

RAPPORT

THE MAGAZINE FOR NLP PROFESSIONALS

**The (Geography)
map is not the
territory**



NLP Quick Tips • Education • NLP Stories • Health & Wellbeing • Lifestyle • Business • ANLP News • NLP People • Social Media
NLP Conference & Awards • Coaching • Author Interview • Diary Events • Research • Book Reviews • NLP Practice Groups • Blog

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The (Geography) map is not the territory

The harmony of inspirational teaching



By Kash Falconer



'The whole is other than the sum of the parts'
~ Kurt Koffka

Longdean Academy is a Single Academy Trust in Hemel Hempstead, Hertfordshire. It is unique in the UK (as far as my school research shows) for offering a one-year option in GCSE Geography. The (2017) results achieved by the Geography department are outstanding: a 98% pass rate with a 48% A*-C achievement...

This becomes an 'outstanding' achievement because this is a two-year course, designed for 15-16-year-olds... taught to pupils who are just 13 years old.

As a governor at this school, I wanted to know how they achieved this and what the impact was on the students, so I ran a modelling project which was carried out with the full agreement (and curiosity!) of the head teacher.

I began observing and interviewing staff and students and whilst doing this, I became more and more aware of the words of the gestalt psychologist Kurt Koffka: 'The whole is other than the sum of the parts.'

For me, these words are very different to 'The whole is *greater* than the sum of the parts' (often attributed to Aristotle) because the word 'other' expresses more about the whole being independent from the parts - or as I choose to frame it, the difference that makes the difference.

I observed that each teacher in the team was inspirational in

many ways. They all had passion beyond their subject matter and they all had the intention to educate their students to the best of their and their students' abilities; they all had strong memories of teachers or parents who had inspired them and wanted to pay it forward, like many teachers in many schools.

There were additional attributes in each member of the team that were also common between them and seemed to be more interesting to explore. These attributes are, perhaps, less common generally amongst many teachers *when operated in conjunction with the seven traits listed below*. Attributes such as less ego, willingness to collaborate with each other and other departments, being able to challenge without judgement, and each with the strength of character to understand that they were contributing to that 'other than the sum of the parts'. They had common beliefs and values that transcended their hierarchy and school status. When I saw this 'whole' I was in awe of the difference it made from my own experience of the education system as a student and as a school governor.

As part of the interviews, the team gave me a copy of the booklet they produced annually as a study guide for the students, aligned with the curriculum for that year. About 40 A5 pages of words and pictures - the culmination of their collaboration. It was something so simple, I almost overlooked the value of it in



the context of ascertaining what the difference that made the difference actually was...

The course booklet was meticulously researched, planned, discussed, designed, redesigned and presented in such a way that it made it easy for the students to follow, with removable diagrams, explanatory notes and highlighted key learnings. As the interviews progressed, it became apparent that the booklet was a tangible demonstration of all of the traits mentioned below and the relentless quest for perfection that each of the teachers had – How can we make it better? Are there any new, external references that we can include? Are we consistent? Do my colleagues know something outside my experience which can add value? Am I allowing myself to be challenged, learn and grow? What happens if I change the way it is presented? And many, many more questions, self-examinations and iterations of learning.

There was so much more material to work with in my modelling process and yet the booklet showed me the how, what and why of their success in the most simple and elegant way, and it became obvious why they were outstanding. This was a team working in harmony, almost as if they were a single person. They gave the same messages, they backed each other and their students, they inspired a sense of purpose in each other and their students and a work ethic in an eclectic cohort of 13-year-old pupils that I have not seen before. The students were excited to be in the lesson and excited to tell me what they had learned, the countries they had 'visited', and the terminology they now knew. Truly inspiring.

This was a team working in harmony, almost as if they were a single person

The following observations are my conclusions as to why this team of teachers succeeds. The seven traits (below) that have been distilled from this modelling exercise are intended to operate in harmony and simultaneously. Each trait is good in its own right *and* when in harmony with the others; it creates the 'whole' referred to earlier which is almost an independent entity to the 'parts'. This harmony is less easy to achieve than it may appear from the simplicity of the observations. It depends on individuals being comfortable in themselves and with each other; being able to be both strong and confident and also vulnerable in their honesty with self and others. How to find this team balance may well be another modelling project for the future...

