

Miraculous Healing with Neuro- Linguistic Hypnotherapy®

Procedures and Exercises

Introduction

Now that you've watched and listened to the material from *Miraculous Healing with Neuro-Linguistic Hypnotherapy*[®], you might be wondering how best to remember all that you've seen and heard. You might also wish to have the procedures written out in a more formal, step-by-step manner rather than gone over conversationally. Well, that's what this resource is for!

Michael Bennett and I have written out procedures for both the Traumatic Injury Relief Pattern and the Representational Energy Healing approach so you can have them a format that's easy to refer to. I've also gone deeper (much deeper) into reframing, three-dimensional thought fields, embedded suggestions, presuppositions and mapping across representational systems. There are exercises here that go far beyond explaining the techniques to you. They're designed to help you develop the core skill sets to become competent at delivering these patterns and techniques in a way that helps you help your clients.

Enjoy,

A handwritten signature in blue ink, consisting of the letters 'K' and 'L' written in a cursive, flowing style.

Keith Livingston
Hypnosis101.com

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Procedures

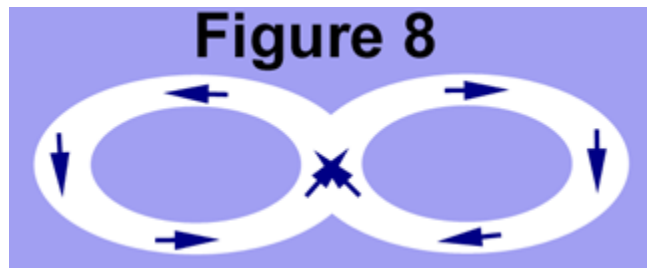
The Traumatic Injury Relief Pattern Procedure



Use whenever an individual has experienced a physical trauma such as a cut, fall, auto accident, sports injury, etc. The Traumatic Injury Relief Pattern is especially helpful in taking the shock out of an experience. That shock is often the reason for ongoing pain.

As with all health interventions, get a referral from a medical professional prior to using this pattern.

- 1) Get a gauge for the client's current level of symptoms. If they are experiencing pain, anxiety or stiffness, have them rate it on a scale of 1 to 10. For range-of-motion issues, if a doctor OKs it, check to see how far they can move, and make note of it.
- 2) Have the client establish a dissociated, observer position. Ask the client to imagine they are sitting in the projection booth at a theater, watching the memory of the accident, as a black and white movie on a movie screen. Have the client view the incident from the moment before the actual trauma occurred, all the way past the end of it.
- 3) Have the client notice and tell you, from this observer position, what slight change in behavior they could have made that would have avoided the accident. It's important that the change be as small as possible--it can't be that the client wasn't there, didn't get into the car, etc. Once your client has that small change, have them remember it and set it aside for now.
- 4) Take the dissociated movie of the memory and have the client run it all the way to the end. "Freeze frame" on the last frame. Have the client change that last frame to color and associate in to the picture. Now, have them very quickly run the movie backward, with everything happening around them, backward at high speed. Check in with the ratings you got earlier. It may be useful for them to re-experience the situation backward more than one time.
- 5) Have the client remember the small change that would have had things work out much better. Have them add that behavior into their movie and mentally rehearse the incident again from an associated viewpoint. Do it 8 to 12 times (start fresh each time) forward in real time. Each time, they avoid the incident or the damaging parts of the incident.
- 6) Instruct the client to think about whatever residual effects of the traumatic event remain and follow your index finger, with their eyes, without moving their head. Move your index finger in a sideways figure eight pattern 6-12 inches directly in front of their eyes. Make sure you are moving your finger in an upward movement when crossing the mid-line of the figure eight.



It's a good idea to now check the client's current level of symptoms and note the progress you've made.

Representational Energy Healing Procedure



attention

If the client is still feeling unwanted sensations, set the following frames...

- Pay attention to the message from the body
- “Energy flows where attention goes” (energy = sensations)
- Pain is your unconscious mind's way of letting you know you have to pay attention
- You can have anything you want in life as long as you pay

Then...

