

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8526855

Buonanotte, William Albert

THE APPLICATION OF HYPNOSIS AND HYPNOPAEDIA AS A MODALITY
FOR EDUCATIONAL PROBLEMS

Union for Experimenting Colleges/U. Without Walls and Union Grad. Sch. Ph.D. 1984

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106



The Application of Hypnosis and Hypnopaedia
As A Modality For Educational Problems

By

William A. Buonanotte

Committee

Marvin Surkin, Ph.D.	Core Faculty
William Mc Kelvie, Ed.D.	Second Core Reader Faculty
Sandra Isaacs, Ph.D.	Adjunct Professor
Harold Russell, Ph.D.	Adjunct Professor
Susan Behn, Ph.D.	Union Graduate School Graduate
Maxine Mager, M.S.	Union Graduate School Learner

Submitted in partial fulfillment of the
requirements for the Degree of Doctor of Philosophy

The Union Graduate School

1984

Acknowledgements

I would like to express my thanks to Dr. Marvin Surkin for his support and assistance, and for being responsive to my needs.

I would also sincerely wish to thank Dr. Sandra Isaacs whose advice and guidance were invaluable in the preparation of this project.

I wish to also express my appreciation to my committee for their help and comments on this paper.

Finally, I wish to thank my wife, Rosemary, for her many hours spent in typing this paper and for her encouragement, and to my children, Frank and Steven for their patience and understanding.

Table of Contents

Chapter	Page
1. INTRODUCTION.....	1
Statement of the Problem.....	3
Statement of Purpose.....	6
Assumptions.....	7
Delimitations.....	9
Definition of Terms.....	10
2. RELATED LITERATURE.....	14
History of Hypnosis.....	15
What is Hypnosis.....	22
Nature of Hypnosis.....	29
Suggestion.....	35
Self Hypnosis.....	41
Hypnosis and the Learning Process.....	44
Child Hypnosis.....	50
Hypnopaedia (Learning and Sleep).....	52
Adlerian Life-Style Assessment.....	63
3. CASE STUDIES.....	71
Methodology.....	71
Case #1.....	78
Summary of Family Constellation.....	83
Summary of Early Recollection.....	84
Mistaken Assumptions.....	85
Assets.....	85

Chapter	Page
Procedure.....	87
Findings.....	90
Case #2.....	93
Summary of Family Constellation.....	94
Summary of Early Recollection.....	95
Mistaken Assumptions.....	96
Assets.....	96
Procedure.....	98
Findings.....	100
Case #3.....	103
Summary of Family Constellation.....	105
Summary of Early Recollection.....	105
Mistaken Assumptions.....	106
Assets.....	106
Procedure.....	111
Findings.....	112
4. SUMMARY.....	115
Conclusions.....	120
Future Study.....	127
BIBLIOGRAPHY.....	128
APPENDICIES	
Appendix A: Script for Hypnopaedai (Encless Cassette Tape).....	130

Chapter	Page
Appendix B: Induction Technique	
Progressive Relaxation.....	141
Appendix C: Relax and Deepening.....	147
Appendix D: Self-confidence.....	154
Appendix E: Suggestions for Study Habits....	157
Appendix F: Self-Hypnosis Procedure and Exercise.....	161
Appendix G: Abbreviated Life-Style Form.....	167

Abstract

This study presents, through three separate case studies, the application of hypnosis in dealing with the educational problems of a nine year old elementary school student, who had developed an extremely negative attitude toward reading; a 14 year old, junior high school student, who was failing her regents algebra course, and encountered difficulties in maintaining an effective attention span in class, as well as retaining and recalling subject matter; and a 20 year old, college freshman, who encountered difficulty in retaining and recalling subject matter, which had been taught or studied.

Literature pertinent to this study is discussed, and serves not only as a guide in formulating the necessary scripts containing the suggestions that were used, but also to form a basis with which to understand the methodology, procedure, and mechanisms required to attain the phenomenon of hypnosis.

To allow for personalized adjustments in the delivery of the scripts and for modifying suggestions for optimal results, as well as for providing guidance, an abbreviated life-style assessment was also utilized. This also helped to provide a psychological

base to better understand one's personality so that pertinent information could be evaluated and utilized effectively both for counseling purposes and for preparing the scripts.

The concepts and procedures of hypnopaedia (learning and sleep) were modified and utilized as a vehicle to achieve hypnosis in dealing with the educational problems of the nine year old, elementary student, while self-hypnosis and the "Sandwich Method" of learning were used with the junior high school and college students.

The research in this study illustrates that hypnosis can be an effective tool in dealing with educational problems, and the findings obtained indicate the following:

(1) The modified procedures of hypnopaedia can be used to achieve the phenomenon of hypnosis. It helped to enable the elementary school student to adjust his attitude toward reading, and helped enable him to complete his schoolwork at a quicker pace without procrastination.

(2) Suggestions given in hetero-hypnosis and the "Sandwich Method" of learning used with self-hypnosis, were instrumental in improving retention and recall of subject matter for the

Junior high school and college students, as well as to increase the student's attention span, and concentration.

(3) Tension toward examinations was greatly lessened, and the students reported that answers to test questions came more easily.

Chapter 1

Introduction

In the past, it appears hypnosis suffered an existence which has ranged from great enthusiasm to almost complete rejection and disbelief. What the future may hold for hypnosis is difficult to predict. However, its present day acceptance and its increased use, appears optimistic. Over the years, especially since 1955, when the British Medical Association endorsed the teaching of hypnosis in their medical schools, and its recognition by the American Medical Association in 1958, as a proper medical adjunct (Fross, 1966); it has gradually become popular and is now utilized by mental health professionals, sales organizations, law enforcement agencies, educational institutions, the medical and dental professions, and a host of others.

Hypnosis and suggestion, in one form or another, have been used in selling and advertising, speeches, sermons by the clergy, and to motivate athletes, as well as everyday life situations, such as becoming part of a motion picture or play, an injured child's response to

his mother's suggestions, or the lack of sensitivity to pain when engaging in a sporting event.

Although people today are more aware of hypnosis and advertisements publicize the many areas which can be helped and treated with hypnosis, many people are still afraid to seek its benefits. The lack of information and misinformation, spread throughout the media in the form of weird films and fiction, has led people to certain preconceived ideas as being accepted fact. The popular image of a hypnotist is often one of an individual with piercing eyes, magical powers, and who can dominate minds and bend a person's will. This writer has often heard many adults say they are afraid to allow their children to be hypnotized. However, these same adults, who have been in hypnosis, and have experienced nothing magical or harmful relative to the hypnotic state, continue to fear it to a degree and adhere to the popular image established through superstition and the media. The ever-present fear people have, as well as their lingering misconceptions, can possibly be depriving many children and students from being helped with various problems, including

the improvement of learning difficulties.

In these times of ever increasing knowledge generated by the world in which we live, coupled with the intense competitiveness of the business world, there is an enormous amount of pressure placed on our academic system, particularly on the students. Hypnosis has helped and can continue to be of great value in enhancing the learning process. This writer believes that many students, parents, and educators are unaware of its application to education and, therefore, neither seek its benefits or attempt to expand or to utilize its advantages to its maximum potential.

Statement of the Problem

This study will concern itself with the application of hypnosis to investigate its effectiveness in dealing with the educational problems of a 20 year old college freshman, who is having difficulty retaining and recalling subject matter which has been taught or studied, and to eliminate exam jitters; a 14 year old ninth grade junior high school student, who is failing her regents algebra course and is encountering difficulties in maintaining an effective

attention span in class, as well as retaining and recalling mathematical facts; and a nine year old elementary student, who has developed an extremely negative attitude toward reading and who desires to increase his ability to complete his schoolwork at a faster pace without procrastination.

Hypnosis will be utilized in working with the college student and junior high school student in an effort to provide useful suggestions relating to their education difficulties, as well as suggestions which will enable them to learn self-hypnosis.

Self-hypnosis will be used as the major vehicle to enable these students to utilize the "Sandwich Method" of learning, which is detailed in the literature section, developed by Harry Arons (Arons, 1965). This method will be the main investigatory factor to be used with both these students to improve their learning process.

The nine year old student, who will participate in this study, has been found to be a difficult subject to hypnotize. Therefore, this writer will investigate the

application of the concepts and procedures of hypnopaedia, as detailed by F. Rubin: Learning and Sleep - The Theory and Practice of Hypnopaedia, in dealing with this student's problem.

An endless cassette tape, consisting of positive suggestions, will be used to test its application during the early stages of natural sleep in the evening as well as prior to awakening from sleep in the morning, to effectuate positive results in dealing with this student's educational problems.

This phase of the study will encompass the following:

1. The use of hypnopaedia will serve as the sole vehicle in dealing with this youngster's problem, if hetero-hypnosis cannot be achieved.

2. To compensate for the possible failure or ineffectiveness of hypnopaedia, suggestions will be given, via the endless casset tape, in an attempt to enable this youngster to be more receptive to hetero-hypnosis.

3. Additionally, if hypnosis can be achieved, it will be used in conjunction with hypnopaedia. In this event,

hypnosis will be used to condition the student, by post-hypnotic suggestion, to respond to suggestions given during the procedure involving hypnopaedia.

This report will also draw upon information researched from readings, professional experience, and the expertise of others in the field of hypnotherapy, to formulate hypnotic suggestions and the scripts to be used for hypnosis.

This study will provide the reader, through three separate case studies, how hypnosis was used for educational purposes and will discuss its successful application and/or lack of success based on the findings attained.

Statement of Purpose

The purpose of this study will attempt to realize the writer's own curiosity with regard to the use of hypnosis and hypnopaedia (learning and sleep) in dealing with problems of an educational nature and to investigate, to a degree, the effectiveness of their applications.

This report will concern itself with the following:

1. To investigate and to determine the effectiveness of the "Sandwich Method" of learning to enable the students

to increase their attention span, and to improve their level of retention and recall of subject matter.

2. To investigate the positive and/or negative effects hypnosis and self-hypnosis may have in enabling the students in this study to not only cope with their problems, but also to correct their deficiencies.

3. To investigate if the concepts of hypnopaedia can be utilized as a process of hypnosis in helping a nine year old elementary student with his educational difficulties, as well as to help enable him to be more receptive to entering the hypnotic state, via hetero-hypnosis.

Assumptions

The use of hypnosis for any treatment may sometimes raise the question as to what extent the obtained results may be due to an over-reaction on the part of the subject. This is when the subject attempts to deceive the hypno-therapist, most often unknowingly, and produces the desired results to please the operator. The occurrence of this in hypnosis is called confabulation. This effect can create a sudden rise in the level of performance an individual may

show either because they are in an experiment or receiving attention.

The reader should note that, at times, there may be a fine line between confabulation and the motivation, which may create in a subject a willingness and desire to be hypnotized, to accept suggestions, and to carry them out. However, confabulation can, at times, play a useful role in hypnosis. For example, it may produce in a subject the necessary impetus to go into hypnosis, to achieve a deeper state, or even to establish the motivation some subjects need to deal with a specific problem in hypnosis.

Although confabulation can be difficult to detect, it can, at times, be observed when working with a subject during numerous hypnotic sessions as will be done in this study. This writer will, however, make every attempt to look for evidence of this effect, if any, and to discuss its influence in regard to this study.

The reader should keep in mind that the power of suggestion is the all-important tool used by the hypnotist. The occurrence of any other vehicle, produced

by hypnosis, which helps him to achieve his goal with a subject faster, is incidental to the obtainable results.

Delimitations

The major effort in this study will concern itself with the following:

1. The application of the concepts of hypnopaedia as detailed by F. Rubin: Learning and Sleep - The Theory and Practice of Hypnopaedia. The writer will draw upon this reference as well as the findings of the many researchers listed in this text to formulate the procedures and methodology used in this study.

2. The three case studies will not attempt to define new conclusions, which may stand by themselves but, rather, will constitute confirmation of evidence found by other individuals and researchers in the literature.

3. Since it is not possible to compare the cases in this study with a controlled group of similar cases not treated by hypnosis or hypnopaedia, they will serve as controls for themselves. In addition, this study will attempt to obtain evidence as to whether the techniques

used therein, either did or did not effectuate a gradual level of progress.

Definition of Terms

Self-Hypnosis: A self-induced state of hypnosis.

Suggestion: Is the insinuation of an idea, belief, or impulse into another person's mind.

Post-Hypnotic Suggestion: A suggestion given to a subject in the hypnotic state which becomes effective at some time after the hypnosis has been terminated.

Direct Suggestion: Is a suggestion which is directed, or more properly, misdirected to the marginal consciousness of the individual. It is a more subtle form of approach.

Auto-Suggestions: Suggestions a person gives to himself in the waking state.

Hetero-Hypnosis: Hypnosis involving the use of a hypnotherapist.

