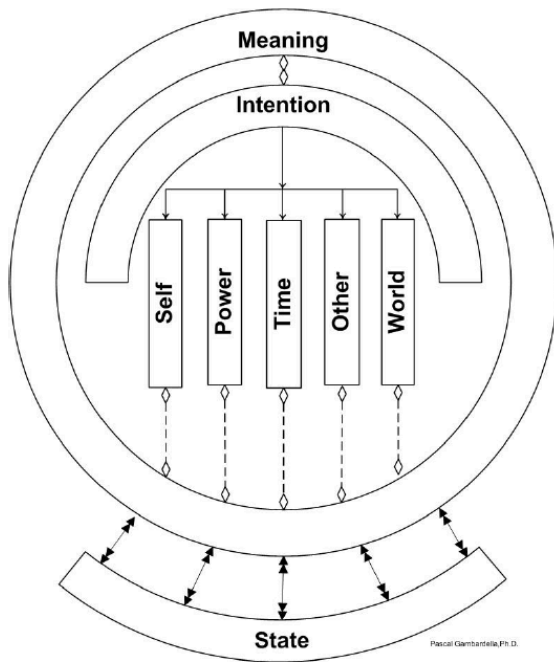


## Summary of the book: Mastering Blocking (2005) by Bodenhamer



- ☐ intention of not repeating past behaviors due to the meanings associated with blocking drives the meanings given to the other matrices
- ☐ You do not have to learn how to speak fluently. You already know how. (page 75)
- ☐ if a person is fluent consistently in certain situations and blocks in others that the problem is physical and certainly not genetic.
- ☐ Brains need to be told where to go (to move towards a better choice).
- ☐ Blocking is primarily a learned behavior and can be unlearned. (page 6)
- ☐ **NLP and neuro-semantic techniques:** inner child, dialog, forgiveness, changing the meaning around blocks, redefining self, altering states, remodeling behavior
  - Primarily focus on cognitive (instead of physical) tools

A block is similar to a panic attack that changes your breathing or (speech) muscles. Stutterers can approach blocks and repetitions in a similar way as panic attacks by:

- Analyze your stuttering: What emotions are behind and within my blocking and repetition? Where in my body do I feel these emotions? Where in my body do I feel the fear and anxiety as I anticipate the possibility of blocking? What do I feel about these feelings?
- Analyze your stuttering beliefs, attitudes, thoughts, feelings and behavior versus a non-stutterer
- Reinforce your non-blocking mentality (over your stuttering mentality). PWS already have a non-blocking mentality, i.e. when voiceless mouthing 'phrases' there is no problem with moving articulators (page 12).

- While speaking chorally, you trigger the neural pathway for fluency (page 17). Goal: not activating the neural pathways for fear and anxiety.
- Focus on calmness (over thoughts/feelings that bring anxiety)
- Focus on what you are saying (over how you are saying it)
- Focus on relaxation and enjoyment. (page 17)
- Foster a healthy belief system
- Experience self-acceptance and love
- Intention sends your mind or directional-izes your mind to the created meanings of your concepts of Self, Power, Time, Others and World (page 15)
- When a person who blocks anticipates an upcoming conversation, she may fear that she will block based on past experiences (Time Matrix). But, she does not want to repeat the past behavior of blocking (Intention Matrix) due to all the negative meanings that she has associated with blocking (Meaning Matrix). These meanings find expression in the other matrices such as, “I don’t want to appear like I am a weirdo because I block” (Self Matrix). Or, “I am powerless to overcome this” (Power Matrix).
- Thoughts have two key components: the movie of the mind and the language of the mind.
- In the “movie of your mind” you create the first level of meaning given to your experience and you do that, not with words, but with pictures, sounds, feelings (i.e. temperature, pressure, textures, not emotions) (term: modes / modalities)

#### **Wrong stutter cycle:**

- trigger > creating a movie, picture, sound or feeling of blocking > state of anticipatory anxiety
- pictures: big, bright, in full color and up close? (term: quality / structure)
- We use these qualities for encoding distinctions. “Close,” “far,” “bright,” “dim,” etc. give us a symbolic way of encoding higher level concepts like “real,” “unreal,” “past,” “future,”
- imagine yourself blocking

#### **Associating/Dissociating into the picture/movie:**

- what kind of voice do you use? What kind of tonality do you use?
- imagining yourself associated inside a picture intensifies the emotion.
- imagine yourself speaking fluently
- include yourself in the picture
- apply meaning via the inner qualities of your movie.
- add sound and feeling
- imagine words, self talk or voices
- rehearse your movie 5x times: I see next articulation, I feel calm,...