1. Use pain as an induction.
 - Elicit kinesthetic brain coding
 - Elicit visual representation of symptom
2. Create an energy circuit / kinesthetic chain.
3. Condition the energy circuit.
4. Elicit the highest intention or "message" of the symptom. "Before you let go of the symptom, ask it what its message is."
5. Have the client focus on the symptom or sensation and chain the symptom to the conditioned energy circuit, ending at a point several feet outside the body. (Break their state after running the chain each time.)
6. Using the visual representation of the symptom, have the client decide where the representation would fit, be totally harmonious and support the outside environment.
7. Using the circuit, flow the energy out to the representation developed in the previous step. (Repeat as necessary, breaking their state each time.)
8. Post-hypnotic suggestion: Ask the unconscious mind, "Consider how you can follow through with action, the message of the sensations."

Suggest: *"To the extent you follow through with [the behavior elicited in the previous step] and pay attention to [the message elicited in the previous step] in your life, you can have it. To the extent you don't your unconscious mind will remind you to pay attention to what you want."*

Exercises

Developing skill with reframing

Reframing, when done well, is the art of attributing meaning in such a way that a person becomes more resourceful. You can think of it as “spinning,” if you like.

But how do you develop skill in creating meanings that empower the client? Well, it starts with having your outcome defined. In the case of a client suffering with a traumatic injury, usually the outcome has to do with being comfortable, symptoms disappearing, etc.

Common reframes in healing injuries:

- Pain, or other symptoms, are a communication.
- We’ll teach your mind other ways to communicate that are much more comfortable for you.
- The unconscious has a positive intention behind maintaining the symptoms. Usually the positive intention is related to protection and safety.
- The unconscious mind holds on to symptoms when it doesn’t know how to deal with a particular situation; it’s the mind’s way of protecting you.
- As soon as we give your mind a better way to deal with that specific situation, it will exchange the symptom(s) for the new learning.
- Any change or shift is a sign of progress in the healing process.

Going beyond generating these reframes and generating other reframes that are specific to a client's situation involves using some presuppositions:

Presup 1) The client's behavior (behavior, in this case, is defined broadly and includes symptoms) is useful in some context.

Presup 2) The client's behavior presupposes a skill. That skill may be useful in helping them heal.

When your client expresses a belief you think may slow their healing process or tells you about a symptom, there are some questions you can ask that will help you to uncover potential reframes. Here's an example of how this might work...

Client: “I've tried everything to get over this injury and nothing has worked.”

Therapist: “You must be very determined. That's going to be useful to us.”

In this case, the therapist might have asked internally “How is 'having tried everything' good?” Well, you have to be very determined to try everything! Being determined is an asset, so let's frame it that

way.

Most symptoms are useful in some context. Pain, for instance, serves as a signal to help keep us from damaging an already injured part of our body. Most symptoms let us know something is wrong and in many cases, it's better to know than to not know!

Many limitations are actually skills that have not been used for the benefit of the client. I remember one client who continually imagined terrible things happening to him and then had a strong emotional response to the imagined scenarios. I asked myself, "What skill does having that problem presuppose?" The answer was clear. He had a very strong imagination that could bring about powerful emotions. In what context would that be useful? In my mind, once he turned that powerful imagination toward what he wanted to have happen, he'd have powerful motivation toward accomplishing his goals.

Exercises

For these exercises, you'll need to come up with a set of limiting beliefs and/or symptoms. If you're self-aware enough to know your own limiting beliefs, I highly recommend taking them into these exercises. If not, people express limiting beliefs in everyday conversation. Or, you can make them up!

Once you have a limiting belief or symptom, ask yourself these questions...

- How is that good?
- What skill does having that problem presuppose?
- In what context would that skill/problem/symptom itself be useful?
- In what larger context would this skill/problem/symptom be useful?

Example

Client: "The anxiety from this accident is ruining my life."

Therapist: "It's important to have anxiety; it protects you from doing dangerous things. Let's hone that skill so that it can protect you even more effectively. In order to do that, we've got to make some distinctions about what is really safe and what is not, OK?"

Now, you won't necessarily come up with a slam-dunk reframe every time with every one of these questions. However, they will help train your mind to look for winning reframe material and come up with brilliant reframes when the time is right.