The seven traits

1 Prepare, prepare, prepare. Ensure that you have taken care of all the trivia and periphery and that the students will have all the materials they need to succeed. This is represented by the booklet. If students have as many of the materials as they will need during the course, there is less chance of stress and more engagement because guidance is always on hand. Ensure that you have all the knowledge you need to deliver the lesson ▶



▶ and be prepared to learn new things and be brave enough to say, 'Good question; I don't know the answer,' even to students who are 13 years old! Remember the 'less ego' bit mentioned above?

2 Make a contract with your students. It may be a document, it may be verbal but whatever the format, be clear with the boundaries and expectations. We know that rapport is a great way of building trust quickly. So develop rapport, hold it and state your contract clearly. 'We will work hard and you will be expected to work hard too. I expect a, b and c. In return, I will deliver x, y and z.' If necessary, repeat this in every lesson (that's what this team does). The contract also includes testing and results of that testing and repeating the test to embed the learning. If you do not keep your end of the bargain, there are consequences. *Enforce the contract at all times.*

3 Teach to the highest level. This team expected their students to all be A* candidates and taught them as such. They made sure to explain all A* terminology that might be less easy for some to understand and taught it to the whole class to ensure that no-one felt singled out.

4 Inspire. This is something you are already doing. Share your beliefs and values as a natural part of you. In simple terms, be honest and true to yourself whilst in the company of your students. It is part of the contract – transferring beliefs and values that you hold and giving the students the chance to evaluate them for themselves empowers them with new ways to think and options they may not have had before.

5 Expect the best of your students. Find the good, the curious, the inquisitive, the wonder in each of your students... and expect to find it because it is already there! If you are in a resourceful state, then your students will be in a better resourceful state through your rapport with them.

6 Have fun! Time is precious. On a one-year options course, teachers are cramming two years of learning into a single year. Yet finding the time to play with the subject is the artistic side of knowledge. Allow your students to play too and to take leaps into other areas with these new-found skills. If you have fun, then it's likely that your students will have fun too; it is a sign of comfort in your subject and it is infectious...



7 The power of the reframe. These teachers reframe and make positive statements to their students. I learned that the team sometimes explained a word or phrase loudly to the brightest student in their class so that less confident pupils in the room would hear it and not feel singled out. We know that we can teach as much in a few words as we can in a one-hour or week-long training, as long as it's the right words at the right time! The art of the exemplars was working together to create as many opportunities for the 'right words at the right time' as possible. Always be aware of the power of positive reframing and who else may be listening that may benefit!

This team is inspirational. They work with the students to extend their maps and give options for other subjects and for life. What has stayed with me since doing this project is a quote from the team at the feedback session:

'The kids at our school aren't privileged. Many come from disadvantaged backgrounds and they may never leave this country because of their circumstances. We want to take them on a journey full of wonder and curiosity. We want them to experience other cultures, countries and cities. They travel to these places and have these experiences whilst they are sitting in our classroom. We want to inspire them to learn beyond Geography and to keep learning... and we feel that's the greatest gift we can give them.' ■

Finding the time to play with the subject is the artistic side of knowledge



Kash is a Master Practitioner of NLP and has been working with ANLP as Head of Strategy for 3 years. He is a member of the NLP Conference Committee and is also used for general advice when required! Kash is a School Governor (Trustee) at Longdean Academy in Hemel Hempstead, UK.

40 a day to non-smoker in just one session

ANLP members can share their success stories and case studies via the Members dashboard on our website. Here is an example of such a case study, kindly submitted by ANLP member Diane Oxborough.



With old triggers disconnected, he could be around smokers, enjoy a few pints, and remain a non-smoker

What was the presenting challenge/problem?

Russ was a full-time smoker. On a usual working day he smoked 40 cigarettes. On the weekends he smoked more.

How did the challenge affect the client?

He'd tried to quit smoking many times, using patches, lozenges and willpower (the most difficult way of all). The best he managed was two weeks of going 'cold turkey' but he had felt irritable and fidgety. It was his wife who suggested hypnotherapy, so he called and booked in to see me.

Russ said, 'I didn't know what to expect so I just enjoyed the last weeks of smoking. D-day arrived and I had smoked all my fags before going in, but I made sure I had enough money on me in case I wanted more fags when I came out.'

What did you do to empower your client to move forward and make the changes they wanted?