#### **Create a movie of blocking and fluency:**

- Analyze:
- make a list and take note of what you see, hear and feel of the two different experiences in the movie blocking vs not blocking
- What are you not seeing in the picture? (see the correct resources beyond the block)

- What stands out?
- Analyze foreground/background of the feared block
- What do you see behind the background of the picture of a feared block? (use zooming in)
- Become aware of your own Foregrounding/ Backgrounding Patterns: In other words, what do you “not see” that allows you to experience the fear of blocking? What is it that you must foreground in order to block that you do not foreground when speaking fluent?
- Editing:
- Now, change the qualities of the “blocking” image to be like the qualities of the fluency picture. Use the quality of location first and distance second to begin the shift. Just move the picture of the blocking experience into the same location as the fluent experience and change the other qualities of the blocking experience into the same qualities of the fluent experience.
- Play with “editing” of the movie as you experiment with the qualities to develop a more suitable experience for the formerly blocking experience.
- Switch movies: Just move the picture of the blocking experience into the same location as the fluent experience and change the other qualities of the blocking experience into the same qualities of the fluent experience. (page 21)
- Step back, go into peripheral vision (foveal vision) (focus on one point to exclude everything else) and see everything off to each side of the picture.

#### **Use foreground/background-ing on the picture:**

- When you foreground resources – you become more skilled, competent and bold.
- Put resources to the foreground: faith, courage, relaxation, calmness, presence of mind, sense of feeling centered, sense of being whole, permission to feel more empowered, love, confidence, hope, joy, love
- Resources: speak immediately, choose without reason, inhibitory learning, calmness
- Bring resources to foreground
- Bring the problems (like monitoring anticipatory fear and intervention i.e., trying to control) to the background.
- !!! tip: don't 'become' the fluency movie (negative effect: otherwise fluency is never enough leading to constantly monitoring/intervening), only try to imitate it as best as I can (and better than the movie)
- Foreground/background'ing is from Gestalt psychology


#### **Make a list of incorrect resources in your block-picture**

- Exercise:
- Look for the resources in your “fearful and anxious” sensory-rich movie of your blocking
- Look behind a block-movie and notice the resources back there.
- Rapidly exchange the Background Picture to the Foreground Picture - repeat it 5x times.
- When you foreground problems – they become bigger and more challenging. When you foreground resources – you become more skilled, competent and bold.
- Make a new condition: "I will make that fluency movie stand out in my mind."
- Create a thought-about-thoughts diagram for block-movie and fluency-movie (Page 26)

## Qualities (submodalities)

Visual (pictures)	Auditory (sounds)	Kinesthetic (Feelings)
<input type="checkbox"/> Brightness <input type="checkbox"/> Focus <input type="checkbox"/> Color <input type="checkbox"/> Size <input type="checkbox"/> Distance <input type="checkbox"/> Associated/Dissociated <input type="checkbox"/> Movie/Still <input type="checkbox"/> Location <input type="checkbox"/> Foreground/ Background (What is up close and what is in the background that you normally wouldn't see?)	<input type="checkbox"/> Pitch <input type="checkbox"/> Continuous or Interrupted <input type="checkbox"/> Associated/Dissociated <input type="checkbox"/> Tempo <input type="checkbox"/> Volume <input type="checkbox"/> Rhythm <input type="checkbox"/> Duration <input type="checkbox"/> Distance <input type="checkbox"/> Location <input type="checkbox"/> Clarity	<input type="checkbox"/> Pressure <input type="checkbox"/> Location <input type="checkbox"/> Extent <input type="checkbox"/> Shape <input type="checkbox"/> Texture <input type="checkbox"/> Temperature <input type="checkbox"/> Movement <input type="checkbox"/> Duration <input type="checkbox"/> Intensity <input type="checkbox"/> Frequency

