

January 6

9:00 AM

Questions

The nature of the states—not hypnosis not meditation.

Exercise 2

**Break outs:** Good, Fun, Yes Scripts pp 35 & 40 Day One.

Discussion and refinements.

10:30 to 10 45

Break

10: 45

Questions

Reviewing the states. Setting the mood.

Anchoring as an incidence of classical conditioning

Creating the anchor

The importance of abstractions from content and context.

Defining the gestures. Why these?

Creating the anchor.

**Group Exercise:** Anchoring Focus and Solid.

Timing the pump

Testing the anchor

Pressing your own buttons.

Questions about safety.

Discussion and refinements.

Language patterns

Homework for generalization and self efficacy.

12:00

Lunch

1:30

Questions

**Review of states.** Setting the mood.

**Break out groups:** creating the anchors, Good, Fun and Yes.

Discussion

Using the buttons to direct the flow of the experience.

3:00 to 3:15

Break

3:15 to 5:00

Discussion and questions

**Break out:** reviewing the states

Polling the group

Content free?

Ecstatic?

Directable?

Automatic?

Discussion

Homework

5:00

Adjournment

## **Exercise 3**

### **Anchoring Resource States**

Presuppositions Underlying the Exercise

Essential Goals:

- Restore a sense of control, choice and mastery in the behavioral options of each participant.
- Open options for new behaviors that are not focused in problematic patterns.
- Use simple conditioning techniques to teach a level of choice that most people are unaware of.
- Access several very specific bodily states or moods.

This starting point has several benefits:

- 1) It emphasizes the general health of the individual system,
- 2) It provides access to powerful, positive, non-problem states,
- 3) It restores the capacity to see and experience positive resource states as a natural part of life.
- 4) It provides a yes-set in which the exercises are experienced as positive, impactful and entertaining.
- 5) It provides a specific experience of the ability to control feelings and urges.

These exercises have an innate capacity to destroy resistance on multiple levels.

- The exercises are pleasurable. In a group setting, everyone can see the positive responses of the other participants.
- Because the content is private, there is no need for embarrassing self-revelation.
- By their nature, the conditioning exercises attach to the leader a strong positive set of associations. S/he becomes a conditioned stimulus for all of the states.
- The firsthand experience of emotional control is a milestone in personal growth, self-esteem and the perception of efficacy.

**Anchoring** is a variant of simple associative or Pavlovian conditioning using a state of general autonomic arousal derived from an imagined stimulus as the unconditioned stimulus. In this exercise, we begin with the foundation states already practiced in the preceding exercises. However, if you are using these exercises outside of the program context, feel free to use any positive experience for the target state.

**Fractionation** is a hypnotic deepening technique in which the hypnotist brings the subject back up towards normal waking consciousness on several occasions during the trance induction. This is done in order to affect a deeper trance experience. Practically speaking, in the following exercise, the deep regression to the remembered state and subsequent return to the 'here and now' provides a basis for comparison between the

states. This allows for better discernment of the qualities of the desired state and enhances the conditioning experience. Functionally, it is identical to fractionation.

**The nature of the states** The altered states of consciousness employed here have specific affinities with both hypnosis and meditative states. In general we resist identification with either. Despite the fact that such beliefs are untrue, the term hypnosis carries baggage implying loss of control and vulnerability. For some participants it may incite fearful responses. Meditation may awaken expectations about what meditation should be or that it is part of a competing or false set of religious beliefs. In order to avoid these pitfalls, both terms are to be avoided.

**Concerns for safety** From time to time participants ask whether the states are addictive or whether it is possible to get stuck. The first question is often answered lightly saying "I hope so." The answer is continued by indicating that because such states tend to increase personal options and enhance personal capacities in the real world they are the polar opposites of addictive behaviors. Even if they were addictive, at worst they would result in spiritual vocations.