Ideosensory Activities: The capacity of the individual to develop sensory images that may be kinesthetic, olfactory, visual, auditory, tactile, or gustatory (Kroger and Fezler,

1976).

Ideomotor Activities: The involuntary capacity of muscles to respond to external stimuli (Kroger and Fezler).

Stages of Hypnosis: The following details the stages of hypnosis as outlined in the Arons Master Depth Rule, formulated by Harry Arons, Power Publishers, Irvington, N.J.

First Stage: Hypnoidal or Lethargic. This stage is marked by relaxation and the inability of the subject to open his/her eyes when this has been suggested (eye catalepsy).

Second Stage: Light Sleep. This stage is characterized by control of larger muscles (arm catalepsy, leg catalepsy, etc.)

Third Stage: Sleep. In the third stage almost complete control of the voluntary muscles is achieved. Upon suggestion, the subject is unable to rise from a sitting position, or to sit if he/she is standing, a number can be blocked out of a series of numbers by creating the inability to articulate a particular number. Glove analgesia, the absence of pain but an awareness of touch and pressure, and amnesia may

possibly be produced.

Fourth Stage: Deep Sleep. This is the beginning of the amnesic stages. Upon suggestion, the subject will forget almost anything. This amnesic suggestion may also be carried out as a post-hypnotic suggestion. Suggested hallucinations of taste and smell and hypermnesia, increased memory, may be accepted. The subject may also open his/her eyes without breaking the trance and go back into hypnosis on a post-hypnotic signal.

Fifth Stage: Somnambulism. The fifth stage is characterized by the possibility of suggesting complete anesthesia. The subject will not only feel no pain but will not have any sensation of touch or pressure. Positive visual-hallucinations, a state in which the subject believes that he/she sees, smells, tastes, hears, or feels a suggested stimuli, that is not in reality present, may be produced.

Sixth Stage: Profound Somnambulism. In this stage, negative visual-hallucination will be accepted. That is, the subject will lack the awareness of objects or persons present. On suggestion, any or all of the five senses may

be involved and the subject will not see, smell, hear, taste or feel, a genuine stimulus.

Chapter 2

Related Literature

Literature pertinent to this study was researched and reviewed for the purpose of obtaining as broad an insight with regard to hypnosis, as well as its application to this study. This information will be utilized as a guide in formulating and writing the necessary scripts containing the suggestions used in hypnosis.

This literature will further serve to familiarize the reader and to provide, in part, a better understanding of the underlying factors, which must be dealt with and considered in determining and establishing the technique and methodology required for this study.

Most individuals are unfamiliar with hypnosis, its history, how it works, and the necessity and reasons for some of its methods and procedures. Therefore, this section will provide the reader with a brief history of hypnosis during the last 200 years as well as to provide various other facts pertaining to hypnosis, both general and specific.

History of Hypnosis

It is generally accepted that modern hypnotism began approximately two hundred years ago when Dr. Anton Mesmer conceived his concept of animal magnetism, more commonly referred to as Mesmerism, which he believed produced a magnetism that affected the flow of body fluids. Mesmer believed that a disturbance of equilibrium of a "universal fluid" caused disease in people and that a readjustment of this invisible fluid served to cure diseases. By the use of magnets, he felt that he was able to realign this fluid and bring about a cure. He later dispensed with the magnets, since he believed that he was able to obtain the same results by means of passes with his hands. In this manner he brought about many cures of what today are generally considered to be psychosomatic ailments (Fross, 1966; Kroger and Fezler, 1976).

Fross also points out that this period, in which Mesmer's fame grew, was also about the time when the medical profession was just attaining the status of a science. Therefore, Mesmer's colleagues resented anything that

suggested a return of the superstitious practices of the past. This, coupled with, perhaps, jealousy from some, caused him to be denounced and banned from practice. To further complicate matters, a commission, set up by the French to investigate animal magnetism was, of course, unable to discover any magnetic fluid, and they dismissed his cures as merely imagination on the part of his patients.

Although Mesmer was able to produce the hypnotic state many times with phenomenal results, it is felt that he was unaware that he had actually produced hypnosis or that his results were obtained by pure suggestion and imagination.

While frowned upon by the orthodox physician, magnetism was seized upon by lay healers and entertainers, who carried it to England, where it was once again investigated by such physicians as Braid, Elliottson and Esdaille (Arons, 1961; Kroger and Fezler, 1976).

The followers of Mesmer believed in the misconception of animal magnetism for quite some time. In 1841 Dr. James Braid, of Manchester, England, coined the word "hypnosis" from the Greek word "hypnos", meaning sleep,

and the scientific era began (Arons, 1961). Dr. Braid believed this "trance state" was similar to sleep and was created by fixation and verbal suggestion and not magnetism.

Dr. Braid later realized his error in calling this produced state "hypnosis", when he found his patients were not really asleep, but heard everything in this "state". He even tried renaming it "monoideism", meaning that the mind had narrowed to one idea. Although this word more closely describes the condition, the term "hypnosis" had obtained a good start and had taken hold (Segall, 1973). Unfortunately, the idea still persists that you are asleep in the hypnotic state.

This period in time was before chemical anesthetics such as ether and chloroform had been discovered. Hypnosis, as it was now called, was welcomed by doctors such as Braid, Elliottson and Esdaille, who instituted its use as anesthesia for both minor and major surgery (Arons, 1961). However, the use of chemical anesthesia became common in the 1850's, and this, it is believed, obviated any need for hypnosis, allowing it to revert once again to be used by entertainers

and quacks.

Arons claims, that in the 1870's a dispute broke out between two rival schools of thought in France, the Salpetriere or Paris School, headed by Dr. Jean Charcot and the Nancy School, led by Professor Hypolyte Bernheim of the University of Nancy. Dr. Charcot believed "major hypnotism", as he called it, to comprise three well defined stages, which could be produced only by physical or neurological stimulation. Professor Bernheim and his followers claimed that hypnosis was caused by, and consisted of pure suggestion, thus making their interpretation too broad. Eventually Charcot's claims were proven to be based on false theories and indirect, inadvertent suggestion.

However, with the concept of suggestion being firmly established, the hypothesis of the "subliminal self", a sort of dual personality dwelling beneath the threshold of consciousness was introduced. Arons states this hypothesis was clarified and improved by several American psychologists, including Professor William James and

Dr. Boris Sidis, and became known as the theory of the "subconscious mind", and led to what is referred to as the New Nancy School.

He further states, that although American hypnotists today do not generally class themselves in any of these schools, they are with very few exceptions adherents to the principles of the New Nancy School.

World Wars I and II brought renewed interest in the use of hypnosis in the treatment of neurotic ailments due to the success in treating cases of shell shock. Greater interest was gained during World War II when many physicians found it to be a useful technique. These physicians carried this "new" tool into their private practice after the war, and after much study the AMA, in 1958, officially accepted hypnosis as a tool (Fross, 1966; Segall, 1973), and recognized its use as a proper medical adjunct (Kroger and Fezler, 1976).

The present day acceptance of hypnosis and its increased use in medicine, dentistry, psychology, and psychiatry, appears optimistic. Over the years, especially since 1958 and its recognition by the AMA, hypnosis has

gradually become popular and is now broadly utilized.

Segall believes the progressive attitude of the Roman Catholic Church has fostered considerable interest in hypnosis among Catholic physicians. He says it has been taught to many Catholic hospital staffs and post-graduate courses in hypnosis are being given at Seton Hall School of Medicine, a Catholic institution. In addition, Marquette University School of Dentistry has also conducted workshops in hypnosis. According to Segall, the first proclamation on this subject, by the Church came in 1847, and stated, "Having removed all mis conceptions, explicit or implicit invocation of the devil, the use of hypnosis is indeed merely an act of making use of physical media and is not morally forbidden, provided that it does not tend toward an illicit end." Segall further states that, more recently, the late Pope Pius XII while addressing an audience of obstetricians in 1956, referred to deep hypnosis in delivery. His statements were in complete accord with the views of non-religious leaders in the field of hypnosis.

Another interesting observation, with regard to hypnosis being accepted by major religions, is we might consider that prayer, particularly in the Jewish and Christian religions, has many similarities to hypnotic induction. The regular cadence and intonations, the chanting, the rhythmic rocking of the body in Judaism, and finally, the meditation and self-absorption involved with prayer, are almost identical with self-hypnosis.

The present rebirth of hypnosis, has possibly generated more literature and interest than ever before, as well as a curiosity for investigating its many uses and applications.

Among its many applications is the utilization of hypnosis for behavior modification in changing habit patterns for alcoholism, smoking, obesity, insomnia, narcotic addiction, phobias, delinquency and disciplinary problems, etc., as well as improving motivation, self-confidence, study habits, and many others too numerous to list.

What is Hypnosis?

There are many definitions of hypnosis, as well as a vast and mutually contradictory literature on the theoretical formulations of hypnosis. The theories of various authors, who regard hypnosis as a habit (Hull, 1933), selective hyper-suggestibility, (Weitzenhaffer, 1953), role playing, (Sarbin and Coe, 1972), a trance, (Erickson, 1967), a state, (Arons, 1965; Hilgard, 1965), a non-state, (Barber, 1969), or an adaptative regression, (Gill and Brenman, 1959) have certainly broadened our understanding of the subject; but because of the many characteristics of hypnosis, considerable confusion still exists.

As previously discussed, the name "hypnosis" is derived from the Greek word "hypnos", meaning sleep. Fross (1966) states that most authorities now agree that hypnosis is not sleep and discusses, in generalities, the following theories regarding hypnosis: a) A conditional reflex. Those who advance this theory, say the hypnotic subject is conditioned to the word "sleep" throughout his life and a reflex action helps to produce the so-called trance.

Although hypnosis lends itself to conditioning, many people have been hypnotized without mention of the word sleep or without any previous experience. b) Role playing. The subject is supposed to respond in the manner in which he thinks he is expected to behave. Although this theory can often be disproved, this writer can personally attest to the fact that it can be an effective induction technique with some subjects who are difficult to hypnotize. c) Hysteria, artificially induced. This was Charcot's theory. He thought that only hysterical people could be hypnotized and that hypnosis weakened the mind. These theories, which were based on his work with mental patients, have been proven false many times according to Fross. d) Hibernation. The basis for this theory is that of the Yogis. They can slow down the pulse and many other body processes, therefore, needing less oxygen. This is only a partially valid theory of hypnosis because, with suggestion under hypnosis, one's pulse rate and respiration can either be slowed down or speeded up far beyond normal. e) Psychoanalytic theory. This theory claims that there is one wish, which is

universally present, subconsciously, in every child and adult, to regress to infancy. Therefore, when an individual is in an hypnotic state, he has regressed to an infantile state where the parents are omnipotent and nothing is impossible to accomplish. If a hypnotized person is told there is a pink elephant sitting beside him, he will believe it. Fross feels that there may be something to this theory, since it has been shown that hypnotized persons greatly prefer simple, easily understood words. f) Dissociative theory. Fross states that this theory was first presented by Pierre Janet about 1920. He reports that the splitting of the conscious mind and the subconscious to produce the hypnotic trance state was a theory based on the idea of multiple personalities within the same body and the amnesia involved. The amnesia following hypnosis was thought to be the result of similar dissociation. g) Powerful interpersonal relationship. This is when there is uncritical acceptance of ideas which initiates appropriate behavior because of the utmost faith, trust, and confidence established between the client and

hypnotherapist. Since Fross is a dentist, who also uses hypnosis in his practice, he compares this concept of powerful interpersonal relationships with his profession. He claims that the more faith and confidence a patient has, the more easily the dentist can lead him into the hypnotic trance; and the more effective will be the result. This writer believes, as do many other hypnotherapists, that this concept is one of the chief ingredients in both inducing and using hypnosis. h) Dr. Van Pelt's theory. This theory claims the following: in the normal waking state, only a few units of mind power are affected by suggestions; in hypnosis, all units of mind power are concentrated and affected by suggestion and that there are no units of mind power available to take notice of other things; and in the normal waking state after hypnosis, all units of mind power carry a dose of suggestion, and the mind is filled with the ideas which were suggested in hypnosis. Fross claims this theory more nearly explains hypnosis than any other theory so far advanced.

Segall (1973) believes the answer to this question of

what is hypnosis is difficult to answer because we know so little about the human mind, which is so extremely complex. He feels, as does Barber (1969) that there has never really been a completely acceptable theory about hypnosis, or a truly scientific explanation of what happens in this state. Both Segall and Arons (1961), however, prefer to consider it a "learning process", a teacher-student relationship, a heightened state of suggestibility, where the subconscious mind dissociates from the conscious.

While there is still a lack of understanding regarding the true nature of hypnosis, most professionals do agree that the hypnotic state is a natural one, and a much more commonly experienced one than is generally supposed.