Developing skill with three-dimensional thought fields

“Three-dimensional thought fields” refers to the way we store thoughts around our bodies. Here are some techniques to help you develop skill in recognizing and remembering these fields.

Exercise I

1. Think of someone you like. Notice where the image of that person is located. If you don't know where, ask yourself, “If I had to point to that image, where would it be?”
2. Distract yourself for a second (break state).
3. Think of someone you don't like. Notice where the image of that person is located.
4. Compare the two images. Do they have a different location? Distance from you? Color?
5. As an experiment, switch them for a moment. How does that feel?
6. Switch them back.

Exercise II

It's useful to have a system for keeping track of people's thought fields. What I do is begin to “hallucinate” the thoughts that other people refer to. I keep those thoughts in my imagination and refine them as the person I'm talking to gives me more information about them.

As an example, if a client looks up to her left and/or gestures in that direction each time she thinks or talks about her car, she might have an image of that car in that area of her three-dimensional thought field. Think of it there yourself, and continue to refine the image as she adds information about the car.

You can even ask directly about the image to check your intuitions.



Developing skill with embedded suggestions

Exercise I

1. Think of an outcome (something you want your client to accomplish).
2. Think of how you'd ask them to do it directly.
3. Practice working those words into a conversation and marking them out.

It's good to have the flexibility to mark things out in different ways, so practice marking out with tone, with volume and with gestures.

Example

Let's say you are working with a person who had a back injury and who would like to be more comfortable.

First you must establish your pattern. A good way to do this is to use everyday conversation to get going. When you first get together with someone you usually ask them to do things like "please, have a seat" or "come on in" or "tell me how I can help you." Use this opportunity and mark out those phrases the same way you're going to mark out your other embedded suggestions.

Then come up with a few phrases that would express what you'd like them to do, such as "become comfortable," "relax fully."

Mark out your phrases in that same way. If it's a long suggestion you may have to break it into chunks: "In order for you to *become fully comfortable* we'll do a bit of work to make sure we've taken the sting out of the old memories. As the *healing continues*, you'll find that *healing* is just a matter of aligning conscious and unconscious resources. As you *relax more fully* and allow the work we do to sink in *comfortably*, you'll *feel a positive difference*."

Exercise II

1. Write 30 phrases/commands that would lead to healing.
2. Practice saying them in command tonality.
3. Work them into sentences.

Example 1

1. Healing now
2. *Healing now*
3. “I don't know if you can imagine *healing now*, George.”

Example 2

1. The pain disappears
2. *The pain disappears*
3. I had a client who said, “When *the pain disappears*, it feels so good.”

Developing skill with presuppositions

Temporal Presuppositions

To create this pattern:

1. Think of a healing-related outcome for your client.
2. Think of how you would tell them to perform the action directly.
3. Add a temporal word or phrase (“As you *go into trance*” or “continue to *go into trance*.”)

Other temporal words/phrases you can use...

Temporal Word or Phrase Examples (Subordinate Clauses of Time):

As, when, while, during, at some point in, at the same time as, at that point in time, concurrently, alongside, in tandem with, whenever, before, after, since, once, until, as long as, previous to, subsequent to...

Temporal Word or Phrase Examples (Change of Time Verbs and Adverbs):

Begin, start, commence, initiate, stop, bring to an end, halt, cease, proceed, continue, yet, still...

Ordinal Numeral Presuppositions

To create this pattern:

1. Think of a healing-related outcome for your client.
2. Question or state which order they will accomplish it in.

Example: “Usually, the pain does not disappear first. Rather, the pain disappears after the unconscious learning is integrated.”

Illusion of Choice Presuppositions

To create this pattern:

1. Think of a healing-related outcome for your client.

2. Think of two or more ways they could accomplish the outcome.
3. Lay out options and ask them which they would prefer.

Example: “Would you heal more comfortably in the blue chair or the recliner?”

Awareness Predicate Presuppositions

To create this pattern:

1. Think of a healing-related outcome for your client.
2. Make a statement that presupposes they have accomplished the outcome and questions whether or not they are aware of that accomplishment.