For those persons who are concerned about getting stuck they may be advised that the worst possible thing that could happen, if they really got stuck....is that they would fall asleep and awaken feeling refreshed.

The specific aim of this exercise is to provide an experience of efficacy that directly contradicts the feeling of powerlessness that compulsive behavior creates and that much of addictions literature perpetuates. It is important, however, that the icon of hopelessness be approached obliquely. We first establish hope through personal experience, revivification of past positive experience and repeated practice of success. Just as substance abuse and addiction spread through the normal experience of generalization, we use generalization to reclaim psychic ground from them without reification of the process of substance abuse or addiction.

By the end of the session, each participant has experienced the conditioned evocation of several of the target states. More importantly, we have also trained the participants to perform the exercise. In the course of the session many participants will notice increased speed in their own ability to create the Anchors. We assign the remaining states for practice at home. This ensures that the capacity to control one's own feeling states is not just connected to the treatment context but will generalize to other contexts. At home, practicing the conditioning exercise, the clients discover that they can do this for themselves and that it has nothing to do with being in that room or with that therapist or anyone else. It is something that is uniquely theirs.

On a deeper level, the exercise provides the next level in a growing sense of self-efficacy; in this case, the sense of one's capacity to control their own feelings. We don't have to tell the participants that the next time an urge comes they have a choice. They are being taught not only that they can choose, but how to have choice. On an implicit behavioral level this is emphasized and reemphasized in the first several sessions. Every participant is led to the point where they can experience the five states reliably and repeatedly (Erickson & Rossi, 1980, Bandler & Grinder, 1975; Gray, 2001, 2002).

In some cases we have had clients return and request a state that is specifically designed to overcome the urge to use. With their cooperation, the state is designed and installed. In such cases we ask the following kinds of questions: How would you have to feel

in order for that behavior to become unimportant? When have you had an experience of feeling so good or being so fully engaged in something else that the target behavior was not an issue? If there is no single resource state that meets the bill, we can create one from component states.

In the course of installing these states, it is important that each experience foster as near a pure ecstasy as possible. Every participant needs to be challenged to discover just how good they can feel. The behavioral logic is simple. If we want sober people we must give people a positive experience of sobriety. How much can you enjoy focused attention? If it were focused in a sexual act, what would be good about it? How good a decision can you make? How much satisfaction can it provide you? How good can you feel about understanding something that you nearly gave up on? How can you really enjoy your capacity to learn?

When the states are sufficiently intense, they lose their association with the original memories and become relatively undifferentiated ecstasies, characterized only by the root frame of the initial state (focused attention, decision making, etc.). At this level they reinforce sober living by providing (simple Skinnerian) reinforcement, as well as the generalizing experience of positive sobriety. Moreover, at deep levels, the states provide a new level of positive experience, a basis for comparison against which the value of destructive behavior can be gauged. We understand this change as a recalibration of the evaluative function of the ventro-medial frontal cortex. We also rely on Bandura's observation that sufficiently empowering efficacy experiences tend to generalize to other contexts (Damasio, 1994, 1999; Bechara, et al, 1999, 2000; Bandura, 1996).

### **Expected Outcome**

- Participants will learn to install a conditioned response using kinesthetic anchors.
- They will learn how to enhance the positive aspects of the experience and evoke them at any time.
- Participants will begin to experience a growing sense of empowerment and choice.

### **Instructional Notes**

#### **By this time:**

- Participants have practiced each of the five states.
- They have also learned the basic tools for enhancing them.
- Many will be able to directly access the feeling state, independent of the memory content.
- All participants should have the ability to access a strong experience of the identified memory and have experienced some increase in detail and speed of access.

### **There are three crucial issues in the execution of this exercise:**

1) **Emphasize that your instructions *must* be followed.** We have chosen meaningless gestures that are easy to memorize. They also provide a clear signal to the

facilitator as to the activities of each participant. Remind them that they will be checked for the use of the appropriate gestures in the one-on-one sessions.

