Neuro-Linguistic Programming

Beliefs Health & Longevity

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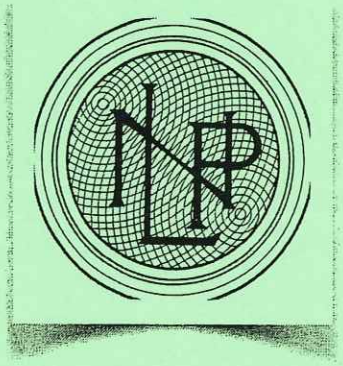

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Belief Assessment Sheet

In the spaces provided below, rate your degree of belief in relation to each of the statements on a scale of 1 to 5, with 1 being the lowest and 5 being the highest degree of belief.

1. The goal is desirable and worth it.

1	2	3	4	5

2. It is possible to achieve the goal.

1	2	3	4	5

3. The behaviors required to achieve the goal are appropriate and ecological.

1	2	3	4	5

4. I have the capabilities necessary to achieve the goal.

1	2	3	4	5

5. I deserve to achieve the goal.

1	2	3	4	5

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The New Behavior Generator Strategy

The goal of the New Behavior Generator is to generate imaginary scenarios and bring them to concrete actions by connecting them to the kinesthetic representational system. The strategy is based on several key beliefs:

A. People learn new behaviors by creating new mental maps in their brains.
B. The more complete you make your mental maps, the more likely you will be to achieve the new behavior you want.
C. Focussing on your goal is the quickest way to achieve new behaviors.
D. People already have the mental resources they need to achieve new behaviors. Success is a function of accessing and organizing what is already there.

The New Behavior Generator is a *How* to process that both expresses and supports these beliefs. The strategy involves going through a set of representational systems and accessing cues that essentially follows the steps listed below:

1. From meta position, ask yourself, "If I had *already* achieved my health goal, what would I look like?" *(Put your eyes down and to the left.)*

2. Picture yourself achieving your goal. *(Look up and to the right.)*

3. To help you visualize: *(Move your eyes up and to the left or right.)*

   a. Remember a similar successful achievement.
   b. Model someone else.
   c. Picture yourself first achieving a smaller part of the goal.

4. Step into the picture so you feel yourself doing what you pictured. *(Put your eyes and head down and to the right.)*

5. Compare these feelings to feelings from a similar past success. *(Keep your eyes and head turned down and to the right.)*

6. If the feelings are not the same, name what you need and add it to your goal. Go back to *step 1* and repeat the process with your expanded goal. *(Move your eyes and head down and to the left.)*

Enhancing the New Behavior Generator Strategy with Submodalities

Our representations of new behaviors must meet certain internal criteria in order to be accepted or newly imprinted by the brain. These criteria often take the form of certain representational qualities like ***intensity***, ***location***, ***distance***, ***size***, etc. These qualities are called "**submodalities**" and can be consciously adjusted to allow a new belief to fit into the proper "slot."

a. **Contrast** the desired state that your explorer wants to have with a reference experience for past desired state he or she has already achieved. What is the ***difference*** between the submodalities of the two experiences.

b. Adjust the submodalities of the new desired state the explorer wants to have for him/herself until they **match the submodalities of the positive reference experience** he or she has already successfully achieved.

Dealing with Interferences

If there is any interference to this process, have the explorer remove it from the associated representation of the future health goal by physically bringing it out to a meta position.

TREATMENT OF ALLERGIES WITH NLP

An allergy is a *"phobia"* of the immune system. In the same way that we learn and acquire emotional responses, our bodies learn and acquire immune responses. The fact that such deadly illnesses as small pox and polio have been virtually wiped off the face of the earth is a testament to the fact that our immune systems can learn. In the same way that a person can rapidly change a phobic reaction with NLP, an allergy reaction can often be quickly dealt with in a very similar manner.

The major issue in dealing with an allergy is *reeducating* the immune system. Our immune system has two basic ways of dealing with foreign material in our bodies - *passive* and *active*. A *passive* immune response is primarily carried out by *macrophages* - white cells in the blood stream that simply engulf and digest the foreign material. The *active* immune response is carried out by "killer" T cells - cells that attack and destroy foreign matter.

The purpose of the passive immune response is to remove non-living matter from the body. The purpose of the active immune response is to attack and destroy living cells, like bacteria, that endanger the body. In the case of the virus, this means attacking cells in our bodies. This is because of the way a virus operates. A virus is basically a little bundle of genetic material that cannot reproduce itself because it lacks the rest of the cell structure to support that processes. So instead the virus acts as a kind of a parasite that takes over the cells of its host in order to reproduce, depleting the resources of the unwilling host. In order to rid the body of a particular virus, then, the immune system must recognize and destroy the infected cells in our own body. In some cases this is done by actually exploding the infected cell (through a chemical reaction). This is what causes the redness and irritation associated with infections and allergies.

