publish and
empower them to sell their own works**

Writers contemplating the self-publishing route should expect to do a great deal of work themselves, or to pay

someone to do it for them. Some writers may want editorial advice on their work, and this is not always offered by self-publishing services. I kept my costs to a minimum by doing my own wordprocessing and proofreading and the basic design for the cover.

After months of work the book went to the printers, then in no time Joe was on my doorstep with the boxes containing - at last - *my book!* The finished product was unexpectedly beautiful, far lovelier than the cover proof. I posted out the first copy two hours later - to the writer friend who had given me so much support.

With several boxes under the spare bed (another reason for a small print run) the work is not over. Publicity is not easy as I do not wish to be identified; I am promoting the book long distance. As well as being of interest to the general public and to those directly affected by mental ill health, I expect excerpts to be useful in training nurses, doctors, advocates, and others working with mental health service users.

**The Chrysalid Years is available from ASPEN at
£9.99 post free**

Nurturing potential throughout life

[reproduced from Age Venture News Service]



Just before the close of 2001, award-winning architect, Harold H. Fisher, age 100, was proclaimed “America’s Oldest Worker”. Fisher, a Grosse Point, Michigan resident, is president of a firm dedicated to religious architecture. Fisher’s notable achievements have positioned him as one of the nation’s top church architects.

Born October 28, 1901, Fisher’s love affair with religious architecture began at the age of 15 when he earned \$2 per day as the apprentice of a church architect in Uniontown, PA. Still working five days a week at the firm that bears his name, Fisher is likely the architect with the longest continuous practice in the nation.

As the Depression years offered little work for architects, Fisher moved to Cleveland to live with his in-laws and found work as a property manager until WWII began. During the war, Fisher supervised the conversion of factories to wartime production.

Determined to return to the practice of religious architecture, Fisher moved to the Detroit area in 1945 and established Harold H. Fisher & Associates. For seven decades, Fisher has designed hundreds of churches and has been involved with many more religious facility-related projects, such as renovations, additions, alterations and consulting services. Honored many times for his work, Fisher received the Edward S. Frey Award in 1992, the highest given nationally for achievement in ecclesiastical design.

According to Fisher, his biggest challenge is “constantly desiring to improve present designs and preserve classical beauty that is otherwise cost-prohibitive in today’s market.” As an architect, Fisher believes his overall contribution has been to “provide houses of worship for thousands of people. I take great joy in creating artistic simplicity in church design, which I hope will help bring people into the church.”

Married to Maria Fisher, this father of nine children has 22 grandchildren and six great-grandchildren. To keep in good physical shape, he works out at a local health club. To keep his mind in shape, he works 6-8 hours a day in his office, creating and designing churches. “Your brain is like a muscle,” says Fisher, “If you don’t exercise it vigorously, it becomes weak.”

Deeply honored at being recognized as America’s Oldest Worker in 2001, Mr. Fisher credits his work for his longevity. “When you find something you love to do,” he says, “it keeps you alive.”

Green Thumb Inc. launched the National Prime Time Awards program in 1998 to highlight the outstanding contributions and achievements that senior workers make in their communities and places of work.

Green Thumb is a non-profit organization with offices throughout the United States and Puerto Rico. For more information about Green Thumb, now called “Experience Works”, visit www.experienceworks.org.

David Demko reports on lifestyle issues and trends in Aging America. Comments may be sent directly to him at: demko@demko.com.

This column may be used, free-of-charge, by print and broadcast media with the following attribution: “David Demko, AgeVenture News Service, www.demko.com”

Photo credit: Toni Delacorte, Green Thumb Inc aka Experience Works.

Letters to the Editor

An impossible task to have a page devoted to correspondence with a journal that has not yet been produced? Maybe, but in anticipation of this column we asked some friends to comment on a draft of the first issue.

It could have been discouraging that the first response was extremely negative, but having devoted so much of this issue to the methodology of changing states, we have reframed this positively and are quoting this letter in the hope that it will encourage some spirited response from readers, either in support of the criticism or by a reasoned contradiction.

“ Dear Joe.

Thank you for showing us the draft of your Nurturing Potential prototype issue.

We have tried to read the “major theme” articles on Emotional Freedom Technique with an open mind, but have to say that we view it with the profoundest scepticism.

Coming from a “hard” scientific background, and having been reading the scientific press since the early 1960s, we have never come across anything of this kind that has stood up to analysis and review; on the other hand, we have read many articles on how to discern pseudo-science, and EFT fits the mould exactly.”