2) **The exercise is not the structuring of a simple mnemonic.** From time to time people have mistakenly thought that the gestures were intended to act as simple reminders, like tying a string around your finger, in order to remember the underlying memory. Nothing could be farther from the fundamental idea of the exercise. ***The gestures are to be associated with the feelings as conditioned stimuli, triggers for the onset of the feeling that they represent. The end result is to be an unconscious and automatic response.*** Explain that the gestures will become buttons that will automatically evoke the feeling, even when they feel stuck in another mood.

3) **Timing of the anchor is crucial.** The gesture, the neutral stimulus action, must be made as the state is increasing. The fingers should touch as the state is increasing, they should separate before the peak. As an alternative, participants may find that keeping the gesture and “pulsing” it or rubbing it works better.

#### **Points about the process:**

- Remind participants that the process is *gentle*.
- Suggest that if attention wavers, it can be *gently* returned to the memory.
- Things will become easier as the wanderings are incorporated into the process as reminders to return to some facet of the memory.
- *Wanderings are normal* and that for most people, except those well practiced in meditation, there is no such thing as a purely monolithic attention.
- As the states become more intense, they will have no problem with maintaining attention. The States have many levels (VAKOG), use them.
- Even if the attention shifts from visual to auditory or kinesthetic elements of the object, there is always another submodality distinction to be discerned.

**There are three stages to this exercise; installation, enhancement and separation of the feeling from the memory. The installation is relatively simple. It works straightforwardly as indicated in the exercise itself.**

#### **Access the resource state.**

- For each of the trials, have the participants begin with their backs straight, their feet flat on the floor and their hands unfolded. Remind them further that erect posture will allow them to become aware of the tendency of each state to suggest a posture that will enhance their experience. As the state increases, they should go with the posture it suggests. Remind them that they should not be eating.
- For the first trial, have the participants access the state but remind them to make no effort to make a gesture. Watch their hands and expressions. As they enter the state, remind the group to use no gesture this time; just immerse themselves in the experience. Do it quickly, note the rush of the onset of the experience.
- Take them in and bring them back. If they are still working at the level of memory content use suggestions like: “Step all the way into the experience, see what you saw, hear what you heard, feel what you felt.” “Take a deep breath and

smell what you smelled there.” “Notice the rush as you zoom into the very best part of the experience.”

- For participants who are no longer engaged with content, suggest that they notice how the feeling spreads and grows. Encourage them to notice how deep it goes and how wide. Suggest that they pay attention to multiple dimensions of the felt experiences. Synaesthesias can be very useful – If the feeling had a color, what would it be? What kind of sound does it make as it gets stronger? Encourage them to gently turn their attention to the best part of the feeling.
- When they have had sufficient time to fully enter the state (note their physiological responses), have them return physically to a neutral state. Have them actually shake their bodies or think of something that will break state. It is crucial that they return fully to a neutral mood between iterations. This enhances the contrast between the target state and the neutral state and makes the process more effective.

### **Review and apply the gesture.**

- **For this exercise we have provided specific gestures for each state.** The gestures are meaningless but uniform for the practical reasons stated above. If you decide not to use these gestures or are using the exercise in another context, settle on gestures before doing the exercise.
- **Before the second iteration, review the gesture.** Have them practice making the gesture a few times before doing the rest of the exercise. When they start the next part of the exercise, remind them not to make the gesture until they experience the rush of the state as it comes on. For those in whom the experience starts in the head, let them wait till they begin to feel it in their body before making the gesture. Participants should then hold the gesture for no more than two seconds and then release it.
- **Remind them that they should only hold the gesture while the state is increasing.** After releasing the gesture, they should enjoy the state for few minutes before shaking it out. Watch the participants’ hands and physiology as they perform the exercise. This will help you to know when to call everyone back to neutral ground.
  - **The anchor gestures (conditioned stimuli) should be made, gently, casually and comfortably.** People who are holding them in the air or who seem to be using brute strength must be reminded to relax and to focus on the feeling, not the gesture.
  - **Emphasize the sequence:**
    1. Access the state,
    2. Make the gesture,
    3. Hold the gesture for only two seconds (as it is increasing),
    4. Release the gesture,
    5. Enjoy the state,
    6. Shake it out,