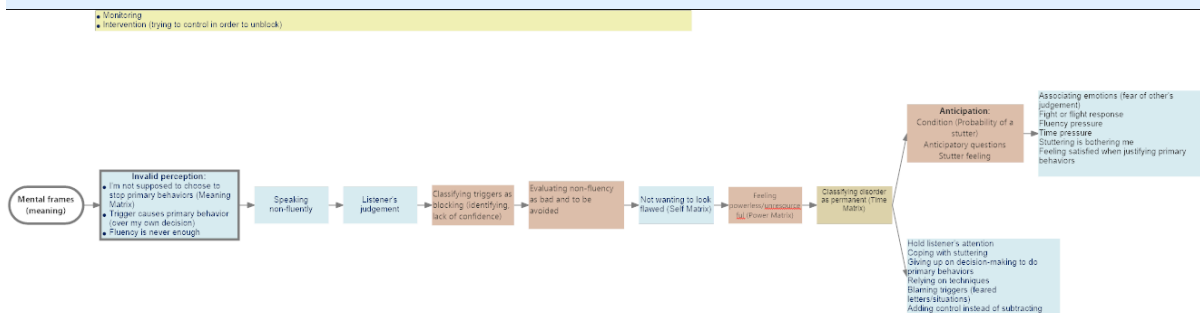
Systems: Visual, Auditory, Kinesthetic => these give meaning.

	<ul style="list-style-type: none"> <li>Image: a girl or old woman. Both exist, why pay attention to the old woman (stutter movie) if you can pay attention to the beautiful girl (fluency movie)?</li> </ul>
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Aspects in this book that I disagree with, are:

- "Classifying non-fluency as blocking" - I disagree, because in my opinion perceived triggers lead to a speech block

Create a movie for each square in the stutter cycle:



## Alternatives of replacing negative resources with positive ones, are:

- kinesthetically move the feeling of courage/faith into the location of the feeling of fear. So, you will end up with "courageous" fear or "faithful" fear.

## State accessing

- 1. Memory (note: a fluent memory is more effective than a fluent imagination)
- 2. Imagination

## Analyze:

- How are you feeling in the state of fluency/blocking?
- Normally, PWS in their daily lives, subconsciously constantly switch between fluency and blocking mental states. How are you doing that? How does your focus change? How do you talk to yourself differently?

## State of anchoring

- Resources are a trigger to go into the fluency state. Link this trigger to what you want (over don't want). So, instead of 'judgement' (a reason) triggering the probability of a stutter, it will trigger a resource state of fluency.
- "I know how to talk and I have something valuable to say so I will not block but speak fluently and I will be very calm and confident about it."

## Tips:

- Separate your identity from your emotions
- Don't use a condition: "I contaminate follow-up thoughts by sharing 'convincing to block'"
- Build boundaries and barriers around a state with empowering meta-level structures so as to disconnect from other states.

## Two ways of reframing:

- Meaning reframing: same experience/behavior but different meaning
- Context reframing: same condition, but apply it in a different situation ("Where would this condition be really useful and valuable?")

## Reframing the meaning of the movie:

- What beliefs run this behavior? What do they mean to you? And if that's true, what do you believe about that?
- How could you alter this frame-of-reference so that it will better serve you?
- What quality change would effectively alter your frame representation?
- Context reframe: In what context would this behavior/ emotion be highly valuable and useful to you as a person? What would you see, hear or feel that would let you know to use it?
- Content reframe: How is this behavior, emotion, habit valuable to you? What can you appreciate about yourself for being able to generate this response? What does this response say about you as a person?
- Integrate: Is there any objection in using this new context or content reframe, or altering the representation in your conscious thinking about this behavior? Give yourself permission to consciously use these new frames.

#### **Miracle-pattern:**

- meta-cognitive state
- Imagining the night of the miracle:
  - o Close your eyes. Imagine its night and you've gone to bed. Suppose that tonight something special happens... a miracle happens... and tomorrow you will wake up thinking-and-feeling in a completely different way... Take your time to do this thoroughly and vividly.
  - o What thoughts-feelings, beliefs, and states do you need to explode into tomorrow with grace, power, love, passion, confidence?
- Describe the day after
  - o If this was indeed the day after the miracle, how would you know? What would be different? Describe this day after the miracle. Who would be the first to know? What would that person notice? What belief would support this? What values?
- Confirm and future pace:
  - o Do you like this? Do you want to keep this? Imagine your future with it.

#### Changing thought into a belief:

- say 'yes' to a thought what you do want
- it's even possible with reasons against you

#### Changing belief into a thought:

- say 'no' to a belief what you don't want

#### Meta-questions:

- Beliefs:
  - o What do you believe about: 'I can't move my tongue'?
  - o How much do you value that belief?
  - o Do you have any beliefs about that belief?
  - o How have you confirmed that belief?