In the session, we initially talked through his smoking habit. I explained how hypnotherapy works and what he could expect. I explained the 'conscious' and 'unconscious' mind, and other

relevant pieces, and Russ had a few 'lightbulb moments'.

He had previously used cigarettes when stressed, and also to relax, so I taught him a simple self-hypnosis technique. He discovered he could relax very deeply whilst feeling perfectly in control.

Then we did an hour of hypnotherapy tailored to Russ. We used various hypnosis and NLP strategies in the session. Russ found the hypnotherapy pleasant and relaxing.

What did the client say about their experience?

Russ was delighted with his results. With old triggers disconnected, he could be around smokers, enjoy a few pints, and remain a non-smoker. He felt healthier. His wife was over the moon!

Months later Russ sent a testimonial. 'In the back of my mind I didn't know how a 40-a-day smoker, who had smoked for over 30 years, could walk out of a two-hour session as a non-smoker. But guess what... I did! One day I was a smoker and after two hours it was as if I had never smoked. Best money spent for years, thanks!' ■

NLP, care and resilience through bereavement



By Joe Cheal



There is no 'right' or 'wrong' way to feel about bereavement

The context

Having grown up in an elderly folks' home, I have a nostalgic affinity for the care industry and for well-run residential/nursing homes. In the last few years, I began working more frequently with the care sector, focussing on staff and management development. After having run some 'Resilience' courses, I was asked if I could help a group of care home staff to become more resilient when handling the topic of bereavement.

I discussed the challenges with a local care home manager and discovered (quite obviously on reflection!) that the issue was not just coping with the death of a resident (who may have been in the home for a few years and was fondly regarded by all), but also coping with 'end of life' palliative care. Not only might the staff have an array of feelings about a resident's end of life, but they also want to be of service to the families who are dealing with their own array of feelings.

Design and delivery

Rather than deliver the standard Kubler Ross transition curve (*1) I created a model based on the very individual journey that people appear to have when faced with bereavement:

Stage 1: Hurt/pain

Stage 2: Shockwave

Stage 3: Core emotions

Stage 4: Recovery

Every stage has numerous personal interpretations and expressions and, indeed, a person may weave backwards and forwards through the stages (sometimes running multiple stages concurrently). Eventually, one hopes, the individual spends a greater percentage of their time in 'recovery' and then possibly out the other side.

Stage one is the simple, immediate, raw, psychophysical pain and hurt that grief can generate. In the training, there was very little need to discuss this stage in depth, only that the pain can be felt physically as well as emotionally.

The Shockwave stage (Table 1) is a reaction to (and protection against) the initial hurt and pain. The 'explosion/implosion' model proved a useful method of explaining to staff the variations of reactions, all of which are natural and valid. This helped to normalise the varied experiences both in oneself and others.

At this point on the course, we also explored some of the 'embodied' metaphors around grief and loss (Table 2):

NON-RESILIENT REACTIONS		
ANGER	FEAR	SADNESS
Unfairness	Denial	Continued sorrow and tears
Irritable	Freeze	Numbness
Outbursts	Can't think	Ruminating
Swearing	Worrying	Depression
Guilt	Fear of forgetting/betrayal	Helplessness
Resentment	Awareness of mortality	
	Defensiveness	

RESILIENT RESPONSES: HAPPINESS		
BEYOND ANGER	BEYOND FEAR	BEYOND SADNESS
Acceptance (inner peace)	Acceptance (it is what it is)	Elation
Empathy (connection)	Planning (back in control)	Purpose/meaning making
Join/create a cause (‘the fire for change’)	Letting it in a bit at a time	Sweet sorrow (honour the person)
		Reminisce (happy to have known them)
		Celebrating their life (what was good)
		Joy in remembering
		Time for loss (and time for life)

Table 3. The ‘Big Three’ core emotions of bereavement (non-resilient and resilient responses)

▶ The outcomes

During the course, staff openly discussed their own experiences and stories (ranging from poignant to funny). As well as the expected expression of concern and frustration, there was also plenty of laughter! They were then encouraged to look at wellbeing and resilience strategies to help them cope more effectively with the psychological aspects of end of life and bereavement. They also explored how to communicate and behave with the families. Despite the topic, we kept the atmosphere warm, empathetic, light-hearted and appropriately humorous.