7. Open the eyes.

### Test and repeat

- **After each iteration, poll the group for responses and take the time to clarify issues, commend exceptional responses and respectfully correct errors.**
- **Remind the participants:**
  - The gesture should be easy, casual and should require little attention.
  - Focus most of their attention on the state itself.
  - *For the first few times 'nothing should happen yet'*. They are learning a skill that requires a little practice.
  - *The first few times, the gesture will seem to interfere*. Encourage them to continue until it enhances the state.
- **Send them back into state reminding them:**
  - They will know that the anchor is working when they note some facet of the experience intensifying as they make the anchor gesture.
  - For each repetition, remind them to step directly into the level of intensity at which they last experienced the state.
  - To become aware of some new aspect of the experience. "What can you notice now, that you hadn't noticed before? Is there some new detail of feeling?"
- For the first anchoring exercise, you may **expect five or more trials before the majority of participants report that the anchoring gesture has made a noticeable impact on the experience.**
- After this happens, **beginning with the next repetition**, instruct the participants to begin 'pumping' the gesture. That is,
  - When they notice the change in experience that accompanies the gesture, they should quickly break and remake the gesture.
  - Each such 'pump' should be followed immediately by a new rush.
  - Let them again break and remake the gesture.
  - Time the rhythm of the Anchor gesture to connect with the rushes that they have generated through conditioning effects.
  - Notice the increases as they build one increase on another and 'pump' the gesture in time to those increases.
  - This will result in a marked increase of the power of the experience.
- Suggest to the participants that in successive iterations they can time the pumping gesture so that it coincides with the first hint of feeling.
- Have them turn their attention more and more to the felt bodily sense of the emotion and to pump at the slightest perceived change in the feeling.
- The pumping action most often consists of breaking the gesture briefly by separating the fingers. It might be done by tensing the fingers or gently rubbing them together.

## Troubleshooting:

- **Some participants will report that they feel a complete disappearance or significant diminution of the experience between Anchor gestures.**
  - This usually means that they are waiting too long between gestures.
  - They should speed up the pumping action so that the release of the gesture is very short.
  - They can also be reminded to make the gesture as the new level is increasing and to quickly release and remake the gesture before it peaks.
  - The idea is that rush builds on rush, which builds on rush, which .... It is as if one were riding the crest of a fractal wave.
- **The physical action of pumping will not work identically for everyone.**
  - Some will prefer a rubbing motion;
  - others will prefer a squeezing or tapping motion.
  - The timing and consistency of the action are the more important elements.
- **If the anchor gesture is made as a dramatic gesture, it will just get in the way.** Minimize the gesture and practice a little before associating it with the feeling.
- **If the client gets frustrated, have them stop.** Make sure that the client has accessed an appropriate resource and that they can get to it. Review the process and lead everyone back through it.

## Testing and enhancing

Once the anchor has been associated to the stimulus, there is another refinement that ensures that the anchor is feeling-based and not image-based. This allows the experience to be more transferable to other contexts.

- Have the participants sit up straight in a neutral state.
- **Without making any specific effort,**
  - Have them close their eyes,
  - Make the gesture, and
  - Notice what happens in their body.
- **Instruct the participants that, as they begin to feel the experience coming up through their bodies,**
  - They should begin pumping the gesture.
  - As they do so, let them gently turn their attention towards the feeling part of the experience.
  - Suggest to them as they pump, “Just let your attention rest into the very best part of the experience.”
  - “Notice how the feeling intensifies, the picture fades and all that is left is the feeling, growing and intensifying.”
  - Emphasize the feeling dimensions: depth, texture, color, speed, moisture, etc.