In the case of an allergy the immune system has made a mistake, in that it is responding to a harmless non-living foreign material as if it were a virus. Similar to a phobia, the immune system is panicking and is in such a confused state that it is attacking our own bodies even though there is no danger. In some ways it is a kind of an *"I'll show you, I'll just hit myself"* reaction.

The goal of treating an allergy involves reeducating the immune system to utilize the passive rather than active protection in response to the foreign substance - a kind of physiological reframing.

Like a phobia an allergy is a conditioned response. In fact, research has shown that allergies can be conditioned in guinea pigs using a procedure similar to that Pavlov used in his experiments with his dogs (Russel, Dark, et al, 1984). The researchers put the smell of peppermint into the guinea pigs' cages and then injected them with a substance that would naturally produce an active immune response. After repeating this five times over a short period of time, the researcher put the peppermint smell in the cage but did not inject the noxious substance. When they checked the blood of the guinea pigs they found that they were producing as full of an immune reaction as they would if they had been injected! In other studies (Ader & Cohen, 1984) it was demonstrated that rats could be conditioned to suppress immune responses. The new field of ***psychoneuroimmunology*** is making many breakthroughs in the understanding of how the brain directs the immune system. Stress and emotional responses change chemical levels in the bloodstream that effect the functioning of the immune system. But immune cells also have been shown to respond directly to the same chemicals our brain and nerve cells use to communicate with each other.

Certainly, the immune system is capable of learning very quickly. Allergies are known to appear and disappear almost spontaneously. Patients with multiple personalities will have allergies in one personality and not in another. People often "outgrow" certain allergic reactions. The cells involved in active immune responses are produced in our bone marrow at the rate of about 80 million cells per minute. So once the reeducation process is done it can spread rapidly.

It is already known that allergies can, like a phobia, sometimes be treated through a systematic desensitization procedure. However, like the phobia versions of these techniques, the process is time consuming and often ineffectual.

Using the model and techniques of NLP this desensitization process can be accelerated tremendously. Over the past couple of years I have developed a technique for treating allergies in conjunction with my work on a new method of biofeedback. The technique is in some ways similar to the NLP phobia technique it also differs in some important respects.

NLP Allergy Technique

1. Have the explorer imagine or remember being near the substance that causes the allergic reaction. Have the explorer get fully enough into the experience that he or she begins to get some of the discomfort associated with the allergy. The more of the physiology associated with the symptom that can be brought up the better - especially physiology that is not typically under conscious control (*i.e., eyes watering, skin flush or pale, coughing, sinus congestion, throat tightening, etc.*).
   a. Find which sub-modalities intensify and
the degree of the discomfort.

2. Establish an anchor [A_1] for a **dissociated state.**
   a. This can be done by giving the explorer the instruction to *"Lean back comfortably and tilt your head and eyes upward. Imagine yourself floating back above you and looking down on yourself as if you were in the projection booth of a movie theater looking at yourself sitting in the audience."*
   b. Set the anchor when you see that the explorer's breathing has become shallow and even, their eyes defocused and their facial muscles relaxed.

3. Establish a **reference state** anchor [A_2].
   a. Have the explorer access an associated memory of being near something that is as close as possible to the substance that causes the allergy in as many qualities as possible but that the explorer has no allergic response to. For example, the explorer may allergic to cigarette smoke but not smoke from a campfire or incense, or the explorer may be allergic to cats but not dogs.
   b. Make sure you see the appropriate physiology when you set the anchor (*i.e., clear eyes, smooth and even breathing, open throat, normal skin tone, etc.*).

4. Establish a **desired state** anchor [A_3] for how the explorer wants to respond around the substance that has been triggering the allergic reaction.
   a. Have the explorer imagine as fully as possible how he or she would ***want to*** react around the allergy producing substance and associate into it as much as possible. It can help to use the critical sub-modalities you discovered in *step 1* to build up the new response.

5. Check for any **secondary gains** or **ecology issues** regarding the allergic response.
   a. A common example might be an individual for whom the allergic reaction has been a substitute for standing up for him/herself around people who smoke.
   b. If the allergy has been connected with asthma in the past it is a good idea to have the person remember back to their first allergy/asthma attack and use *reimprinting, reframing, change personal history,* or your three anchors to add any needed resources.

6. Fire off the *dissociated state* anchor [A_1] and have the explorer begin to imagine being near the allergy producing substance. Then fire off the anchors for the *reference state* [A_2] and *desired state* [A_3] simultaneously. Make sure that you hold the anchors long enough that you see the full physiological responses associated with these experiences as opposed to the allergy response.

7. Starting with a small amount initially, begin to expose the explorer to the allergy producing material, increasing the amount in stages until he or she can be fully exposed to it without effect. At each stage start by firing the *dissociation anchor* [A_1] and then the *reference and desired state anchors* [A_2 + A_3] simultaneously. You may also use the critical sub-modalities you found in *step 1* to strengthen the new response.
   a. The explorer should be allowed to be in complete control of when and how much of the substance they will be exposed to.