Kroger and Fezler (1976) state that hypnotic phenomena occur in the course of our everyday existence. For example, "waking hypnosis" in the form of radio and television commercials, advertising, and the performance of a good orator or actor, all heighten the attention span in a meaningful manner to enhance suggestibility. Other examples of waking hypnosis may be noted in someone engrossed in a

daydream or watching a film; varying degrees of emotion are registered as we get caught up in the action sequences. These authors state that the phenomena of hypnosis occur whenever reality is made out of unreality.

We can continue comparing hypnotic phenomena in the person who orders and eats an entire meal and cannot remember a single detail, or the individual who has been driving and cannot remember, let us say, the last 30-40 minutes of the trip. However, these examples are sufficient to show that hypnotic phenomena and "natural" daily events in our lives can often times be one and the same. The difference is only in degree and is largely a matter of acceptance. The hypnotic subject is expected, and expects, to be able to produce these effects. With the same degree of acceptance, there is no reason for him to be unable to produce them at will in the waking state.

Arons (1961) and Barber (1969) state that most authorities in the field are quick to admit they do not know exactly what hypnosis is. Arons feels that the theories, which have been advanced through the years, are

inadequate to explain the hypnotic phenomenon and that these theories when put together do not answer all the questions we have about hypnosis.

However, Arons in a speech presented to the members of the Association to Advance Ethical Hypnosis (AAEH), New York Chapter #2, explained and defined hypnosis as a state of heightened suggestibility, which occurs when the subconscious mind uncritically accepts a given suggestion. This seems to be the most generally-accepted working definition fostered by hypnotherapists this writer has come into contact with, and is the one, which was taught in a training course in hypnosis at the Long Island School of Applied Hypnosis, Mineola, New York.

Hypnosis is not an all or nothing proposition. There are varying degrees, or stages, as they are called. A subject, capable of performing the more profound phenomena, is said to be a deep subject. Likewise, the stage of hypnosis he/she is in, is said to be a deep stage as opposed to the lighter stages in which the subject's abilities are more limited. Powers (1977) states that there are no hard

and fast rules for depth of hypnosis. He claims there is considerable overlapping of stages and that the hypnotherapist must not assume that because one phenomenon is present and one is absent, that a decision can be made as to the exact hypnotic stage of depth.

However, it is necessary for the hypnotherapist, at times, to be able to evaluate the depth of the hypnotic state in order to produce the desired results. There are many scales for measuring hypnotic depth. Many of these scales are not practical for the working hypnotherapist because of their complexity. A practical system regarding the various stages of hypnosis is the Arons scale (Arons, 1961), which divides hypnosis into six stages. This scale is presented to the reader in the "Definitions" section of this report.

The Nature of Hypnosis

The states of hypnosis and sleep may seem similar. Both involves relaxation, decreased inhibition, and the emergence of the subconscious. Hypnotherapists often tell their subjects to "sleep", but the two states are not the

same. The hypnotic state is generally believed to be the narrow stage just between being awake and going to sleep - similar to the individual state just prior to falling asleep in the evening and awakening from sleep in the morning.

Generally, the physical appearance and attitude of the person to be hypnotized are like those of sleep. However, the first stages of sleep are usually dissociated ones, whereas those of hypnosis are narrowed down to unusual concentration and attention. Powers (1977) states that a person's brain waves change when they go to sleep; whereas the brain waves of subjects in hypnosis do not change as they do in sleep but remain entirely as they are in normal waking adults.

Arons (1961) says that when we are asleep we are largely unconscious. The conscious mind is subdued or inactive. Any movements or actions that we perform while asleep are caused by the subconscious mind; dreams also are stirred up by subconscious activity. However, during natural sleep the subconscious mind, as well as the conscious, is inaccessible from the outside. He further states that both minds are

"asleep", though not totally.

Kroger and Fezler (1976) say that we should not conceptualize hypnosis as a state of unconsciousness or a sleep-state. They claim that the important difference is that in hypnosis there is a narrowing of the perceptual fields, which results in a heightened attention span which increases susceptibility to suggestion and enhances voluntary and involuntary performance. They further feel that the induction of hypnosis is the induction of conviction whereby the presence of appropriate motivation, favorable mental attitude, belief, confidence and expectation, catalyzed by the imagination, lead to a programmed faith, which allows suggestions to be accepted.

The concepts expounded by Kroger and Fezler, regarding the use of images and the imagination, has become a popular and widely used technique employed by hypnotherapists in virtually every area of hypnosis.

The mind functions on two levels, the conscious and the subconscious. The conscious mind controls our deliberate actions, and in a normal situation, will cause

us to act on our own conclusions. The subconscious, however, is below the level of our awareness. It controls the autonomic nervous system, the automatic functions of our bodies, and works subtly on our conscious actions through emotions. Our heart beats, our blood is circulated, digestion and elimination proceed, respiration occurs, all without our conscious control. These functions are the providence of the subconscious mind (Arons and Bubeck, 1971).

The subconscious cannot be said to think on a rational level, though it often can be found to be the cause of many of our conscious actions. Impressions are received into this storehouse. However, the subconscious does not have the ability, without direction, to integrate nor to organize these impressions. It cannot reason; it merely accepts. Problems arise through its uncritical acceptance of stimuli by the subconscious. The stimulus often received is of an emotional nature.

The conscious mind reasons both inductively and deductively, while the subconscious mind merely accepts, as true, whatever information it receives. In the hypnotic

state we present ideas to the subconscious mind, which are received and acted upon quite readily. Segall (1973) and Arons (1961) state that in hypnosis, we communicate directly with the subconscious mind only by passing the critical faculty, which is the reasoning factor, and, therefore, the subject is capable of believing things, which may not even be true.

In hypnosis, the conscious mind is rendered inactive and the subconscious awakened to a proportionate extent. Arons states that in the hypnotic state the subconscious mind controls the entire organism, not the voluntary system alone; but also the involuntary nervous system. He claims a hypnotized person will accept more of the suggestions of the operator, except only those that might offend his sense of decency.

The conscious mind attends to deliberate reasoning, wrestles with new problems, interprets incoming messages, etc., while the subconscious takes care of the breathing, winking, digesting, blood-pumping, etc. Powers (1977) claims if we consider the conscious as being loosely

attached to the subconscious at a number of loose points, they can be changed, and rearranged, by the subject himself, or by what happens to him in life, or by a hypnotherapist.

Arons and Bubeck feel that occasionally an individual is capable of overcoming problems on his own, but without organization of some kind of dependable, consistent method, all efforts would be hit or miss and, therefore, so would the results. They feel the solution is for a modality (hypnosis), that can reach past the conscious mind and deal directly with the subconscious, giving it direction and urging the utilization of its stored emotions in a constructive, rather than a destructive manner. These authors state that the subconscious is usually open to beneficial suggestions and that hypnosis is the dependable method that can bring consistent results in many cases. By presenting these suggestions directly into the subconscious, without subjecting them to the critical evaluation of the conscious, we can avoid the dissipation of such suggestions through doubt and misconception when we attempt to reason

out a problem.

Suggestion

Suggestion is the dominant factor in hypnosis (Arons, 1961). Hypnosis is a condition or mental state of increased suggestibility, a condition favorable to the acceptance of the hypnotherapist's suggestions or commands. Accordingly, then, suggestion is the intrusion into the mind of an idea, accepted uncritically, and realized unreflectively, almost automatically by the subject.

In hypnotic jargon, the word suggestion is used in a narrow sense to designate the things an operator says and orders he gives the already hypnotized subject. Suggestibility, however, is meant to be the peculiar state of mind that is favorable to the acceptance of the suggestion in hypnosis.

Kroger and Fezler feel, that several factors should be kept in mind by the hypnotherapist: (1) The law of concentration. They feel that whenever attention is concentrated on an idea over and over again, it spontaneously tends to realize itself and is more effective than a direct attempt

at persuasion; and that behavior can be shaped and manipulated by external stimuli. An example of this can be observed in media advertising, which can be considered a type of waking hypnosis, where the individual's decision to purchase a product is altered without his realizing that he is being influenced. (2) The law of reversed effect. This principle states that the harder one tries to do something by using his will, the less chance one has at succeeding. They feel, since whenever the imagination and the will come into conflict, the imagination invariably wins, and that the hypnotherapist should stress imagination power, rather than will power, by utilizing images in verbalization techniques for hypnosis. (3) The law of dominant effect. This principle is based on the axiom that a strong emotion tends to replace a weaker one. They claim that by attaching a strong emotion to a suggestion, it will help to make the suggestion more effective.

Both these authors believe the foregoing principles or laws are the basis for the success of the various techniques used in hypnosis, and stress that by stimulating

the subject's imagination, one is more likely to produce a desired response with greater success.

Cooke and Van Vogt (1965) recommend that in structuring therapeutic suggestions, the operator should: 1) Use the present tense in phrasing suggestions. 2) State suggestions in positive terms and eliminate every possible negative word. 3) Be specific, analyze the psychological and physiological needs of the subject, break the symptom into specific reactions and formulate a separate suggestion for each reaction. 4) Be detailed and elaborate the suggestion until it covers the subject's possible reaction quite completely.

Hayman (1977) claims it has been psychologically proven that by taking advantage of certain factors that influence suggestion, therapeutic success will be more valid. These factors of which he speaks are: 1) Facilitation. He claims that the acceptance of one suggestion always aids the acceptance of another suggestion. If a subject is given a suggestion and he/she realizes the suggestion is working, the entire process will facilitate

the acceptance and success of any follow-up suggestions.

2) Grading. He states that suggestions are accepted more readily if they are progressively graded as to the difficulty of acceptance. 3) Expectancy. He claims that if the subject is in this state of expectancy, believing something will happen, he/she will accept suggestions more easily. It is of importance in any hypnotic process that if a suggestion can be "felt" and "visualized" by the subject it will be more apt to bring results.

The authors consulted agree on the nature and application of suggestions in hypnosis. Essentially there are four types of suggestion: 1) Verbal, which refers to communication by any type of sound. 2) Non-verbal, which applies to gestures of facial expressions, that enhance suggestibility. 3) Intraverbal, which applies to the intonation of words to influence suggestibility and 4) Extraverbal, which applies to words and gestures to facilitate the acceptance of ideas. In this study, the writer will utilize verbal and intraverbal suggestions in a varying mix in giving direct, indirect, and post-hypnotic

suggestions to the subject in attempting to achieve desirable results.

Post-hypnotic suggestions fall into two main classes. The first is a continuation of hypnosis. For example, the subject is told to rotate his hands about each other in the hypnotic state and the post-hypnotic suggestion is that upon waking, he/she will continue rotating his/her hands and will be unable to stop until told to do so. The second type of post-hypnotic suggestion is executed after awakening. For example, the subject is told to rotate his/her hands while in hypnosis until told to stop. The subject is then instructed that after awakening, every time the hypnotist claps his hands, he/she will start rotating his/her hands and will be unable to stop until told to do so.

The foregoing examples are presented to the reader in an attempt to better understand the nature of the post-hypnotic suggestion. Although these examples serve no significant value in using hypnosis for treatment, the post-hypnotic suggestion is an extremely effective tool, especially the latter type suggestion, which provides a vehicle

whereby the subject will carry out suggestions in the waking state.

Post-hypnotic suggestion is responsible for the many benefits to be obtained from hypnosis and is the principle employed in treating with hypnosis. Fross (1966) and Arons (1961) claim that if it were not for the post-hypnotic phenomenon, hypnosis would be no more effective than a sleeping pill in breaking bad habits, or removing fears.

Kroger and Fezler (1976) claim that the fulfillment of a post-hypnotic suggestion is the result of a series of conditioned sensory impressions and muscular activities, that are more likely carried out when ideosensory and ideomotor activities are used synergistically as reinforcement. They state that post-hypnotic suggestions are much more effective if simpler suggestions are given initially and then built up to a higher order of complexity. While purposeless commands and ridiculous post-hypnotic suggestions will not be carried out and are readily forgotten, similar to instructions given at nonhypnotic levels.

Arons calls post-hypnotic suggestion the key in improving memory, concentration power, and other personal qualities. He claims it is the power which makes hypnotic influence persist and become permanent with the proper techniques.

Post-hypnotic suggestion will be used extensively in virtually all aspects of this study in an effort to gain positive results. It will also be used as a vehicle to facilitate the teaching of self-hypnosis to the subjects used in this study and is an integral part of methodology. All the benefits of hypnotic conditioning are enhanced by post-hypnotic suggestion, reinforced by repetition through self-hypnosis (Segall 1973).

Self-Hypnosis

Post-hypnotic suggestion may last a week, or even less (Fross, 1966). Most professional hypnotherapists this writer has come into contact with, generally believe that it will last 3 - 4 days at the most. It is generally agreed, however, that the force of the suggestion weakens with the passage of time, and is soon without effect.