- **Let the participants practice this and remind them that the anchor will intensify the part of the experience where their attention lies.**
  - Have them notice that by gently turning their attention towards “the very best part”, it will become the center.
  - Have them practice this until all content and context dissipate and only feeling remains.
  - Allow them plenty of time in state to develop depth of feeling.
- **Persons who have treated the gestures as mnemonics, will:**
  - Still take a minute to relax and get into the memory.
  - They will describe the process as going to the memory first in order to get to the feeling.
  - Stop here and re-instruct the group in the proper sequence.
  - Tell them to close their eyes, blank their minds, and without effort, let them just notice what happens in their bodies as they make the gesture.
  - As soon as they notice the slightest change in feeling let them begin to pump the gesture.
  - The only effort should be the relatively passive effort of noticing what feeling arises in the body.

**Please emphasize that all of these processes are very gentle and require little effort. Like classical meditation, the attention may be gently turned back to the object when distracted. Further, the anchor gestures should be made comfortably and gently. It is not a test of strength.**

**By focusing more and more on the feeling aspects, we make use of the limited capacity of short term memory to squeeze out the other parts of the experience. As more and more of consciousness is focused on the feeling, the rest of the experience fades away and the conditioned response becomes feeling centered.**

The remaining states (after the first) should move more quickly. Remind the participants that they are learning a skill and that they should notice that it works faster and better as they practice. You might even challenge them to make it work faster or to see how quickly they can get it to work. Review all of the states if possible and assign any unfinished states as homework. In any event, instruct the participants to practice the Anchors at home. Challenge them to see how much intensity they can create.

### **Behavioral Standards**

1. Participants who are at least paying attention will be able to name the five states and illustrate the appropriate hand gestures. They will be able to do this in order.
2. Physiological signs: Participants who enter the states will show profound changes in posture, heart rate, breathing and skin tone. Many will begin to express rhythmic movements that reflect the underlying experience. Although they differ from person to person, state changes will be observable. As the states

- become more profound, mouths may hang open and signs of deep relaxation may appear. Smooth, coordinated, consciously regulated movements should largely disappear. Pumping responses may become irregular or intermittent.
3. The anchoring exercises, almost without exception, lead to strong positive feelings. Even in persons who are initially in a bad mood, the exercise is generally sufficient to change the mood. Dissimulators or non-participants typically retain their negative disposition.

By the end of the exercise, participants should be able to change states by pressing their fingers together in any of the five gestures.

### **Exercise 3**

#### **Anchoring Resource States**

In the previous exercises we have learned something about the nature of memory and the brain's control system. We have explored the possibility of enhancing memory using that control system and we have learned to access five powerful meditative states. This is all quite impressive, but—all in all— it amounts to a systematization of things that we all do anyway. We all have daydreams and fantasies that can be very intense. We have all spent enough time with them to change our mood. The intensity of the states may be notable and the meditative states may be new, but they are available in other contexts and with other techniques.

We now come to the first element that truly sets this program apart from the rest. It is simple. It is basic to every living animal in existence. It is something that happens to us everyday on an unconscious level. It is conditioning.

Conditioning is one of the most basic forms of learning. It happens to you everyday. It is the process that connects a meaningless stimulus to a feeling or response that fills it with meaning. It is how the scent of a certain perfume brings a person to mind, how a song brings back romantic memories and how, after food poisoning, you can never stomach crab cakes again.

All of this happens out of consciousness. Conditioning usually works and works best when we are unaware of it. We usually only recognize it after the fact and call it learning or association. Here, we are going to create our own conditioned responses.

In this exercise we are going to learn how to connect the five states that we have just learned — focus, solid, good, fun and yes – to five simple gestures. We will then be able to use these gestures to evoke their associated feelings at any time and in any place. We will also be able to use the states in much more complex ways because of this accessibility.