The immediate feedback from the care home manager was her surprise at how open her staff were on the course, including some whom she didn't expect to speak at all! Staff feedback was gathered after the event, inviting responses to questions including: What did you learn from the course? What do you intend to put into practice?

The general consensus appeared to be that it was good to be able to share experiences and ideas, and it was reassuring that there is no ‘right’ or ‘wrong’ way to feel about bereavement. There

was also much feedback about developing skills and knowledge to support families and colleagues. In addition, the staff valued the psychological elements of how to cope, particularly: reframing, focus, empathy, readiness and looking after oneself in order to better look after others.

Four months after the courses, the care home manager reported, ‘The change that I have noticed since the training is that the staff are more comfortable addressing end-of-life plans with both residents and families.’

Conclusions

It was rewarding to be able to apply the concepts of resilience to a specific context with the people who have to deal with end of life and bereavement on a daily basis. Bringing NLP into the design and delivery enabled a degree of modelling to share more easily the range of human experience. It was also useful to apply some of the NLP concepts/philosophies (e.g. framing/reframing, at cause/at effect and state management) as well as some basic tools and tips (e.g. how to manage internal dialogue). ■

REFERENCE

(*1) From Elisabeth Kübler-Ross, *On Death and Dying* (1969)
– Whilst the ‘change curve’ is now standard fare for courses about change, the original set of emotional phases was actually modelled on the experience of those faced with their own imminent death and not based on the reactions of the survivors.

Joe Cheal is an NLP master trainer and has been working with NLP since 1993. He runs Imaginarium Learning & Development, transforming people and businesses through training, facilitation, coaching and mentoring. He holds a degree in Philosophy and Psychology and an MSc in Organisational Development and NLP. He is the author of *Solving Impossible Problems*, *Who Stole My Pie*, co-author of *The Little Book of Resilience* and is the editor of *Powered by NLP* (Vols 1 & 2) and of *Acuity: The ANLP Journal*. He can be contacted via: joe@imagariumdev.com.

Futureproof your membership by freezing your fees



You have until 29th February 2020 to take the required action to freeze* your annual or monthly membership fee at the new lifetime guaranteed rate. The purpose of this is to protect yourself from any future price increases and ensure your ANLP membership continues smoothly without any interruption to services.

To futureproof your membership, you have **two actions** to take, regardless of when your membership is due for renewal:

- 1 Set up a valid payment method <https://staging.anlp.org/knowledge-base/how-to-set-up-your-payment-method>
- 2 Set your payment to auto renew <https://staging.anlp.org/knowledge-base/how-to-set-your-payment-to-auto-renew>

Your payment will not be taken until your renewal is due – you just need to take these two actions before 29th February so you can futureproof your membership fees by freezing them at the new lifetime guaranteed rate. ■

**Terms and Conditions for freezing membership fees for life – these actions must be completed by 29th February 2020:*

- 1 A valid payment method is always set up on your account (Subscription area of dashboard).
- 2 Auto renew is selected to ensure that your membership continues uninterrupted (Account area of dashboard).
- 3 If, for any reason, your annual or monthly payment fails and you do not bring this up to date BEFORE your renewal date, your fees will revert to the prevailing rate at the time and will be subject to annual increases thereafter.
- 4 Any break in membership will result in your membership fee reverting to the prevailing rate at the time and will be subject to annual fee increases thereafter, unless you request a membership suspension as per our current terms and conditions of membership (section 2.7 Membership Suspension – <https://anlp.org/terms-and-conditions-of-membership>).

Congratulations, Shannen

Shannen Marsh, ANLP's administrator and social media whizz, achieved her own NLP Practitioner certification in December. Well done, we are so proud of you.

The ANLP team all have NLP certifications at different levels and have studied with several different NLP schools in order to minimise any perceived bias or preference for a particular person, company or NLP school.