- o How strong is that confirmation?
  - o How is this belief important or valuable to you?
  - o
- Outcome:
  - o What is your goal?
  - o What is the negative and positive effects?
- Understanding
  - o How will you apply this?
- Paradigm
  - o What paradigm (model) drives this?

How to play with the pattern:

- Think of something that every fiber in your body can say 'No!' to in a way that is fully congruent
- Say that 'No!' again and again until you notice and snapshot it on the inside. Anchor your 'No!' with your hand gestures. Feel it. Hear your voice of 'No!' Examples: Would you push a little child in front of a speeding bus, just for the fun of it? Would you eat a bowl of dirty filthy worms, when you have delicious food available
- Access each resourceful state one at a time. Remember a time when you were very confident. Associate into the memory. Go be there seeing out of your eyes, hearing with your ears and feeling that confidence all through you. Apply confidence to fear and anxiety. Repeat it with the other resources
- You can change the ending of the movie to something that feels better for me

Nominalizing = identifying yourself with negative resources of the Self Matrix (i.e. I am flawed)

Denominalizing:

- "How am I doing the process of identifying myself as flawed, worthless, timid, etc. What am I doing inside my head in order to define myself that way? What am I seeing, hearing, feeling and how am I talking to myself in order to create such a concept of myself?"

5 positions:

- first person: experience from my own senses
- second person: experience from listener's senses
- third person: experience from independent observer (objective, less emotional, less overthinking)
- fourth person: we (everyone in the system)
  - o what would contribute to the best interest of the system
  - o What are my place, responsibility and position in this system?
  - o "If we consider our common goals..."
  - o understand the contexts (cultural, linguistic, business, family, etc.)
- fifth person: a universal perceptual position

- o generalizations like all, always, everyone, etc to our perspective
- o imagine yourself leaving your body and going up and being with God

PWS usually block in the second position:

- Get out of that person's mind-body. We only go there when we need information from their viewpoint or for developing deeper rapport through empathy. We don't go there to mind-read and to give that person permission to control our states.

Stuck in a Perceptual Position

- 1st Position – Selfish, sociopathic perspective
- 2nd Position – Co-dependency
- 3rd Position – Cold, over-rational, “computer” mode
- 4th Position – “Company Man”
- 5th Position – “So heavenly minded that you are of no earthly good.”

Exercise perceptual responses:

- first position: experience from my 5 senses. Do you still feel the same negative emotions you felt then?
- second position: How do you appear to the other person? How do you feel as you look at yourself? Are they really judging you as you think they are?
- third position: How do you view the situation from this dissociated position? Was your tension justifiable? Was the person really a threat to you?
- fourth position: experience from a team/family. What did you learn?
- fifth position: Most effective position to unblock. Viewing the experience of blocking from God, how does the situation change? How do you feel? Do you feel more relaxed and calm being way out there? What happens to the tension, fear, anxiety, etc in your chest, neck, throat and/or jaw being in the presence of deity?

Exercise:

- Step 1:
  - o A) Acceptance – Think of something that you just accept.
  - o B) Appreciation – Think of something you really appreciate.
  - o C) Awe – Think of something you stand in awe of.
- Step 2
  - o amplify each state (change the qualities i.e. colorful)
  - o then apply it to the self (of when you are blocking)
- Step 3
  - o Imagine the future
  - o Do you like this? How will this affect the way you speak?



- o Notice how doing this will limit how much power you allow others to have over your sense of self. Esteeming yourself eliminates caring so much what others think about how you talk.
- Step 4
  - o Does any part of you disagree with this new concept of your self?
  - o If so, welcome that thought into consciousness. Find its purpose for you and obtain its permission to let you think enough about yourself so that you will not allow what you think others may think of you to control how you speak.