This step is important because changes that happen in meditation or therapy often don't last long outside of the original experience. It is not uncommon for someone who is

meditating or getting acupuncture to have wonderful results for hours or even days after the experience. When it is part of a disciplined practice, these experiences can continue for quite a while. The problem, however, always remains: what happens if you can't make the session? What happens when the world smacks you in the face and there is no opportunity to stop for meditation or to see the massage therapist or the acupuncturist? What happens, if you can't assume the posture or otherwise access the state?

Conditioning allows you to take the state with you. It compresses all of the work of getting there and enfolds it into a word, a gesture or a smell. In this context we have chosen to think of them as buttons. This is very much like the common expression for conditioned responses – pushing someone's buttons. Conditioned responses are like buttons that can turn on the feeling states. In this case we will be turning on positive buttons, buttons that you can use to attain ecstasies of transcendence, buttons that can bring you from negative to neutral, buttons that can give you the edge you need in any context. They are also buttons that you can use to construct states of mind that you may have never experienced before.

Buttons also give you a new means of controlling the intensity or quality of the states. Once established, the buttons can be used to focus the states on facets of the experience that you particularly enjoy.

At the outset, please remember that this is easy. It is a natural process that is best experienced somewhat passively; straining and struggling and conscious efforts only get in the way. During the exercise, just relax and notice how well your body responds.

By this point, you will have practiced several of the states to the point where you find it easy to access empowered, peaceful experiences of floating ecstasies. If you are starting from here, you can go directly to step three.

If you are working on a new state or one that still needs practice, start as follows:

### **Creating Anchors**

It is very important to notice the difference between being in the *memory* and watching the memory from outside. If your memory seems to be just in your head, imagine that you can step all of the way into it. As you experience the memory, you may even notice flashes that feel like really being there, focus on these. Take a few minutes to make sure that you are actually in the experience. Once you have the sense of really being there, even if it was only for flashes, come fully back into the present context.

1. Step all the way into the memory, and get a feel for it. Notice that you can step right into one of those parts where it all came alive. Step right into it. Notice what you are seeing and feeling and hearing. Notice the patterns of tension in your muscles. Notice who is there and how you feel emotionally. Take a few minutes to get really familiar with the feel of being there. Enjoy it. Come fully back into the present. Do this a few times and find out how much you can enjoy it.

2. Return to the memory. As you do, notice that you can zoom right to point where you left off the last time; right to the very most intense part. Notice the rush of feelings and sensations. Enjoy them for a moment and then, return fully to the present.

3. To anchor the state, pick a gesture (use the ones supplied below). Close your eyes and zoom right back to the most intense experience of the state. As you experience rushing into the state, make the gesture. Hold it for about two seconds while the feelings are increasing. Let the anchor go. Shake out the state (shake your body) and return to the present.

*(Here is the basic sequence: close your eyes, access the feeling, make the gesture, release the gesture, shake out the feeling, open your eyes,).*

4. Repeat step three, four-or-five times or until you begin to notice a dramatic change in the experience whenever you make the gesture. Remember to come fully back into the present before each repetition.

5. Once you have the clear sense that the gesture is adding to the power or depth of the experience, repeat step three with the following difference: As you notice the change that flows out of making the gesture, quickly break and remake the gesture.

Hold the gesture again until you become aware of the rush of experience then break and remake the gesture again. Repeat this pumping action until the experience becomes pleasurable intense. Shake out the state (shake your body) and return to the present.

***TIP:** Pumping the gesture might mean gently rubbing the fingers together; it may mean gently pulsing the muscles while holding the gesture. I generally find that once the anchor has been created, pulsing the gesture works best. Find a method that works for you.*

Notice that as you focus your attention on the very first sensations that enter your body, the feeling grows more quickly. Make a game of pulsing or pumping the gesture just as the first hint of feeling arises in your body.