Our certification levels are as follows:

- Karen Falconer – Practitioner, Master Practitioner, Trainers Training
- Kash Falconer – Practitioner, Master Practitioner
- Gemma Harley – Practitioner, Master Practitioner
- Shannen Marsh – Practitioner
- Nina Robbins – Practitioner

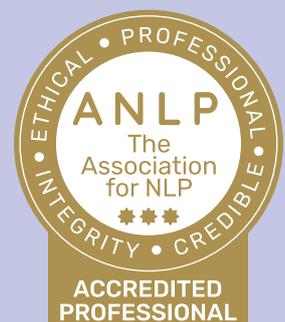
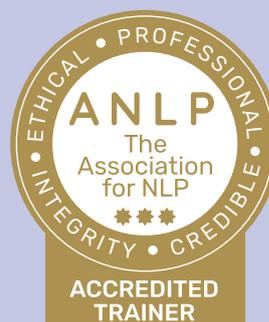
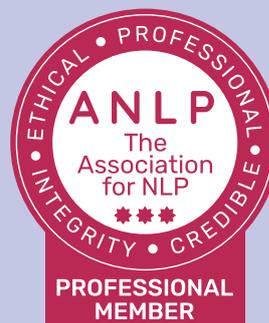
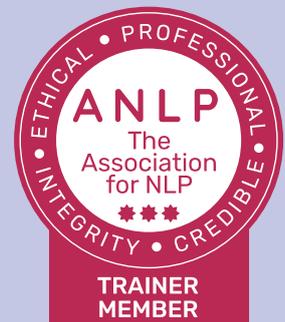
It may come as a surprise to some that, despite all being NLP-trained, ANLP do NOT offer any training in NLP or private client consultations.

The reason for this is that ANLP is totally independent and offering any NLP training would be a conflict of interest... we would, effectively, be competing with our own members! Being independent means that we can be inclusive and unbiased, accepting members at all levels from all the recognised NLP schools. Our purpose is to support our members to support their clients... ■



Look for the new logos

Calling all members – you have some shiny new logos especially for professional, trainer and accredited trainer members. Log in and go to your dashboard to download the new logos. ■



Advertising in Rapport magazine – new pricing model

Is print advertising still worth it? With the explosion of cheap advertising online, it's a fair question and one we have thought about long and hard. So we researched an online company that makes a good deal of income from online advertising to see what they think... Here are some points made by Yahoo! (<https://smallbusiness.yahoo.com/advisor/print-advertising-still-worth-120009959.html>) and our comments:

1. Target market

'Overall, if your audience is over 30–35, you should consider ads in newspapers. Magazines, because of their targeted marketing and appeal in print, are still an excellent way to reach any target market. While some are available online, most people still prefer to read them in paper versions.'

The underlying question here might be, 'Who are you trying to reach... and why?' *Rapport*, primarily, reaches out to NLP professionals. If you have training courses designed for deeper learning or higher levels of certification, then *Rapport* readers are a great market for you to sell your services into.

2. Quality

'There are some serious benefits to having your business appear in a magazine or newspaper. First, it still conveys a certain level of professionalism, something that isn't always evident online where everyone can pay \$10–\$25 to get their ad on a decent website. If you want to be respected, print is still one of the higher-quality mediums, simply because of the price. This is one reason you might want to consider it... people will look at your business differently than they would online.'

A *Rapport* advert can give you the space to share more information about you and your service; it can demonstrate quality and professionalism. Share a real testimonial from a

student to endorse you, give details about your speciality and get a great graphic with your logo on to give more depth to what you do.

3. Repetition

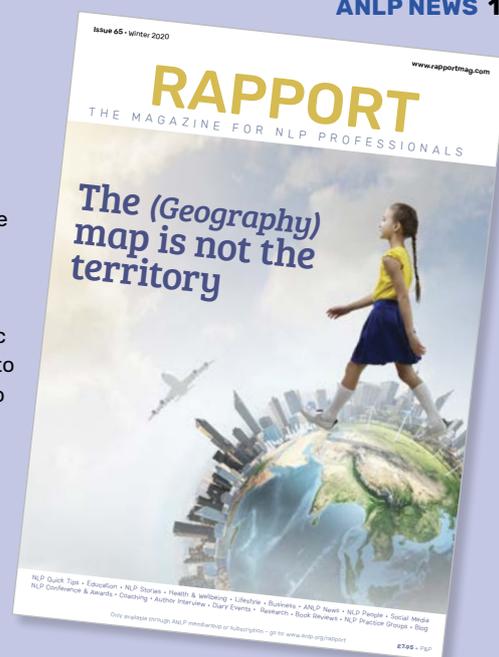
'Keep in mind that most ads are not designed to sell, but to get people to remember your brand or to learn more about you.'