Furthermore, for effective use, a post-hypnotic suggestion should be reinforced as often as possible, even daily, until the subject is conditioned to accept his/her behavior as natural and desirable. Therefore, it is essential in trying to break undesirable and harmful habits, or to develop desirable habits, to teach the subject self-hypnosis.

Self-hypnosis, or auto-hypnosis as it is sometimes called, is a hypnotic trance induced in the subject, by the subject himself without the aid of the hypnotherapist, as in hetero-hypnosis. However, it should be noted that the subject is conditioned for self-hypnosis by the hypnotherapist while he/she is in the hypnotic state.

Kroger and Fezler (1976) claim that auto-suggestions given by the subject to himself in self-hypnosis seem to originate spontaneously within the individual rather than to be instituted by another person, because whenever the individual believes that these are his suggestions, they are apt to be followed more readily since criticalness and resistances are greatly reduced.

The principles involved in self-hypnosis are similar

to those of hypnosis. Simply put, the subjects are taught to self-hypnotize themselves and give constructive suggestions to themselves.

Fross states that self-hypnosis is an excellent aid for improving one's ability to concentrate, for retention of material studied, and for recalling information.

Powers (1977) states that self-hypnosis is accomplished by the use of the imagination to create attitudes. These attitudes work to intensify the inner drives toward success and they keep selecting parts of one's environment which keep helping toward success. He claims self-hypnosis is applied as follows: (1) Soul-searching, the formation of goals and ideas. (2) A pre-hypnotic talk with oneself. Relaxation; getting into the mood. (3) Imaginary. Here we use hypnosis, a stage that is capable of great development in each of us. (4) Action, according to the post-hypnotic suggestions already formed.

The procedures for teaching self-hypnosis vary as to the technique the operator finds to be most comfortable or convenient. In general the following methods for teaching

self-hypnosis are used: (1) Post-hypnotic suggestion.

The subject is hypnotized to the deepest stage he is capable of reaching. He is then taught through post-hypnotic suggestion, to place himself into hypnosis. (2) Post-hypnotic suggestion combined with auto-suggestion. The subject is taught to practice auto-suggestion and uses it in conjunction with his regular training sessions with the hypnotherapist.

The latter procedure seems to be the one most widely used by most hypnotherapists. Furthermore, some authors (Fross, 1966; Napowsa, 1977) cite a methodology for this procedure formulated by Arons (1961). This writer will utilize a procedure similar to that of Arons because it closely parallels the initial verbalization of the hypnotic technique used, and found to be easier for the subject to remember, since he/she is exposed to it at each hypnotic session. The entire procedure for self-hypnosis as used in this study is presented to the reader in "Appendix A".

Hypnosis and the Learning Process

It is generally accepted that learning occurs both

on the conscious and subconscious levels and that we learn more efficiently when we are relaxed. It follows, therefore, that in hypnosis a student is as relaxed as possible and can further enhance his/her learning capabilities.

Arons and Bubeck (1971) state that both pleasure and pain can be motivations for learning and claim that recent research has shown that reward is far more effective a motivation than punishment in enhancing the learning process. The authors state that in hypnosis, those suggestions with positive, pleasant associations will usually be more effective than those which elicit feelings of distaste. This touches again the area of motivation, an essential ingredient in the learning process. It seems reasonable that a positive motive (the expectation of reward) would be stronger than a negative motive (the avoidance of punishment).

They feel that, assuming adequate motivation, the following factors enhance the learning process: (a) Interest in what is being taught. (b) The manner in which the material to be learned is presented. (c) The way in

which the material is organized.

Segall (1973) states that in the hypnotic state, we are communicating directly with the subconscious mind, which is the subjective portion of the body. This subconscious mind accumulates and stores everything fed into it and accomplishes this more readily during hypnosis. He claims that hypnosis increases the functions of the brain and that the use of self-hypnosis enhances concentration and retention, recall ability, as well as the elimination of exam jitters.

Teachers often observe in their students a fear of failure and of examinations, procrastination, lack of confidence, difficulty in decision making, as well as a host of other behaviors. Too often students are totally ignorant of the fact that their own irrational fears and emotions are inhibitory to their educational success. Most students, it would seem, readily accept defeat and attempt to adjust to their learning difficulties as best as they can, having no other alternative.

Napowsa (1977) claims that there are numerous studies

which indicate where hypnosis was found to be a useful tool in the improvement of academic achievement. He feels that academic problems often arise from a lack of organization of the work into a useful, logical sequence. Hypnosis, he believes, can facilitate a student's ability to carry through an assignment, or to study effectively.

Although hypnosis is not a panacea and must be used in combination with other methods and techniques, Napowsa stated that clinical reports indicate the possible utilization of hypnosis in reducing test anxiety, improving concentration, and increasing motivation.

Arons (1965) claims that it has been fairly well established through experimentation and actual practice that hypnosis can be useful in speeding up the learning process. He believes, that for best results, both hetero-hypnosis and self-hypnosis should be used. That is, suggestions should be given to the subject by an operator and then the subject should be taught how to use self-hypnosis so that he can renew or reactivate these suggestions periodically on himself. He feels that the key to successful

learning through hypnosis is the use of self-hypnosis.

Arons feels that before a program of improvement in the learning process is set up, it should be determined in which of the following phases of learning this subject's difficulties lie: impression or registration, retention, and recall. Once the area(s) of difficulties has (have) been isolated, suggestions must then be formulated to cope with these difficulties. It is recommended that these suggestions be couched in positive terms and should employ words and phrases, which express the desired aim(s).

Another aid to learning is "spaced practice" (Arons and Bubeck, 1971). Arons developed this method in connection with a project in which he and a team of associates taught self-hypnosis to two groups of insurance salesmen (Arons, 1965). Through this method, which he has labeled the "Sandwich Method" of learning, the salesmen were able to learn their sales presentations much more quickly and with much greater effectiveness. Arons claims that experiments in the use of this method have shown that material is more quickly learned in two fifteen minute periods of

study, separated by a rest period than in one uninterrupted thirty minute period.

The "Sandwich Method" of learning will be employed in this study, as outlined by Arons, to test its effectiveness on both a junior high school student and a college student, who are encountering learning difficulties in their studies. The procedure is a rather simple one and is as follows:

(a) The subject is taught self-hypnosis. (b) Prior to studying, the subject reads the following suggestion to himself ("The material I am about to study will become deeply impressed and will be permanently retained.") and immediately goes into self-hypnosis. (c) Upon awakening he/she studies for fifteen minutes. (d) At the end of this time period, the subject reads the following suggestion: ("The material that I have just learned is permanently retained and will be easily recalled when I need it.") and enters into self-hypnosis once again. (e) This is followed by a five minute rest period. (f) The entire process is repeated after the rest period has ended.

Child Hypnosis

Napowsa (1977) claims that children live in a constant state of hypnosis, and though the connotation is meant to be light or humorous, it could possibly be quite true most of the time. Children tend to be adept at imaginative involvement, preoccupation, or total concentration in an activity.

It is generally accepted that while there are some very young children who can be hypnotized, most children become hypnotizable in the conventional sense at a period between five and eight years old (Cooke and Van Vogt, 1965).

Children are imaginative and trusting and those traits make them excellent subjects. Napowsa believes that the very fact that children can so easily become involved in fantasies accounts for their being highly susceptible to hypnosis and/or suggestion.

Fross (1966) feels that there are three rules for inducing hypnosis in children: (a) Gain the child's confidence. (b) Tell the child what you are going to do before you do it. Use general terms and express them in language he/she can

understand. (c) Use any suitable technique.

Napowsa, Cooke, and Van Vogt agree with Fross in that selecting a hypnotic technique for children, the emphasis is on simplicity. Obviously, children have a limited supply of experiences with which to relate to and cannot understand difficult vocabulary.

Young children love repetitive stories. For this reason a story telling technique utilizing the child's vivid imagination can be an effective induction technique to create the necessary imagery conditioning stated by Kroger and Fezler (1976), as well as to provide for the child's proper vocabulary level, as discussed by Fross.

Napowsa claims that at some time early in his formative years, a child learns by necessity and with awareness, that he must seek the approval of the adult world around him. The child incorporates into his learning the notion that everything will gain praise. He soon learns to perform more acts and harder ones, to gain more praise; and productivity becomes increased (Alexandroff, 1972).

The type of reward that will be most effective should

be selected on the basis of the personality, needs, desires, and motivations of the individual child. The proper suggestions and imagery conditioning can arouse the child's awareness to seek approval and increase motivation in a positive and useful way.

Hypnopaedia (Learning and Sleep)

The concept of sleep-learning is based on audio-verbal learning that occurs during reduced conscious awareness. Soviet scientists exploring such learning gave the name hypnopaedia to this process. The expression itself is composed from the Greek words of "hypno" meaning sleep and "paidea", which stands for education (Rubin, 1971). This process, oversimplified, utilizes a tape recorder, which is used to repeat information prior to bedtime in the waking state and continues for a time in the sleep state.

Rubin (1971) stated, according to Pavlovian theory, before the onset of deep sleep or the fully alert state, the brain cells are subjected to a number of intermediate states on their functional level called phasic states of sleep.... and that certain states

of hypnosis, although of short duration, can incidently emerge in the waking state or between the phasic states of sleep, and that both the sleeping and waking states can also be converted into a hypnotic state, either by conventional methods of hypnosis or as a result of natural processes occurring within the brain. (p.11)

Arons (Arons and Bubeck, 1971) claims hypnosis is not possible in the sleep state because when a person is asleep, he is out of touch with the environment and cannot hear what is being said. He cites a source for this opinion, Dr. Andre Weitzenhoffer (1960), whose articles entitled "Hypno-Mnemonics" in Vol. 111, Nos. 1 and 3 of Hypnosis Quarterly, reported on scientific studies on the question by impartial observers. Arons points out that the operator may have to repeat his suggestions for a long time before he gets a response. Arons made the foregoing comments in connection with his co-author's explanation of an attempt to hypnotize a subject directly after entering the sleep state. No further details, however, were given as to the success or failure of this attempt.

Powers (1952) attempted to promote the idea of sleep learning and perhaps contributed, in part, to the popular notions about the existence of an always open subconscious mind during sleep, ready to receive and process information that has been put into words. However, Rubin feels that although it seems quite plausible that the effects of listening to the text of a so-called conditioning tape can induce relaxation which lapses into sleep, it is unlikely that one can always maintain an open subconscious receptive state throughout the whole night as the simultaneous effect of listening to a conditioning tape. On the other hand, he believes it is possible through the application of post-hypnotic suggestion to produce arousal reactions in sleep as a response to certain signals, which can be used randomly or at a specific time during the night.

Rubin claims, however, that experiments with electroencephalography (EEG) did not exclude the possibility of finding a relationship between light sleep and hypnosis, since both hypnosis and the lighter states of sleep show the presence of alpha activity, which is the receptive

stage during sleep. Miliechnin (1967) suggested the presence of a level of auto-hypnosis in the process of normal sleep. He stated that hypnotic states may reappear with the cyclical variations of sleep. Hull (1933) concluded that sleep is distinguishable from hypnosis. However, Rubin indicates that only deep sleep is distinguishable from hypnosis, and he claims experiments indicate that hypnosis can involve states of light sleep; and that these borderline states of conscious awareness can allow a number of psychological events to take place, including the occurrence of hypnotic states either induced by a hypnotist or as a result of self-hypnosis. Miliechnin claims that sleep can be transformed into an hypnotic state and that in more susceptible persons, the voice of the hypnopaedic operator may take the same role as the voice of the hypnotist.

There are four main types of brain waves which concern us in the use of hypnopaedia and they are called alpha, beta, delta, and theta waves. According to Rubin electro-encephalographic features of the cyclical variations

of sleep stages during the whole night have shown two distinguishable types of sleep: (a) Orthodox sleep, which has a higher index of theta and delta brain wave components. (b) Paradoxical sleep, which has a significantly high index of beta and alpha brain wave components similar and sometimes identical to the waking state.

Rubin indicates that scientists comparing the movements of the eyeballs between orthodox and paradoxical sleep, found sudden, jerky movements of the eyes in paradoxical sleep while the slow rolling movement of the eyes was characteristic during orthodox sleep. Rapid eye movements (R.E.M.) which typically occur in paradoxical sleep also has a high incidence of dream recall, i.e., spontaneous mental activity. The R.E.M. stage during sleep which increases the alpha index is also considered suitable for hypnopaedia.