JE and GE

Stop Press Book Review



"Hot off the press" is this slim volume from one of our contributing editors, Dr Paul Schenk of Atlanta, Georgia. I feel a slightly vested interest in this work since much of the content originated in a series of articles Paul wrote for New Learning when I was editor of that journal. So I certainly know, and admire, the skill with which he first identifies and then demystifies

continued at foot of next column/...

Nurturing Potential Vol. 1, No. 1

In our next issue

The Self-Change Model, or the Transtheoretical Model of Change, is based on the theory that people go through five distinct stages on the road to successful change. There are several variations in the details of this model and the following is but one example.

PRECONTEMPLATION — not intending to take action for at least six months.

CONTEMPLATION — intending to take action within the next six months.

PREPARATION — intending to act within the next 30 days.

ACTION — has made overt changes in a behavior for less than six months.

MAINTENANCE — has made overt changes in a behavior for more than six months.

The next issue of Nurturing Potential will feature the *Self-Change Model* as its major theme, and will be exploring many of its variations.

Other features that we propose introducing in future issues will include (not necessarily in this order):

Action Profiling - its growth and development; its application to team-building and nurturing potential for growth by profiling individual strengths and weaknesses.

Nurturing Ecological Potential - how the environment - general, personal, and domestic - may be preserved and enhanced.

Potions, Nostrums and Ancient Remedies and their potential for health in the modern world. We will be examining such products as Kefir and Colloidal Silver.

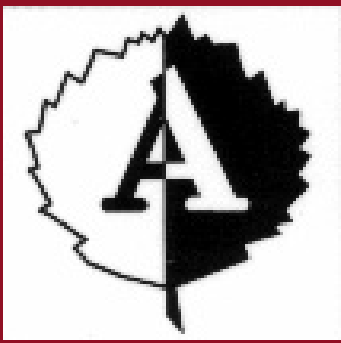
Bridging Cultural Differences - Class, Religion, Ethnicity, Education - the status quo versus innovation, as applied in our personal and professional aspirations.

... book review continued

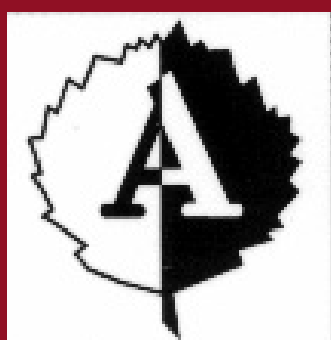
many of the linguistic "traps" into which we fall when having seemingly normal or everyday conversations. He deals in masterly fashion with language intervening between a message and its content, which is perhaps not too surprising given his NLP background allied to his clinical psychotherapeutic skills.

The book is beautifully produced and illustrated cleverly with a series of charts, quotations, and cartoon illustrations. More information on the book and how to order it may be found on Paul's own website at www.drpaulschenk.com.

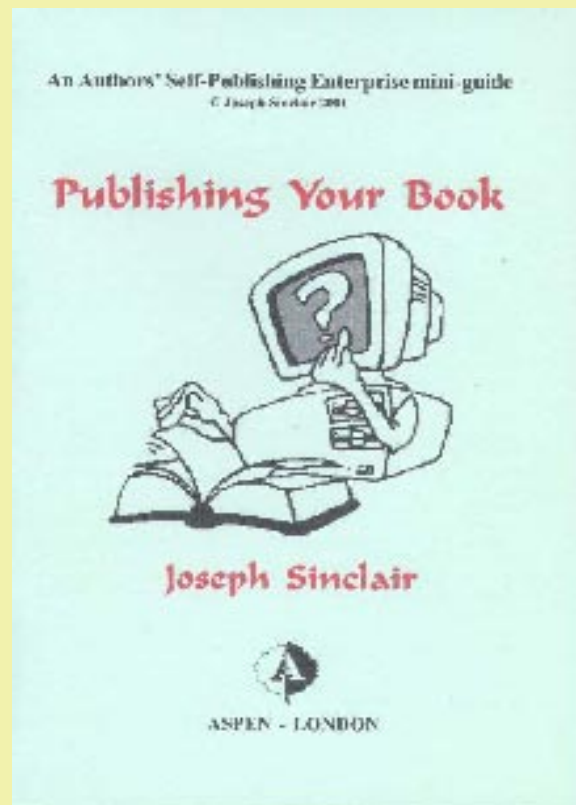
Joe Sinclair



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