When you look at most advertising campaigns, there is a great deal of repetition. TV, online and magazine advertising campaigns are mostly about making sure the reader remembers who you are and what your brand is so they repeat the same advert and the same message in order to imprint on you. According to Yahoo!, seven is the magic number; that's the number of times people will need to see an advert before they act on it or remember it.

4. Pricing

'Magazines are particularly high cost to place ads in...'

We recognise that budgets have limits and we have significantly reduced our pricing *and* introduced monthly pricing spread over 12 months* for those advertisers committing to a four-issue advertising campaign.



	Full page per issue	Member discounted price per issue	Half page per issue	Member discounted price per issue	Quarter page per issue	Member discounted price per issue	Classified style (1/16th page) per issue	Member discounted price per issue
1 Issue	£500.00	£375.00	£300.00	£240.00	£200.00	£160.00	£125.00	£100.00
2 issues	£450.00	£292.50	£250.00	£87.50	£175.00	£31.25	£100.00	£75.00
3 issues	£375.00	£225.00	£200.00	£140.00	£150.00	£105.00	£90.00	£63.00
4 issues	£300.00	£165.00	£175.00	£05.00	£125.00	£75.00	£80.00	£48.00
4 issues*	£330.00	£181.50	£182.50	£115.50	£137.50	£82.50	£88.00	£52.80

***Monthly payment plan**

	Full page monthly payment (12 months)	Member discounted price monthly payment (x12 months)	Half page monthly payment (12 months)	monthly payment (12 months)	Quarter page monthly payment (12 months)	Member discounted price monthly payment (12 months)	Classified style (1/16th page) monthly payment (12 months)	Member discounted price monthly payment (12 months)
4 issues	£110.00	£60.50	£60.83	£38.50	£45.83	£27.50	£29.33	£17.60

We are now taking adverts for the 2020 NLP Conference edition of Rapport magazine which doubles the printed audience reach of the magazine and goes into the wider NLP community. Please reserve your advertising space as early as possible – Conference edition advertising space goes quickly!

For more information, please go to <https://anlp.org/rapport-advertising-investment> or send an email to advertising@anlp.org.

Neurodiversity, autism and NLP



By Olive Hickmott

In this article I have linked together various aspects of NLP to understand neurodivergent students and, in particular, those on the autistic spectrum. I will ask you to put yourself into the position of a pre-verbal child, then consider how the techniques of NLP can assist a parent's or teacher's knowledge before painting a picture of what is possible for every family.

My work, through Empowering Learning, is not trying to fix autism; I wouldn't want to change any of these students' strengths. The focus is on creating a better understanding of autism in order to offer students, parents, teachers and educationalists new skills and new perspectives. Talking with students who can explain their experiences, and accounts like Dr Temple Grandin's (*1) book *Thinking in Pictures*, opened up a whole new world of possibilities to me, providing clues to the experiences of young children who may even be pre-verbal.

I invite you to consider this scenario:

You have come into the world in a state of anxiety, which is nobody's fault; it is just the way your gestation and birth happened. Your senses are on full alert; it seems a very noisy world and as your eyesight develops you start to become overwhelmed by things you see and the pictures that race through your head. Everything seems to be on full throttle as your head spins trying to keep up. You aren't happy and don't feel safe. The only things you can think of doing are gasping for breath, staying awake and crying. As you grow up it doesn't get any better, in fact it gets worse because you now have visual and emotional memories of bad experiences that frighten you even more. You recall the time you stopped breathing in your sleep, the loud noises of fireworks, those injections, the pain in your belly – the list is endless and often different for every person. You don't have the language to explain any of this to your parents and you don't feel as if you belong on the planet; you are somehow above it

When you know how a student is successful you can help them develop another skill that plays to their strengths

looking down on the world. You realise that if you focus on just one thing, like a small toy car, and sit in a corner you can start to calm your internal and external world. The repetition of watching the wheels of the car gently move feels safer but you know that the slightest thing might trigger full-scale anxiety again and then you are screaming, out of control and in what the adults call a meltdown. You can be gasping for air amongst tears, you feel very unsafe, have physical pain and weakness. As people around you react you can feel their emotions stabbing you like pins and it hurts; you then feel unsafe even with your own parents. You continually get things wrong and you can't explain the problems to anyone, you can't say the words. When you and your environment are calm, you can slowly feel at peace and it's wonderful to have a cuddle on the settee with mum or dad, but the slightest change can set off the internal chaos again and the last thing you need is other humans trying to help.