Rubin (1971) stated that conclusions reached regarding learning and performances during sleep indicate:

The sleeping man appears capable of a considerable amount of data processing, although at a less

efficient level than during the waking state; under appropriate training procedures the sleeping man can respond briskly and accurately to sensory input; there is no evidence that during sleep, response systems are "unlocked" from input systems; indeed, the findings from experiments emphasize the similarities rather than the differences between the waking and sleeping states. (p.22)

The research discussed by Rubin has found that (a) The most suitable stage for sleep-learning is the light sleep stage in which the alpha wave is easily provoked by the learning procedure. (b) The repetitive presentation of material is a prerequisite for this type process. (c) To induce and drive the alpha waves during sleep by auditory stimulation, it is advisable to start sleep learning in light sleep. Additionally, he indicates that Russian scientists reported that hypnopaedic training material presented first in the pre-sleep waking state and then in drowsiness and light sleep is better retained when followed by sleep.

The response to verbal signals in various stages of sleep, their E.E.G. features, physiological, and behavioral correlates, are indicated as follows:

1. Stage W. This is the relaxed waking state with eyes closed, where there is some increase in the level of awareness and reaction and attention to signals. The EEG features at this stage indicate a blocking of the alpha rhythm.

2. Stage A. In this stage there is a fluctuation of light and heavy drowsy states, partial awareness, imagery and reverie phenomena. The EEG features indicate irregular beta activity and the enhancement of alpha activity or alpha bursts.

3. Stage B. This stage is the transition to sleep. It is the borderline state between reverie and dozing. The EEG features indicate alpha bursts of various duration against random and irregular beta activity.

4. Stage C. In this stage there is dozing and light superficial sleep. Sleep continues or returns to previous stage and there is a low or medium voltage delta waves,

bursts of irregular beta, and a possible return of alpha activity.

5. Stage D. In this stage there is medium-deep sleep and markedly reduced consciousness with decreasing responsiveness to external signals.

6. Stage E. In this stage there is deep sleep, a complete loss of awareness, and a high threshold of awakening. Sleep can also either continue or can change into a lighter stage (from E to D). The EEG features for stages D and E indicate that there is mixed activity.

7. Stage P (1-R.E.M.). In this stage sleep is accompanied with dreaming, i.e., spontaneous mental activity. Stimuli influences the ongoing activity of dreaming. The EEG features indicate an increase in the alpha index, and rapid eye movements.

After going to bed in the evening, sleep gradually descends from the relaxed state to deep sleep (stage E). It then passes briefly through the lighter stages (C, B, and A), and changes from orthodox sleep to paradoxical sleep (stage 1-R.E.M.) accompanied by dreaming. The time

factor for this process takes approximately 90 minutes.

There are similar recurring phenomena throughout the cyclical alternations of sleep events during the rest of the night, but only the short period (20 minutes) just before awakening should be considered for hypnopaedia. The fluctuations of the main and intermediate stages of sleep gives the possible indication that receptive states are most likely to occur in the initial stages of sleep between A and C. The receptive states, or partial sleep as it is sometimes called, characteristic of drowsiness, dozing, or superficial sleep, usually correspond to the alpha range of EEG frequencies and is suited to hypnopaedia purposes. Therefore, the beginning of bedtime is also recommended for sleep-learning.

The distribution of the various stages of sleep during the night with an average 8 hour bedtime and sleep period is not in a consistent sequence from night to night. However, it is said that the stages usually follow a pattern within their cyclical variations.

According to Rubin, the whole process of hypnopaedia,

includes a significant element of suggestive or persuasive methodology, and that susceptibility to suggestions and hypnosis may have a significant but low correlation to the rate of responding to suggestions during superficial sleep. He claims that evidence indicates that a suggestible subject has the ability to discriminate between relevant and irrelevant signals. He may also maintain this advantage during some stages of sleep by selecting incoming information and to discriminate whether it is necessary to arouse and process the information at a more integrated level.

Of further interest, is the similarity of hypnosis and the hypnopaedic process in regard to intonation. In hypnopaedia intonation, as in hypnosis, there is an absence of any abrupt acceleration or deceleration in the tempo of delivery which in ordinary speech is important in conveying the meaning and content of what is being spoken. Rubin claims that an analysis of intonation, made by Russian researchers, made it possible to establish the intonational structure of hypnopaedic speech. He noted that in hypno-

paedic speech, physiological pauses occur more frequently than in ordinary speech and that low, monotonous, and continuing sounds are more conducive to sleep. The basic tonal frequency in hypnopaedic speech, as in hypnosis, fluctuates very slightly while in ordinary speech the alternations in the frequency of the basic tone are much more pronounced. This view is fostered as a general rule essential to speech in the process of hypnosis by the authors (Arons, 1961; Arons and Bubeck, 1971; Fross, 1966; Napowsa, 1977) consulted in this study in regard to hypnotic technique.

There are also other similarities such as the repetition of the same scripts or texts without any change in the sequence. By repeating given phrases several times, the operator gradually breaks up the original intonational structure; and with each additional repetition the sounding of the phrase or sentence becomes more and more monotonous. According to Rubin, the repetition of a given phrase will take place on a level of whispering and sometimes the tempo will change. He refers to this as "intonational transformations" and claims that this will lead to a new quality which

is essential in adapting to the communicative properties of hypnopaedic scripts to the subject, who is in a somewhat modified state of mind by being drowsy or in a state of very superficial sleep. These concepts are standard procedure in the delivery of hypnotic scripts during a session and will be utilized by this writer in the delivery of the scripts presented in the "Apendicies".

Although most of the research cited by Rubin involves the learning of subject matter, this writer will utilize the foregoing concepts and a modified procedure of hypnopaedia as the basis for establishing the methodology and procedure to be used as a vehicle in achieving the phenomenon of hypnosis, in dealing with the educational problems of a nine year old student. The criteria to be used will take into consideration the information discussed and will incorporate the methods discussed in Rubin's text.

Adlerian Life-Style Assessment

The Adlerian life-style assessment is an approach which often provides an increased understanding of an individual's cognitive map regarding life, self, and others. This informa-

tion, when viewed in the context of the individual's goal directed nature of thinking, feeling, and behavior, can provide useful knowledge regarding their difficulties.

Adler believed that an individual develops a life-style during their early years that plays a major influence on one's thoughts, feelings, and behavior throughout life. According to Rule (1984), Adler's definition of life-style focuses heavily on the core of personality, especially on the individual's unique mental map. An individual's life-style is essentially a pattern of beliefs and goals that he/she uses for interacting with others and for measuring self-worth. Each individual's life-style has a bearing on the choices we have already made and on the ones that are to be made (Ansbacher and Ansbacher, 1964; Corsini, 1973). In general, we are not aware of how pervasively our life-style is ingrained in our daily lives in our views, the way we relate to others, select our clothes, choose a spouse, avoid situations, or in our successes or failures. This is a subjective pattern that reflects the individual's perceptions on which he takes a sensitive position. This in turn influences one's feelings and behaviors in response

to life's circumstances.

An approach to understanding personality using the concept of the Adlerian life-style is that it provides one with an holistic picture of the individual. Adler believed that an individual's wholeness or holistic nature is indivisible particularly in understanding the relationship of the individual to his problem. It is believed that if we divide a person's personality into parts rather than view it holistically, that we will destroy this wholeness and therefore undermine understanding the individual. This is basically because the way in which we tend to organize ourselves as whole people directly influences how we perceive ourselves and others, and also affects our goals and interactions with others.

Adler also believed that man is a social being and that behavior can only be fully understood in a social context. He regarded personal problems essentially as social problems (Ansbacher and Ansbacher, 1964). Related to this assumption about one's social nature is the idea that each of us has a strong desire or goal to belong and therefore, we strive to

have a place of significance in the eyes of others. This goal the individual pursues and his/her behavior is related to the desire to enhance themselves within a social context.

Another Adlerian assumption is that all behavior, including emotions are goal directed. Everything we do, including the way we further our goals and our future consequences, has a purpose and is therefore, a function of our ideas both conscious and subconscious. Often behaviors that appear unexplainable can be better understood as the goals of the individual become apparent. Therefore, even though at times we may be aware of our purpose of thinking, feeling, or acting in a certain fashion, we are unaware most of the time of our unique goals that are operating subconsciously. In order to understand someone, the focus must be on their subjective or internal frame of reference because a person's perceptions and biases influence and determine his/her behavior more than reality does. Additionally, individuals organize their perceptions into expectations that directly influence their personal goals to guide them through life, and they transform these goals into behaviors.

Adler believed that the individual organizes his/her goals around the subjectively determined concepts of their ideal self, which is mostly created during one's childhood years. Therefore, the individual, in his private logic (the personal concepts or perception of the deepest views of life, self, and others), continually goes through life with this self ideal as a general reference point that becomes the imagined ideal self. This concept of the individual's created goals on which he acts is called "fictional finalism". In other words, we are not certain what we are really after, but consistently behave as if reality and our goals are not our perceptions and our own fiction (Ansbacher and Ansbacher, 1964; Manaster and Corsini, 1982). Concomitant with the nature of goal directed behavior, an individual, by his own standards, is able to move from a felt minus (inferior state) to a felt plus (superior state). Moreover, as one moves through life, one never quite achieves their goal nor is totally or absolutely satisfied.

The individual's perceptions and conclusions that become the goals of their life-style are predicted on a variety of

childhood impressions and experiences. The family constellation, including sibling relationships, family environment and values, and peers, all contribute to the individual's perception of life from which he has generalized from. Therefore, a great deal of emphasis is placed on the person's life-style in an attempt to better understand their sense of belonging or self significance which are used to hide their inadequacies and protect their self-esteem.

The Adlerian Life-Style Assessment will be used in this study to help enable a better understanding of the subjects so that pertinent information can be evaluated and utilized effectively in preparing the scripts.

This study integrates hypnotic techniques with concepts in Adlerian psychology. Kroger and Fezler (1976), make every effort to point out that hypnosis can be integrated with the theory and practice of psychology. They state, for example, that they have found a fair number of studies in the literature that utilize sophisticated hypnotic techniques within the behavioral model, and that the combined approach can provide innovative methods for the psychotherapist in his clinical

practice.

Modern hypnotic techniques are a flowing outcome of other psychologists such as Jacobsen (progressive relaxation) and Wolpe (systematic desensitization). Today many therapists, such as behavior therapists, use relaxation therapy with their clients that is similar or even identical to some forms of hypnosis.

American psychology is splintered by many different movements which all seem to help clients to some degree or another. Among some of the more popular are Gestalt, Sensory Awareness, Bioenergetic Feedback Training, Rolfing, etc. While these are all part of new movements which grew out of displeasure or opposition to the traditional psychotherapies, they all contain a great deal of suggestion, hypnosis, or both in effectuating cures. Kroger and Fezler believe that eventually hypnosis, behavior therapy, and some of the theories of Freud will merge as a form of practical psychology. They claim that a new concept such as this has, in part, already been expressed by the Humanistic psychology movement led by Maslow, Perls, May, and others, and also contains the use of

hypnosis and suggestion.

The approach used in this study is not unique. Behavior therapists utilize hypnosis and psychology in treating numerous behaviors (Kroger and Fezler, 1976). Napowsa (1977) states that hypnosis has been used as an educational tool to develop increased capacity for remembering, paying attention, understanding material, decrease tension, increase motivation, etc. However, while the use of hypnosis in education appears encouraging, not enough has been done to proliferate its use.

Chapter 3

This chapter will present to the reader three case studies of how hypnosis was used as a tool to help three students with their educational difficulties.

Methodology

One case study discusses how the concepts and procedures of hypnopaedia were modified and used as a vehicle to achieve the phenomenon of hypnosis. Although hypnopaedia is not utilized as a method of achieving hypnosis, it was selected because of its organized structure, and its similarities to hypnosis. Additionally, in the previous chapter it was indicated that sleep can be transformed into hypnosis and that hypnotic states may reappear with the cyclical variations of sleep (Miliechnin, 1967), and during the states of light sleep (Rubin, 1971).

The other two case studies investigate the application of the "Sandwich Method" of learning developed by Arons (1965). This technique, although simplistic in nature, is also claimed by some practicing hypnotherapists to be extremely successful. These two studies will serve to investigate the effectiveness of this technique.

Several experimental designs were also considered for this study. While the case study approach received serious consideration because it is a good source for clinical speculation and yields interesting, although uncontrolled data, it has inherent limitations in that its uncontrolled factors do not permit sound cause and effect solutions. Therefore, an improvement over the case study method labeled the B design was finally selected. In this design the baseline measurement is omitted but the investigator monitors one or a number of target measures throughout the course of treatment. One might also categorize this procedure as the simplest of the time series analyses, and it is essentially an uncontrolled case study with objective measures.

