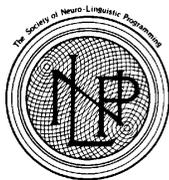


NLP



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Criteria for Certification as a Practitioner in the Art of Neuro-Linguistic Programming

The set of basic skills of communication competency can be organized as **Input Skills (detection)**, **Internal Representation Skills (processing, recognition)** and Behavioral **Output Skills (utilization)**. Each of the major content areas listed below consists of this set of basic skills.

At the Practitioner level, participants should be able to demonstrate a fundamental ability to utilize the basic concepts, skills, processes/techniques and patterns of NLP. It is my hope that Participants come to understand and appreciate NLP as more than only a set of techniques.

As the NLP Co-Developers have always emphasized, NLP represents an approach, attitude and methodology supported by a major set of operational presuppositions, values and modeling skills that have produced very effective techniques.

Practitioners should begin the process of integrating the NLP Operational Presuppositions into their thinking and behavior. Additionally, the experiences of Practitioner training should emphasize the ongoing development of greater flexibility and mobility in thinking in ways that open up new channels of discovery, learning, creativity and change for themselves and others.

1. Representational Systems:

- detect representational systems and sequences of representation systems through the accessing cues of the primary sensory modalities (VAKGO).
- make sub-modality distinctions in all primary representational systems.
- resequence habitual representational system sequences.
- demonstrate the ability to access information in each sensory system.
- demonstrate proficiency in communicating in all sensory modalities.
- overlap and translate representational systems.
- detect and make distinctions between simultaneous and sequential incongruities.

2. Rapport-building: Establish rapport (pace and lead) in all representational systems, non-verbally and verbally, through mirroring, direct matching and indirect matching, using the following:

- whole and part body postures; eye accessing movements
- intonation pattern
- breathing pattern

- sensory-system (and unspecified) predicates
- gestures and facial expressions
- sub-modality accessing cues
- the language patterns of the Meta Model and the Milton Model

3. **Anchoring:**

- elicit and install anchors in all representational systems
- utilize basic anchoring principles and formats/techniques; directionalize and contextualize “resources” via basic anchoring formats. including, stacking anchors, amplifying anchors, collapsing (synchronizing) anchors, chaining anchors (i.e., sequencing responses), change personal history, 3-place disassociation techniques (including the Phobia Cure), and future-pacing.

4. **Language Patterns:** Detect and utilize the linguistic distinctions of the Meta Model and the Milton Model as information-gathering and information-organizing tools.

5. **Outcome Orientation:** Elicit well-formed and ecological outcomes/goals, including the set of distinctions called the well-formedness-conditions; utilize Backtrack, “As-If,” Relevancy and Ecology Frames.

6. **Reframing:** utilize basic reframing techniques, including, Content and Context Reframing; reversing the behavioral presupposition; 6-Step Reframing Procedures; Negotiation models (including the Visual Squash) and Re-Imprinting techniques.

7. **Sub-Modalities:** utilize basic sub-modality technology, including the principles of “critical sub-modalities and contrastive analysis, belief changes, Swish Pattern, and the collection of techniques referred to as “timeline.”