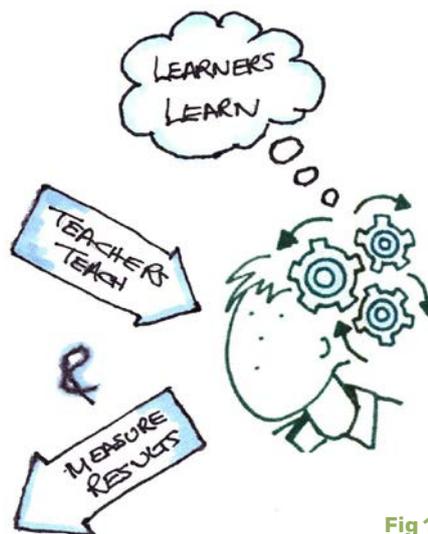


Fig 1.

Although every neurodivergent child's experience may be different, there are skills from NLP and its 'derivatives', energetic NLP (ENLP), thought pattern management (TPM) and mBraining (mBIT), that can help you to understand autism from the inside out.

1 Exploring the student's experience through the NLP communications model, eye accessing cues and mental geography from TPM

- Fig 1. represents the difference between the external world of teaching and the internal world of learning, that includes deleting, distorting and generalising information, vital for reducing sensory overload, and creating manageable internal representations in line with our beliefs and values.*
- By watching someone's eyes you learn whether they are thinking in pictures (which may be numerous and fast moving), listening, or in their emotions (that may be pleasant or terrifying). You can even locate the position of happy or scary pictures.*

2 Modelling from NLP to identify misunderstood greatness

- If you know how successful people do things you can teach others. For example, the early work done on the NLP spelling strategy, to identify the successful spelling strategy, has assisted thousands of people.*
- You will find that students on the autistic spectrum invariably have exceptional skills, although they may have mislaid sight of them amongst their challenges.*
- When you know how a student is successful you can help them develop another skill that plays to their strengths.*

3 'To every action there is always a positive intention' - NLP presupposition

- Discovering what lies behind certain behaviours needs curiosity, calm and above all perseverance. A positive intention may not result in the most*

successful outcome, for example:

- Refusing to be touched when ungrounded can mask a deep desire for a hug
- Racing mental imagery and hyperactivity can be an attempt to increase brain oxygenation, whilst being ungrounded and wobbly is also the limbs' response to non-effective breathing – a toxic combination.

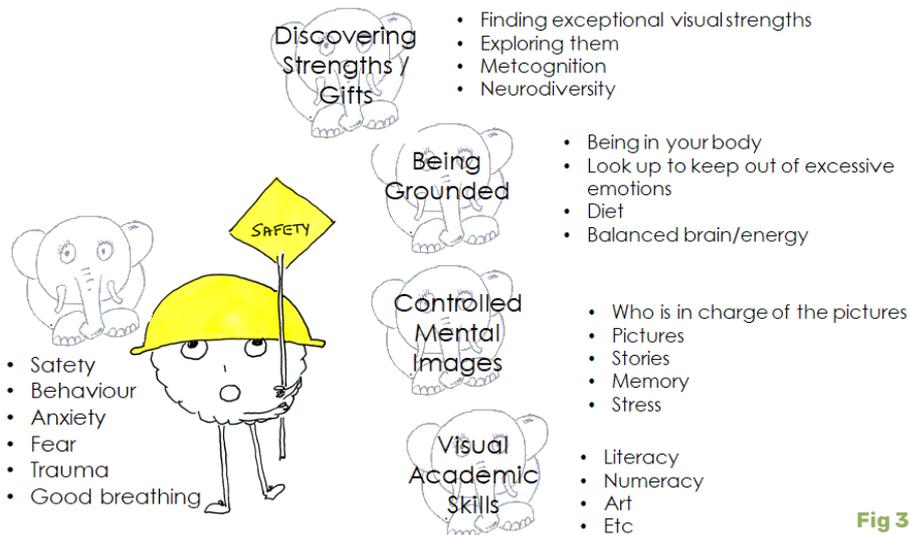
- b. There can be a whole range of challenges and you need to break them down into what we call functional skills that can be addressed: for example, literacy, numeracy, concentration, sensory overload or poor sleep.
- c. Compromised digestion is often a high-priority discussion and many people come to this through diet and allergies. Stomach ache is the natural response to stress. The work of mBIT on the polyvagal nerve that runs throughout our bodies explains so much and offers further insights for improvement.