#### Swish pattern - exercise:

- 1
  - o incorrect: trigger > fear
  - o correct: trigger > calmness
- 2
  - o imagine a fluency movie: What would be the value of moving that you for whom fluency is no problem into all contexts of your life?
  - o What difference would it make to you as a person? What would it mean about you?
- 3
  - o Your verbal answers to these questions do not really matter. What matters? Creating your answers in terms of sensory based images, sounds, and sensations. Create a picture of the new you – the you that would be you if you no longer had this problem of blocking.
  - o Do you like this new picture? Do you find it compelling? Attractive?
  - o Keep adjusting this image until you have one that is really attractive to you and one that strongly draws you.
- 4
  - o Imagine the cue picture of the fear of blocking. Make it big and bright.
  - o Into the lower left corner of that picture put a small, dark image of the second picture
  - o Associate in the first picture
  - o Now, take the large bright picture of you fearing blocking and quickly make it small and dark. At the same time, make the small dark image of the fluent you large and bright.
  - o Do this very quickly. Make it 3D
  - o Clear the screen. Repeat 5x times

#### Chapter: resourcefulness

- self-efficacy: the ability to affect change in one's self and to take ownership of our life.
- self-efficacy consists of: persistence, determination, resiliency, passion, and proactivity.

State of calmness:

- humor, appreciation, magnanimity, openness to reality, flexibility, forgive self/others, playfulness, balance
- magnanimity = a big-heart prevents you from becoming mentally ruffled

### **Pattern:**

Access and amplify the resource state of ownership:

- Has there ever been a time, maybe during childhood, when you said “Mine!” fully and completely? Think about such a time. Be there. Feel what it’s like when you strongly sense that something is yours, when every fiber in your being says, “Mine!” Keep it small and simple, such as: “My hand!” “My eye.” “My cat.” “My toothbrush.”
- Have acceptance and appreciation of “mine!”

Amplify these states until your neurology radiates:

- Amplify your sense of ownership, then acceptance, then appreciation and apply them to your power zone: “I own my power zone.” “I accept that this is my power zone.” “I appreciate my power zone.” “I am totally responsible for my responses of mind, emotion, speech and behavior.”

Imagine pushing other people’s judgments on how you speak away from you:

- As you own your own powers, give other people permission to own their own powers without you judging what they may or may not think of how you speak. “I absolutely refuse to let what others may or may not think of my speech determine how I speak.”

Run the Meta-No/ Meta-Yes Pattern on the results:

- Say “No” to what others may think, feel, say or behave towards your speech.
- Say “Yes” to owning your own thinking, feeling, speaking and behaving.”
- “It is my speech, I own it. I take responsibility for it. I have the power to speak fluently. I absolutely refuse to allow others to control my states about my speech. Yes!”

### **The Drop-Down Through to Rise Up Pattern**

- Identify frame
  - o What emotions or experiences is there that undermine your success as a speaker that you would like to eliminate?

- Step into experience
  - Imagine that experience. Notice all triggers
- Meta-Stating by Dropping-Down Through Painful Experiences
  - What do you think or feel about 'stop moving tongue during a block'?
  - "Fear"
  - And underneath that, and that and that?
  - "Nothing"
  - And what/who do you see? What resources are underneath that?
  - "I don't care" "Love" "Resilience, safety, calm"
  - "Warmth in the sunlight"
  - What does this state mean to me?
  - "God"
- Anchoring:
  - note what you see, hear and feel and put a word or phrase to it so that you can recall this state.
- Associate into your resource state (5th Position) and apply that resource state to each problem state
  - Apply anchor on mental frames and early onset-memories
  - How does this transform and enrich shame?
  - "It evaporates it."
  - And once it is evaporated, what state takes its place?
  - "Healthy. I feel healthy."
  - Now, if you take that picture of the mad little boy and move him inside the sunshine, what happens to him?
  - "He is playing and doing what little boys should be doing. He is having fun."

### **Creating a New "Self" Narrative**

- Discover your story
  - What story have you lived in up until now that has contributed to your blocking? For example: "I will stutter more on specific feared letters"
  - Who gave you that story? Where did you get it?
  - Is it part of your cultural story, racial story, religious story, family story, etc.?
  - How much of the story did you personally buy or create?
- Step aside from the story for awareness and ecology
  - Evaluate the usefulness, enjoyment, etc. of your story
  - Would you recommend living in that story with your future loved one?
- Make up a new story that would be more empowering
- Externalize the old story to tear it apart (de-frame it)
- analyze success stories to create a new narrative
  - How did you not fall into anxiety and fear, but just kept at it?
- let the new story play out in my imagination
  - it with details and find audiences to perform it before.

- o How long have you cared about improving your speech and becoming more self-confident?
- o Have you had any times when you felt that way?
- o Why did you choose to prefer to live your life that way?" List the many reasons for becoming fluent
- o imagine moving out into tomorrow living out this new story of your life