This design was selected because in most experimental designs, the establishment of a stable baseline is the result of repeated measures taken over a period of time. However, the nature of the problems that are to be treated in this study involve behaviors that are difficult to measure (i.e., exam jitters, study habits, attitude changes, etc.), it would not be possible to obtain actual repeated measures to adequately

establish a baseline that can be presented via charts and/or graphs. If one were to consider any type of baseline at all in these studies, it would have to be of a descriptive nature. The purpose of any baseline is to serve as a standard by which the subsequent efficacy of the methodology and treatment may be evaluated. Since there are practical limitations in obtaining repeated measures in this study, the information necessitated by a baseline will be predicated on past performance, grades, self report, and other relevant information reported by parents, teachers, etc. While this approach is not traditional, it is believed that it will provide an adequate basis from which to define a treatment approach, and the information obtained will be integrated descriptively in the case presentations.

Additionally, this design can be used to advantage to generate new hypotheses, as well as (a) to provide clinical data to be used as a departure point for subsequent controlled investigations, (b) to develop new technical skills, (c) to foster clinical innovations, (d) for the refinement of techniques.

An abbreviated life-style assessment form (Appendix G), a variation of the Dreikurs form (Rule, 1984), was selected and

administered because of its brevity, and was changed slightly so as to elicit verbal responses rather than written responses.

Since it appears that an individual's difficulties may emanate from, or relate to, various factors, it becomes evident that the more information one has to evaluate these difficulties the more facilitating and beneficial the process will be. Therefore, the Adlerian approach to life-style assessment will be utilized because it can be an extremely effective way to help an individual to become more aware of their basic motivating goals and of the ways in which these goals may be influencing how they move through their own life's experiences.

This is important because of the following reasons:

(a) The information from the life-style assessment can be useful in formulating the directions of the hypnosis and hypnopaedia scripts, as well as developing the suggestions that are to be used, in order to obtain results. (b) Since hypnosis is not a panacea and is generally used with other psychological modalities, this process can provide a psychological reference base that can facilitate greater understanding and enable a more structured approach in

dealing with the problem(s). (c) Each session begins with information gathering of the events since the previous session, and deals with any problems, developments, explanations, concerns, etc. This is necessary in order to allow for personalized adjustments in the delivery of the scripts, and for modifying suggestions for effective results, as well as for providing guidance. Therefore, this part of each session lends itself, in nature, to being a mini-counseling session which requires a psychological base from which to work. (d) Finally, the life-style process presents a structured approach to facilitate implementing psychological concepts concomitantly with hypnosis.

The purpose of the overall counseling process that is incorporated into the sessions essentially involves the following:

1. To establish and build a relationship of trust, respect, and empathy. This provides a basis for developing a good counseling relationship that can enable the individual to explore himself in relation to his/her problem, and also creates a better opportunity for dialogue and the

exchange information.

2. The life-style assessment also helps to provide an awareness of how things are going for the individual in regard to the three main areas of social living, i.e. work (or school), love, and friendship. The Adlerians believe that everyone takes a particular position on these three tasks of life with varying degrees of success or failure. So if there is difficulty with one of them, then there may eventually be problems with the others as well. Therefore, the individual's life-style, with its strengths and weaknesses, serves as a coping device in all areas of life, and is looked upon with interest especially when the individual is experiencing stress.

3. Once the life-style information is gathered, the next step is to interpret the data and to look for life-style variables by making deductions and identifying logical patterns and goals that relate to the individual's problems. In addition, the individual is encouraged to participate in the interpretation process by helping to validate and identify relationships between their life-style and daily

living.

4. After having achieved some insight into the individual's life-style, the focus now turns toward change. Therefore, the goal is to reorient and to help the individual to resolve his present difficulties by (a) Helping to establish specific and realistic goals to diminish the self-defeating dimensions of the present problem. (b) Identifying the contributory aspects of the life-style that work against the individual and to pinpoint their assets. (c) Exploring the thinking process as it relates to feelings and behavior. (d) Increasing self-esteem.

Rule (1984) said that "we cannot truly be effective with our patients, as long as we separate their psychological frame of reference from their physical being and attempt to treat one apart from the other", (p. 226). To provide proper treatment for any problem one must therefore provide an understanding of basic feelings, values, and thoughts. The life-style assessment can be useful in helping the individual to become aware of their goals and mistaken assumptions, and also of the way in which they influence

their life's experiences. It further provides an effective base that enhances the procedures used in this study in a way that can help to optimize positive results.

In formulating a time frame for this study, allowances had to be made to stabilize difficulties using hetero-hypnosis, to teach and monitor the use of self-hypnosis, the time constraints of the remaining part of the school year, and for evaluative purposes. Therefore, in order to accommodate these factors it was decided to limit the study to a total of 12 weeks as follows: (a) Hypnopaedic and hetero-hypnosis sessions will continue for 8 weeks. (b) Treatment will be withdrawn during the last 4 weeks so that the effects of the treatment can be observed and evaluated.

It should also be noted that each student was unaware that they were participating in any kind of study. The primary reason for this was to obviate any anticipatory behavior by these students.

Case #1

Frank is an above average, nine year old, elementary school student, who is known by this author. His curiosity

and intrigue in knowing the writer is a hypnotist has resulted in countless questions and numerous discussions on the subject of hypnosis. During several of our conversations, this youngster expressed a sincere desire to overcome some difficulties he was having in school and asked this writer to help him with the use of hypnosis. Frank's parents were approached and the child's request was discussed with them. His parents were interested in the idea and were very receptive and cooperative.

According to Frank's parents, it seems that although he is a procrastinator at home, the boy is disturbed with his slowness in completing his schoolwork in school, thereby having to bring it home in order to complete it; and with his negative attitude regarding reading. His parents claimed his lack of interest in regard to reading was caused by his second grade teacher, who placed him in the wrong reading group and did not change him until the year was nearly over. Frank resented the fact of being placed in a lower reading group in this class and having to read the books he had read in the first grade while in the top reading group. His

dislike for his second grade teacher grew so intense that he virtually became negative toward all his school work. His parents were concerned, and after several teacher conferences, which also included his first grade teacher, they selected and then requested his placement with his present teacher, who is highly regarded as an excellent third grade teacher. Frank's achievement at the start of this school year was slow and gradual, and he was placed in the top reading group toward the end of the first ten week marking period. Although Frank has made considerable progress this year and is ranked among the top students in his class, getting above average grades in all areas except gym and arithmetic, he continues to dislike reading and does his work slowly, but well.

Having obtained permission from Frank's parents to work with him, arrangements were made to see the boy privately. During our initial meeting Frank stated that he wanted to improve his speed for doing his school work because some of the children made fun of him because it took him so long to do his work and because by having to take his school work home to complete it, he had less time to play with his

friends. He also felt that if he liked reading more, it would not only help him do his work faster, but would also stop his parents from "nagging" him each day to do his daily fifteen minute reading assignment requested by his teacher. Our talk was informative and did not uncover any unusual pressures at home or in school, and indicated this youngster's attitude toward school was positive and encouraging.

The intent at this point was to hypnotize Frank, and to start work on improving his self-confidence in himself and his abilities by giving him positive suggestions in hypnosis as well as post-hypnotic suggestions to help him in school and with his reading. However, extreme difficulty was experienced in attempting to hypnotize this child and he could not achieve the hypnotic state. The method of induction used is similar to one suggested by Fross (1966), who is regarded as a leader in using hypnosis with children (Napowsa, 1977). The technique used is rather simple, as are the words used, and is as follows: To arouse the child's interest, I asked, "Would you like to watch my magic TV?" As soon as the child nods or indicates his agreement, I proceed. "Close

your eyes and make yourself limp like a rag doll. That's fine. Now let's make believe we are going to your house. We walk up the walk, open the door, and go into the room where the TV is. I'll turn on the set while you lie down on the floor and get ready to look up at the picture. First, we can hear the sound. Now, here comes the picture. The cartoons are on and all the cartoon characters are mixed up together. I can see Tom and Jerry, Droopy and Spike, the dog, etc." I continue in this fashion for a while talking about the cartoon, fabricating several different scenes, suggesting relaxation and deepening.

When this technique failed, I had the child imagine himself walking along the beach finding shells for his collection, or on a rock hunt finding rocks for his collection. When these failed, several other techniques which are generally used with adults, but modified to suit the age of the child, were tried. All failed. The youngster would not let himself go and enter into hypnosis, and several other attempts at different times also failed. Since the boy is a neighbor, the author felt a possible reason for

encountering difficulty might be due to the closeness in our relationship. Therefore, it was suggested to use another hypnotist, unfamiliar to the boy, to achieve the hypnotic state and to then transfer this control to the writer. However, while the parents were willing, the child was not and he refused.

Because of these circumstances, an idea was suggested of utilizing the concepts and procedures used in hypno-paedia as a process of hypnosis, and as a vehicle in dealing with Frank's problem. Although it was explained that this technique may or may not work, everyone concerned seemed willing to try it.

In order to develop the scripts to be used in hypno-paedia it became important to gain a better understanding of Frank, his perceptions, and how he viewed life. Therefore a life-style assessment was administered, and the information indicated the following:

Summary of Family Constellation

Frank is the first born of two children and is six years his brother's senior. He grew up in a family that was

dominated by his mother but she gave the impression that his father was always in charge. He feels that he received a great deal of attention before his brother was born, and then felt it was cut off. He tried to find his place in the family by gaining his father's recognition and feels he was unable to achieve this. He admires ambition and achievement, but has low self-esteem. He feels that more is expected of him and he believes that he cannot meet his parents expectations because he doesn't receive the necessary recognition. This has caused him to feel confused and insecure, and has led him to feel inadequate and to "just plain quit it all sometimes". His feelings of inadequacy have also created socialization problems with his peers. He is unable to be assertive and feels used by his peers. Consequently he often withdraws to the safety of his room and his hobbies which give him a feeling of accomplishment.

Summary of Early Recollections

His early recollections indicate that Frank looks at life as being unfair and that he is unhappy with himself. He is concerned that others will not be pleased with him, and is

afraid of losing and is embarrassed of failure. He is frightened by uncertainties and of painful situations and does not know what will happen if he takes a chance on his own. He needs to feel secure and accepted and to receive recognition from the significant others in his life.

Mistaken Assumptions

1. He approaches life feeling hurt by others, yet he feels the need to be dependent.

2. He underestimates his own abilities and feels incapable and inadequate.

3. He exaggerates taking risks because he will be rejected and embarrassed if he fails.

4. He often feels that the only safe place for him is when he withdraws into his own world where he can manufacture his own praise and recognition.

Therefore, he has assumed the lifestyle of an inadequate person and limits his activities to only those in which some success is guaranteed, and feels inferior to others.

Assets

1. He is an extremely capable youngster.

2. His grades in school range from above average to outstanding.

3. He is sensitive and loving.

4. He is caring toward his family and others.

5. He is capable of socializing with others (and peers) and is liked by most.

6. He is talented with his hobbies.

The information gathered from the life-style assessment was discussed with Frank and incorporated into the hypnopaedia scripts. Suggestions were formulated to draw upon successful experiences which made him feel good about himself, and to provide options which can generate alternatives to increase self-esteem and gain recognition and praises.

In addition, the findings of Frank's life-style assessment, were discussed with his parents. They were sensitive to Frank's problem and said that they would cooperate in every way possible, even family counseling if Frank was receptive to the idea. However, since Frank was intent on trying hypnopaedia, they decided to postpone family counseling until after hypnopaedia was tried.

An important advantage in using hypnopaedia in this study is the student's sense of motivation and his desire to change his behavior towards the successful accomplishments of his goals. This goal-oriented behavior, properly organized daily routine, and discipline serve to reduce disorganized and random elements which can be detrimental factors to achieving optimal success. Rubin states that "positively motivated behavior has a mobilizing effect on the functions of the autonomic and central nervous activity, which then facilitates the establishing of optimal conditions." (p. 36)

Procedure

An endless cassette tape consisting of positive suggestions was prepared. The script which was used (Appendix A) consists of imagery (Fross, 1966; Napowsa, 1977; and Kroger and Fezler, 1976), motivation (Arons and Bubeck, 1971), and praise and expectation (Napowsa, 1977; and Alexandroff, 1972). Further suggestions were included in the script to help this youngster to be more receptive to hetero-hypnosis, so as to enable hypnosis to be used in conjunction with

hypnopaedia. The cassette tape was played for Frank and its contents completely discussed with him. This is important because it tends to serve as a conditioning factor.

The practical application of sleep-learning as cited in Rubin, is based on the introduction of material in the pre-sleep state, and then in drowsiness and light sleep, for its consolidation during the initial stages of sleep and for better retention. Therefore, a regimen as suggested by Rubin was established for bedtime and also for awakening each morning. This was facilitated by Frank's sleeping routine since he was required to go to bed at the same time each evening, and was awakened at the same time each morning.