4 Anxiety, trauma and feeling unsafe (Fig.2)



Fig 2.

- a. There are many NLP, ENLP and TPM skills to use in this arena, which may have to go back to birth or before, and can even lead you into elements of mental health.
- b. Nose/diaphragmatic breathing nourishes a calm state, improving sleep patterns and the essential grounding. Parents will tell you that good days are triggered by a good night's sleep, when their child experiences the best restorative sleep with their mouths closed, and almost silent gentle breathing. Good breathing also improves the digestive tract and oxygenation of every cell in your body.



- Safety
- Behaviour
- Anxiety
- Fear
- Trauma
- Good breathing

- Finding exceptional visual strengths
- Exploring them
- Metcognition
- Neurodiversity

- Being in your body
- Look up to keep out of excessive emotions
- Diet
- Balanced brain/energy

- Who is in charge of the pictures
- Pictures
- Stories
- Memory
- Stress

- Literacy
- Numeracy
- Art
- Etc

Fig 3.

Imagine a child who learns how NLP can help them release any minor upsets when very young

Bringing it all together

(Fig.3)

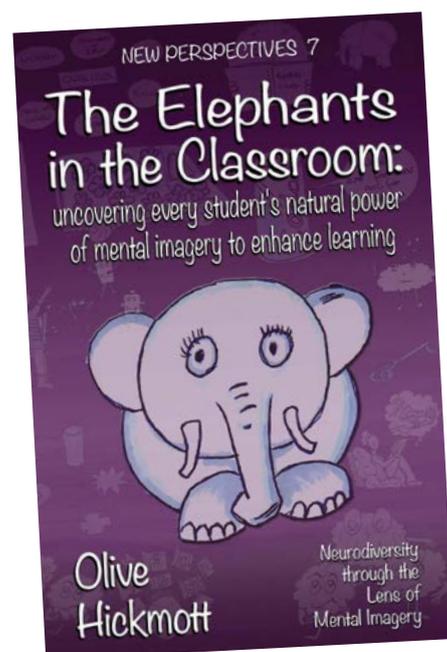
The role of Empowering Learning is to be curious and explore the highest priorities for each student and their family. Many of the anxieties will be replicated in their families and schools. The older a child gets the more difficult it is to shift long-established patterns and let them rejoice in their superpowers without all the distress. We believe that the early years are key.

Let me invite you to put a positive frame on possibilities and just imagine for a moment:

A child is encouraged to breathe in and out through their nose and down into their belly for birth. Their parents are calm and grounded so throughout pregnancy and childbirth the child has thrived in a calm, grounded environment. When the child is first put down, away from a parent, that is when they start to learn grounding for themselves, essential for avoiding any sensory overload. Imagine this child can sleep peacefully through the night able to quickly drop into a deep sleep in a cosy, consistent and calm environment, spending time in that valuable rest and recovery state. Imagine a child who learns how NLP and ENLP can help them release any minor upsets when very young. As they grow up, they can develop the same

skills for more challenging experiences. If these children are neurodivergent, often thinking in a different way to the way they are being taught, they need to develop influencing skills to create change, like Greta Thunberg, without internal frustration or external conflict. Their exceptional, often visual, strengths will develop in a variety of fields, that they choose.

In issue 64 of Rapport you will find an author interview with me about my latest book, *The Elephants in the Classroom* (below), designed to help every primary school teacher and parent uncover every student's natural power of mental imagery to enhance learning. Looking at neurodiversity through the lens of mental imagery for all children minimises their challenges and maximises their skills. ■



(*1) Dr Grandin became a prominent author and speaker on both autism and animal behaviour. Today she is Professor of Animal Science at Colorado State University.

Olive Hickmott is a Health and Learning coach, integrating several modalities such as NLP, Energetic NLP, TPM, mBraining

and most recently good breathing and sleep techniques. A reformed dyslexic and ADHDer, she created Empowering Learning to enable highly creative, imaginative and neurodivergent students to learn in the most effective way for them – that is typically through their strengths of mental imagery.

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