6. Test the state. Clear your mind. Sit or lie comfortably and make the gesture. As you notice the rush of feeling that flows out of making the gesture, begin to pump the gesture by breaking and remaking the gesture repeatedly. Do your best to make the gesture at the first hint of a bodily feeling. Repeat this pumping action as you find yourself enjoying the growing intensity of feeling. With each pump, allow your attention to discover something better or deeper in the feelings. As you do this, enjoy more and more aspects of the feeling itself. Let your attention move into the feeling and just allow the visual and auditory information to fade away. Keep pumping until you have an intense experience of pure feeling. Shake out the state (shake your body) and return to the present.

### **The basic states**

**FOCUS:** This should be an example of focused attention. It might have been a time when you were watching an exciting movie or reading an interesting book. It might be a time when you were playing a game or doing something exciting. Whatever it was, it was a time when you were really THERE; time disappeared and you enjoyed it totally. It might be a time when you met someone new that you were very interested in getting to know. A time when you were able to spend hours with that person, but it only seemed like minutes. Make

sure that it was something that you enjoyed. Choose a memory with no regrets or mixed feelings; something that is complete in itself. (Touch tip of thumb to tip of index finger.)

**SOLID**: A time when you made a good decision, one that continues to be satisfying even today. Maybe you bought a car or a house and it proved to be a good investment. For our purposes, find an example that involved a real choosing process. Find one that began with many possibilities but ended with a single choice. For example, think of going to buy clothes. Think of the initial choice of a store; then, of a brand or price range; then, of a style. At some point the choice narrows to just a few possibilities. As you make the final decision there is a feeling that tells you, "This is it." That is the feeling we want. (Touch tip of thumb to first joint of index finger.)

**GOOD**: A time when you totally surprised yourself by being able to do something, and do it well, despite the fact that you didn't think that you would be able to do it. What might make this experience special is that it wasn't until you had already learned and were already doing the new thing that you finally realized you were doing it! I often think of trying to learn to ride a bicycle or drive a stick shift. There is that one minute when it all comes together. Find a moment like that, when something difficult suddenly comes together. I also like to think of learning a new chord or riff on a guitar. It begins as a complex set of individual movements. After practice, however, there comes a point where it all begins to flow together as a single motion. That is the feeling we want. (Touch tip of thumb to tip of middle finger.)

**FUN**: A time of playfulness. This is an experience where you were just having fun; that simple. It doesn't have to be the best time of your life, just a moment of enjoyment (not to mention legal and positive). (Touch tip of thumb to first joint of middle finger.)

**YES**: Something that you can do competently, reliably and repeatedly; something that you know that you can do well without a doubt. I like to think of tying my shoes. I had some trouble learning how, but now I do it automatically without thinking. Think of something you do well and do easily; especially if it took some effort to learn. Be sure to add an appreciation of how well you do it now, compared to how hard it seemed at first. (Touch tip of thumb to tip of ring finger.)

## References for the exercise

- Andreas, Steve & Andreas, Connirae. (1987). *Change Your Mind— and Keep the Change*. Moab, UT: Real People Press.
- Baffa, Carmine. (1997). "IQ, Hypnosis and Genius."  
<http://Carmine.net/geni/geni0001.htm>
- Dilts, Robert; Delozier, Judith, A.; & Delozier, Judith. (2000). *Encyclopedia of Systemic Neuro-Linguistic Programming and NLP New Coding*. Scotts Valley, CA: NLP University Press.
- Gray, Richard M. (2001). "Addictions and the Self: A Self-Enhancement Model for Drug Treatment in the Criminal Justice System." *The Journal of Social Work Practice in the Addictions*, Vol. 2, No. 1.
- Gray, Richard M. (2002). "The Brooklyn Program: Innovative Approaches to Substance Abuse Treatment." *Federal Probation Quarterly*. Vol. 66. no.3. December 2002.