Each morning, Frank's mother would turn the cassette tape on for 30 minutes before he was awakened. The tape would also continue playing for an additional 15 minutes while Frank was permitted to gradually awaken and drowse in bed before actually getting up for school. This allowed for ample time for the hypnopaedic process which is essentially concerned with the 20 minute period just before fully awakening.

The cassette tape was also played for Frank each night, while in the waking state, when he went to bed and continued playing after sleep for a total of 120 minutes. Although Rubin indicates that research suggests playing the tape for a total of 30 - 50 minutes after sleep, this writer arbitrarily chose to have the tape played for a total of 120 minutes, including the waking state (which usually ranged between 15 - 30 minutes). This was done for several reasons:

(a) Since a child's bedroom is not set up like a hypnopaedic laboratory, it would be difficult to determine when sleep actually occurs without disturbing the child. (b) The tape used in this study consisted of a story-like script rather than short phrases, as used on regular hypnopaedic tape recordings, and therefore, required a longer playing time.

(c) Since the writer had never attempted this and no specific literature was available, it served as a precaution to further the chances of success, without creating any deleterious effects with regard to the process itself.

Additionally, attempts to hypnotize the child were scheduled each week.

Findings

The very nature of this study makes it difficult to substantiate the findings with other studies since the author could not find any research relative to this study other than the similarities cited in Rubin or casual findings by others in the field of hypnosis. However, the findings of this particular study which utilized the concepts of hypnopaedia to achieve the phenomenon of hypnosis were as follows:

1. The process and suggestions did not influence the child in any way to enter the hypnotic state via hetero-hypnosis.

2. During the first three weeks, periodic discussions (2 - 3 times per week) with Frank's parents and reports from his teacher (via a brief note) regarding his school work, indicated no change. He continued to bring his school work home to be completed and was still negative toward reading. Discussions with Frank indicated strong disappointment in the fact that there was no visible improvement of any kind. At this point, encouragement was given

and patience was stressed.

3. On the twenty-fourth day, Frank was able to complete his schoolwork in school. During the next several days, he was able to continue completing his schoolwork in school except once. However, there was no improvement with regard to his reading problem.

4. During the fourth week Frank's parents reported that he was doing his reading without being told and was also reading longer than the fifteen minutes requested by his teacher. This prompted Frank's parents to have a conference with his teacher. The teacher, who remained unaware of Frank's hypnopaedic sessions, reported to his parents that he has gradually increased his speed in doing his classwork and that it has not affected the quality of his work (i.e. grades, sloppy work, or excessive errors).

5. Frank was also able to complete his classwork in school virtually every day during weeks 4 to 7 except twice. This was verified by his parents via teacher notification.

6. During the sixth week, Frank surprised everyone by soliciting sponsors for the National Multiple Sclerosis

Society's Read-a-Thon. He selected and read fifteen books. While these books were not lengthy books, they were appropriate for his grade level, and it was an achievement for Frank at this point.

7. During the four weeks following the conclusion of the hypnopaedic sessions, Frank has, with the exception of three days, been able to complete his classwork in school each day. His parents have also indicated that from time to time he will read 30-35 minutes without being told to do so. In addition, his mother further reported that when she once told him that he had read enough for that day, after 25 minutes, Frank replied, "No, it's alright, I want to read a little longer."

8. Frank's improvement has been slow but gradual, and indications are that it is continuing.

The adage that "success brings success", should be noted here since it is also altogether possible that some of Frank's motivation may have been generated by his realization that he is capable of overcoming his difficulties.

Case #2

Vincent is a 20 year old college freshman who is majoring in Business Administration, and who was encountering difficulties in school. Since Vincent had never been hypnotized before, and because this writer did not know the extent or nature of his educational difficulties, our first meeting was centered around explaining and answering questions relative to the nature of hypnosis, in order to eliminate fears; to gain a better understanding of his problem; and to explain the procedures of the "Sandwich Method" of learning.

This individual's educational problems are typical of numerous other students. He encountered exam jitters, as well as difficulty retaining and recalling subject matter, which has been taught or studied. The information elicited during our first meeting was as follows: (a) The student claimed that his retention level was poor. Therefore, he becomes easily bored and usually puts his books aside. Material to be studied must be re-read over and over, and he cannot recall facts. A one week period is usually required in order for him to catch up with the work and for subject matter to "sink in". (b) He is capable of

recalling subject matter only after it has been discussed in class over a period of time. He is able to pick up general concepts only by the time unit tests are given, and, therefore, does poorly in quizzes given prior to the unit tests. (c) He has difficulty studying for tests, and because of poor retention and recall, he gets stomach cramps, exam jitters, and his mind often goes blank. (d) All subject areas were affected because of his difficulty with reading assignments, and retaining facts in school.

In an effort to gain more information and to better understand Vincent's private logic, a life-style assessment was administered. This would help in evaluating which suggestions and scripts would be useful for him, as well as the frequency for their delivery, and to also provide a base for any counseling that may be needed. The information that was gathered indicated the following:

Summary of Family Constellation

Vincent is the youngest of three siblings. He grew up in a family atmosphere that was harmonious and which was dominated by his father. As a youngster, Vincent's physical activities were restricted due to an asthmatic condition, and he was pampered by

his mother. He desired to participate in sports and play with his peers, but always had to make excuses. This caused him to constantly seek out attention from his peers by overextending himself by offering to do them favors, but he often could not deliver on his promises. Therefore, he was not only looked upon as being unreliable, but also came to believe this himself. In his struggle to develop and sustain relationships, he felt a growing sense of inadequacy that was further compounded by his trying to emulate his two older brothers who were active athletes.

Summary of Early Recollections

His early recollections indicate that Vincent wants people to look up to him and to admire him. He wants to change his self-image and to feel good about himself, but he is afraid to take chances and of being hurt. He desires others to know that they can depend on him and to realize that he is capable. He wants to be recognized but generally goes about it all wrong. Therefore, he continues trying to please so that he can show others that he is strong and capable, and feels that he can avoid being hurt by being accepted by others.

Mistaken Assumptions

1. His need for attention and affection is strong and he attempts to be a pleaser so that others will accept him.
2. He underestimates his own assets and feels inadequate.
3. His expectations of others is unrealistic and he doesn't take chances to avoid rejection and failure.
4. He approaches life by attempting to come out on top and by being "a nice guy", and of that being the only safe way to improve his self-image so that others will accept him.
5. He exaggerates his need for power and feels that the only way to avoid being hurt is to be superior.

Therefore, he has assumed the life-style of a pleaser and attempts to gain attention by being superior.

Assets

1. He is a doer (even though it takes him time to "deliver").
2. He has likable qualities.
3. He is intelligent and capable.
4. He is a striver and has perseverance.
5. He is sensitive and caring

The information obtained from the life-style assessment was

discussed with Vincent and provided a basis for counseling to improve his perceptions of himself. In addition, further suggestions were incorporated into the hypnotic sessions to improve his sense of self worth, along with the script for improving self-confidence.

This student proved to be a good hypnotic subject (he was able to achieve the fourth stage on the Arons Scale for measuring depth) at our first meeting and, therefore, it was decided to increase the length of the hypnotic state and to give additional suggestions regarding attitude, self-esteem, etc., as well as for developing better procedures for studying. At our second hypnotic session, Vincent reported that he felt more at ease in school, he felt more willing to participate in class, and that the answers to questions in class seemed to come easier. He was, however, concerned about an upcoming unit test in his accounting course. At our third meeting Vincent was asked to hypnotize himself, since he was taught step 2 of the self-hypnosis procedure (Appendix F), the week before, which actually allowed him to self-hypnotize himself. His effort at doing this proved successful and he was then given a card which contained the suggestions to be

used for the "Sandwich Method" of learning. Both the suggestions and procedure for this method, as detailed below in the procedure section for this case study, were thoroughly explained and further suggestions with regard to this procedure were given while in hypnosis. Additionally, since the unit test in accounting, which was of concern the previous week, was scheduled for the coming week, further suggestions for examinations, listed in Appendix D, were given.

Procedure

The procedure used in this study was as follows:

1. Subject was hypnotized via the progressive relaxation technique (Appendix B) and placed into a deeper state of hypnosis using the hypnotic script presented in Appendix C.
2. Suggestions for self-confidence (Appendix D) and study habits (Appendix E) were given.
3. The four hypnotic scripts mentioned above were used at each hypnotic session, as well as any additional suggestions pertaining to any new difficulties and/or problems as needed.
4. While in hypnosis, suggestions for step 1 of the self-hypnosis procedure and exercise (Appendix F) were given. The

reader should note that suggestions for steps 2 and 3 of this procedure were given during the following two meetings.

5. Once self-hypnosis was mastered by the student, the "Sandwich Method" of learning was taught to him, and was used daily between hetero-hypnotic sessions. The "Sandwich Method" is a rather simple procedure and is as follows: (a) Prior to studying, the student reads the following suggestions to himself ("The material I am about to study will become deeply impressed and will be permanently retained.") and immediately goes into self-hypnosis. (b) Upon awakening he/she studies for fifteen minutes. (c) At the end of this time period, the student reads the following suggestion: ("The material that I have just learned is permanently retained and will be easily recalled when I need it.") and enters into self-hypnosis once again. (d) This is followed by a five minute rest period. (e) The entire process is repeated after the rest period has ended.

6. Any problems encountered between weekly sessions were discussed and further suggestions were included to cope with these problems as needed. Additionally, each hypnotic session was followed with a discussion of the session and of the suggestions

given in hypnosis, as needed.

Findings

The findings of this phase of the study were as follows:

1. In regard to the accounting examination which was of concern to this student, he received a grade of 89. It was the highest grade he had received in an accounting course. The youngster reported he was about the tenth student out of thirty to complete the exam, which he labeled as being difficult, and that his grade was the fourth highest in the class. This student reported that it usually had taken him the full testing time to complete an exam and often depended on the generosity of the instructor for additional time to complete his test. He said he was able to recall information studied and that the answers to the test questions came quickly and more easily.

2. Student reported that his class performance had improved, and he was able to recall more subject matter than ever before in order to answer questions in class. In addition, he has felt more comfortable about participating in class and has done so more frequently than before.

3. Student reported that he felt less nervous about exams

and had not experienced any stomach cramps prior to exams.

4. A review of this student's quiz and test grades, as well as his final course grades, indicated a gradual, but positive, improvement in all subjects as follows: (a) In accounting his grade average improved two points from an initial grade of F to C+. (b) In his economics course his grade average improved two points from a grade of F to C+. (c) In marketing his grade average improved one point from an initial grade of B- to A. (d) In Math (pre-calculus) his grade average improved one and one-half points from an initial grade of F to D+. (e) In management his grade average improved one and one-half points from an initial grade of C to B+.

As a result of his class average he was exempt from taking his management and marketing final examinations (exemptions from finals is not school policy but arbitrarily decided upon by the individual instructors). The student was exceptionally pleased with this, since he had never been exempt from an examination at any other time during his school career.

5. The student started the semester failing three subjects and progressed to the point of passing all class examinations

(minimum given in any one class was three tests), and his finals. Additionally, he was able to achieve a cumulative quality point average of 2.8, based on a 4.0 quality point system, which reflects a grade that is better than a C+ (2.5) average.

6. While the lowest grade achieved was a D+ in math (pre-calculus), it was still an improvement since the student was, in fact, failing this subject. It should be noted here that the student reported that he struggled with math in school and had expected to fail this pre-calculus course because of his "natural" fear and resistance to any math course. However, his confidence did improve over the course of treatment through greater class participation, because of better retention of subject matter, and through the passing of tests.

7. This student claimed that this had been the first time that he could ever remember when he had done so well and without much difficulty. He further reported that his parents were extremely pleased, especially since his grades during his first semester were not very satisfactory (cumulative grade point average was 1.7).

8. Most importantly, the student was able to gain a greater

sense of self-confidence in knowing that he is indeed capable of achieving and succeeding in school.

It should be noted that while there was no way of verifying Vincent's self-reporting of his classroom activities or his ability to recall subject matter, it was possible to validate his progress through test scores and by averaging them. In addition, in order to validate each class average (in the event any poor grades were not reported), Vincent was provided with post cards which he gave to his instructors. Each instructor was asked to sign, and return the post card with Vincent's final examination grade and final course grade.

Case #3

Lisa is a 14 year old, junior high school, honor student who is failing her regents algebra course and is encountering difficulties in maintaining an effective attention span in class as well as retaining and recalling mathematical facts. Her lack of understanding algebraic concepts and procedures were major contributory factors concerning her difficulties. This student was totally lost in class and had become extremely negative and apprehensive regarding algebra, especially

since it was causing her over-all average to drop so low that she might be removed from the honor roll.

This writer, who is a math instructor, had been tutoring Lisa, whose parents are personal friends, for one month with virtually no improvement, before suggesting to them the possibility of using hypnosis as an adjunct to tutoring. While Lisa, who had previously been hypnotized by this writer and found to be an excellent subject, was agreeable, her parents reluctantly consented.