Example: “Are you aware of the many ways the work we’ve done is already increasing the communication with your unconscious mind?”

Awareness Predicate Words/Phrases:

Aware, aware of, realize, know, understand, notice, comprehend, become conscious of, recognize...

Adverbs and Adjective Presuppositions

To create this pattern:

1. Think of a healing-related outcome for your client.
2. Form a sentence with that goal in it.
3. Add an adverb or adjective to describe one of the words in the sentence.

Example: “I don’t know if you’re aware how *quickly* you can heal.”

Commentary Adjectives and Adverbs:

Adjectives and adverbs such as “fortunately” and “necessarily” are called commentary adjectives and adverbs. They presuppose everything in a statement after them. “*Fortunately*, bringing about this kind of change is easy,” is a much less confrontational statement than “bringing about this kind of change is easy.”

Exercises for Mapping Across Representational Systems

Note that mapping across representational systems should not be confused with the “mapping across” technique that involves changing the submodalities of one representation to the submodalities of another.

Here's how to map across rep systems.:

Think of an area where you are stuck. Step in to that “stuck” situation. What image, sound or feeling comes to mind?

Practice moving that image, sound or feeling (representation) into the other main rep systems.

Here are some ways to do so.

If the representation is a feeling...

1. Locate the feeling in your body.
2. Note its kinesthetic submodalities: shape, size, temperature, motion (if any), etc.
3. Ask yourself, “If this shape had a color, what would it be?”
4. Note the other visual submodalities: brightness, focus (or lack of), size, 3-d or flat, still image or movie, etc.
5. Now move to auditory. If the feeling were a sound, what would it be?
6. Note the auditory submodalities: volume, tone, pitch, rhythm, etc.
7. Note if the situation seems different to you after representing the situation in all rep systems.

If the representation is a sound...

1. Locate the sound.
2. Note the auditory submodalities: volume, tone, pitch, rhythm, etc.
3. Ask yourself, “If this sound were an image, what would it be?”
4. Note the visual submodalities: brightness, focus (or lack of), size, 3-d or flat, still image or movie, etc.
5. Now move to kinesthetic. If the sound were a feeling, what would it be?
6. Note its kinesthetic submodalities: location, shape, size, temperature, motion (if any), etc.
8. Note if the situation seems different to you after representing the situation in all rep systems.

If the representation is an image or movie...

1. Locate the image. If you had to point to it, where would it be?
2. Note its visual submodalities: brightness, focus (or lack of), size, 3-d or flat, still image or movie, etc.
3. Ask yourself, “What feeling goes with this image?”

4. Note its kinesthetic submodalities: location, shape, size, temperature, motion (if any), etc.
5. Now move to auditory. If the feeling were a sound, what would it be?
6. Note the auditory submodalities: volume, tone, pitch, rhythm, etc.
7. Note if the situation seems different to you after representing the situation in all rep systems.

It's common for clients, when they are telling you about their problems, to lean heavily on one rep system. Solutions are often found in a different rep system, so it pays to develop skill in recognizing this and in helping the client expand their choices by expanding their thoughts into all rep systems. Here's how to develop this skill:

1. Think of an area where you are stuck. Step in to that “stuck” situation. What image, sound or feeling comes to mind?
2. Distract yourself for a moment by thinking of something else (break state).
3. Ask yourself, if you could wave a magic wand, what emotional state would help you to be more resourceful in that area? How would you like to feel, if it were possible?
4. Step in to a time when you were feeling that resourceful emotion. Feeling that emotional state, what image, sound or feeling comes to mind?
5. Compare the two thoughts (“stuck” and “resourceful”). If they are in different rep systems (for example, one is a feeling and another a sound), change them both to a third rep system (for example, images). To do this, simply ask yourself, “If that feeling were an image, what would it be?” or “What color is that feeling?” (That maps kinesthetic to a visual as color is visual).

Thanks for joining me for *Miraculous Healing with Neuro-Linguistic Hypnotherapy*[®]. I'd like to thank Michael Bennett for being my mentor, teacher and for making this program possible. I know Michael would love for this program to help you in helping lots of people overcome suffering and heal more fully.

To your success,

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