Lisa had been in her algebra course for approximately three months before tutoring was started. During this time period she had only passed three tests, one in September and two in early October, and had an over-all average of 54.6. During the initial month she was tutored, when hypnosis was not used, her test average was 44.3. The student was still encountering the educational difficulties described earlier and any counseling and suggestions to improve study habits were not helpful in improving results.

A life-style assessment was administered to Lisa in an effort to gain more insight with regard to her private logic

to better evaluate the cause(s) of her difficulties, and to influence suggestions in hypnosis. The information that was gathered indicated the following:

Summary of Family Constellation

Lisa is the first born of two siblings. She grew up in a family atmosphere which was dominated by her mother, and where parental quarrels were frequent. Most of her parent's quarrels centered around financial matters and about sharing work around the house, and she empathized with her father during these times. While she was close to her mother, she strived to please her father more, and tried never to disappoint him. Lisa also lost her struggle to attain her position in the family and was overrun by her younger sister who was more assertive. This caused her to become discouraged and to develop low self-esteem. While she strived to be conscientious and a hard worker, she feels insecure and inadequate.

Summary of Early Recollections

Her early recollections indicate that she feels that she must be good or she will be punished or rejected. She is often not sure of herself and becomes insecure and frightened.

She sometimes feels like giving up and is concerned that if she fails that others will think differently of her, and she is afraid to face this if it happens.

Mistaken Assumptions

1. She fears taking risks and fears the uncertainties of life.
2. She has a problem facing rejection and wants to feel special.
3. She must feel safe and protected and avoids getting hurt by being extremely good.
4. She is afraid of intimacy because she feels threatened, and because others will sense her inadequacies.

Therefore, she overcompensates for her sense of insecurity and her inadequacies by striving to be a pleaser by gaining attention from her parents and others.

Assets

1. She is a very capable person.
2. She is intelligent.
3. She is sensitive and caring.
4. She can take risks.

The information obtained from Lisa's life-style assessment was discussed with her, and provided direction both in counseling and in hypnosis to help develop self-confidence and self-esteem.

Since Lisa had previously experienced the hypnotic state and is an excellent subject, capable of attaining a deep hypnotic level, she was able to achieve hypnosis and learn self-hypnosis quite easily. However, it takes three weeks to learn self-hypnosis in order to use the "Sandwich Method" of learning. Since Lisa's math teacher did not give homework very often, additional suggestions were given to improve retention of subject matter taught during the regular tutoring sessions, as well as in school, and to improve her concentration and organization of work, assigned by her tutor, into a logical sequence.

Because of time off from school due to illness, and winter recess, Lisa did not take any examinations until the fourth week after the hypnotic sessions had begun, and she had been using the "Sandwich Method" for one week. In view of her time away from formal learning, she was able, for the first time in

approximately four months, to pass her first algebra test. Although her grade was a 68, it was an improvement over her previous test grades of 30's and 40's.

Lisa reported that she had no difficulty in using self-hypnosis and the "Sandwich Method", and she was able to pass another examination with a grade of 76. She claimed that while she was beginning to understand algebra better and was able to participate in class discussions, she was also improving in her other subjects, except science, because her retention and recall of subject matter as a whole had increased. It should be noted that Lisa strongly disliked her science teacher and negative comments by her father, who had previously met with this teacher, did not help matters any. No attempt was made by this writer to correct this situation, since the main area of concern was in regard to helping this student with her algebra.

During the seven weeks hypnosis was used, Lisa also showed improvement in her tutoring sessions. She was able to retain information from week to week and was able to grasp the material being taught much quicker and her level

of attention had increased.

Prior to having our eighth hypnotic session, the writer received a telephone call from Lisa's mother, who said she would like to terminate the hypnosis sessions and just continue with the tutoring. The author inquired if she or Lisa were displeased with the results, or if Lisa had developed any objections or wish to discontinue. It seems Lisa wished to continue, but her mother began having second thoughts regarding the use of hypnosis. It appears that Lisa has had an eye problem, for the past several years, brought about by muscle strain and her mother felt that the use of hypnosis might cause the child additional tension; however, Lisa insisted this was not so. It was suggested by this writer that the mother discuss this situation with her eye doctor, but the mother refused. Further discussions failed to persuade Lisa's mother and the hypnotic sessions were terminated.

It is interesting to note that after one week without the use of hetero-hypnosis and without the use of the "Sandwich Method" and self-hypnosis, Lisa could not successfully recall and use the exact same type material she had recently been

taught. During the previous tutoring session, this student successfully displayed an understanding for factoring polynomials to which she had been exposed to by this writer the week before, in anticipation to being introduced in class during the upcoming week. Previously, extensive exercises in factoring indicated that the concepts taught were well understood. However, whatever mastery that had been accomplished, while hypnosis had been used, had declined drastically, and the student once again developed difficulty in retention and recall. As of this writing, nearly five weeks later, Lisa has not passed any tests, is still experiencing great difficulty, and has lost much of the self-confidence she had previously gained.

In addition, Lisa had also stopped using self-hypnosis because she did not want to go against her mother's wishes. Therefore she was no longer able to benefit from the primary gain of self-hypnosis which makes possible the constant reinforcement of suggestions for optimal results. Furthermore, Lisa claimed she was disappointed with the way things turned out and not only appeared frustrated, but our next few sessions showed a decline in motivation as well.

Procedure

The procedures used in this study for Lisa were identical to those detailed in the procedure section of Case #2 for Vincent. Furthermore, the following additional suggestions, to suit this student's needs, were given and repeated several times for reinforcement at each hypnotic session:

(1) Before you start to study algebra in the evening, you will form an outline of the steps and procedures required to solve the problems you are about to work on, so that you may study very efficiently. You will accomplish a great deal as you follow this outline. (The outline referred to in the foregoing is a detailed step by step procedure for solving specific types of problems.)

(2) When you are studying in the evening, you will find that your concentration is so intense that you will be interested in nothing but your mathematics assignment.

(3) When you are learning or studying algebra, you will be deeply absorbed, nothing will interrupt you.

(4) When you are being tutored in algebra, or when you study algebra, your mind will quickly grasp the information

at hand. Each important fact will make a deep impression in your mind. You will be able to recall the information easily when future events demand it.

Findings

The findings of this phase of the study were as follows:

(1) Through hypnosis, Lisa was able to increase her level of attention during the tutoring sessions and also in school.

(2) The positive suggestions given in hypnosis and the use of the "Sandwich Method" to help this student with her algebra also provided a residual gain in that it also helped her to improve in other subject areas.

(3) The student reported that the "Sandwich Method" of learning helped her to better retain subject matter and was surprised how quickly some answers came to her during examinations.

(4) The student's mother reported that Lisa confided that she was feeling good about being able to participate in class, since she was now able to compete with her peers.

(5) The student reported that she was less tense about

taking examinations and felt more relaxed during the test.

(6) The student reported that at times, when she had difficulty understanding the work in class, she found it helpful to quickly self-hypnotize herself immediately upon entering class the following day and to suggest to herself that she will be better able to concentrate and to retain the lesson for that day, which generally included a review of the previous day's work.

(7) When hetero-hypnosis was discontinued and the student ceased using self-hypnosis and the "Sandwich Method", there was an obvious decline in progress and a return to the student's former difficulties.

It appears obvious from this study that: (a) Tutoring resulted in no improvement of test scores or better comprehension of subject matter. (b) Through the use of hypnosis there was a marked improvement on all levels, i.e., test scores, comprehension, attitude, self-confidence, and decreased anxiety. (c) When treatment (hypnosis) ceased, so did the improvements, and there was an obvious regression without any indication for a reversal toward making any positive gains.

Therefore, it appears that the hypnosis, and not the tutoring, was the factor which generated positive results.

Chapter 4

Summary

This study investigated the application of hypnosis in dealing with the educational difficulties of three students at different learning levels. Since the structure of this study did not allow for the comparison of the cases with a control group of similar cases not treated with hypnosis, they served as controls for themselves.

The intent of this study was not to develop new techniques, but rather to investigate the effectiveness of the technique that was being utilized. The best available approach to the problem was selected so as to prevent withholding formal treatment to the client that might prove beneficial.

The literature section of this paper discusses the varying theories of how hypnosis actually works. While there is still a lack of understanding regarding the true nature of hypnosis, it is generally agreed that in the hypnotic state there is a narrowing of the perceptual fields which results in a heightened attention span, which increases susceptibility to suggestion and enhances voluntary and involuntary performances. In the

hypnotic state ideas are presented to the subconscious mind which are then received and acted upon quite readily.

Arons and Bubeck (1971) feel that occasionally an individual is capable of overcoming problems on his own, but without organization of some kind of dependable, consistent method, all efforts would be hit or miss and, therefore, so would the results. The solution then, is for a modality (hypnosis), that can reach past the conscious mind and deal directly with the subconscious, giving it direction and urging the utilization of its stored emotions in a constructive, rather than a destructive manner. The subconscious is usually open to beneficial suggestions and hypnosis is a dependable method that can bring consistent results in many cases. By presenting these suggestions directly into the subconscious, without subjecting them to the critical evaluation of the conscious, we can avoid the dissipation of such suggestions through doubt and misconception when we attempt to reason out a problem.

Therefore, suggestion is the dominant factor in hypnosis (Arons, 1961). Hypnosis is a condition or mental state of

increased suggestibility, a condition favorable to the acceptance of the hypnotherapist's suggestions or commands. Accordingly, then, suggestion is the intrusion into the mind of an idea, accepted uncritically, and realized unreflectively, almost automatically by the subject. Kroger and Fezler (1976) state that whenever attention is concentrated on an idea over and over again, that it spontaneously tends to realize itself and is more effective than a direct attempt at persuasion, and manipulated by external stimuli.

In an effort to formulate useful suggestions and to effectuate better results, it became obvious that it would be beneficial to integrate the hypnotic techniques that would be used with another modality. Kroger and Fezler illustrate the flexibility of using hypnosis with psychological concepts to obtain positive results more quickly and easily than traditional forms of psychotherapy. Therefore, since this writer is more familiar with the concepts of Adlerian psychology, they were selected to be integrated and used concomitantly with hypnosis.

Hypnosis is not a panacea for solving problems, but an adjunctive approach that can be useful and beneficial when

used with other modalities. In this study the concepts of Adlerian psychology were also selected and integrated with hypnosis because of their simplicity and flexibility, and because they provided a common sense approach to problems that most clients can deal with and relate to. The combining of these two approaches provided a workable vehicle through greater insight into client problems for formulating the scripts and for adjusting hypnotic suggestions that generally focused on dealing with the clients' fears, perception of self-esteem and self-confidence. The information from the life-style assessment also helped to facilitate developing an overall treatment plan that lessened the chances for being "hit-or-miss", as in the case of using hypnosis by itself.

The net result of this integration of approaches was that it was beneficial in securing needed information quickly, and for enabling one to focus in on the client's problems without the necessity for extensive psychodynamic probing. The life-style assessment provided information about the client's perception of self, life, and others, that enabled counseling and guidance strategies that could be dealt with, and that also

proved helpful in dealing with the client's behaviors. In essence it helped to set the stage so that hypnosis could be used to expedite and enhance the results of counseling.

In investigating the use of the concepts and procedures of hypnopaedia as a vehicle to achieve the phenomenon of hypnosis, it was found that this method was an effective tool in conveying suggestions to the subject in a manner which was not possible during counseling in the waking state. The results indicate a gradual but steady improvement in regard to this student's difficulties.

Results of using the "Sandwich Method" of learning with both a junior high school and college student strongly indicate that it is a useful tool in increasing attention span, and retention, instrumental in enabling the students to receive better grades and to feel more relaxed when taking examinations.

Information obtained from the literature, as well as that of the life-style assessments, helped to provide a basis for the brief counseling sessions and in structuring the suggestions given to the students in hypnosis. Specific, positive

suggestions (Arons, 1961, 1965, Arons and Bubeck, 1971; Cooke and Van Vogt, 1965; Hayman, 1977) geared to the level of the student (Fross, 1966), were provided in the hypnotic sessions as well as imagery conditioning (Kroger and Fezler, 1976). Suggestions tailored to suit the needs of the student's difficulties and post-hypnotic suggestions, were given to the students to optimize the favorable results.

All students showed improvement with regard to their educational difficulties once treatment had been stopped, except Lisa. A possible explanation is offered by Kroger and Fezler who emphasize the importance of using self-hypnosis as a reinforcement for suggestions. They claim that they have observed that when self-hypnosis is discontinued, so does the success it had brought.

Conclusions

The findings of this study indicate that hypnosis can be an extremely effective modality which can be used in dealing with difficulties in the learning process.

This substantiates the findings cited by Napowsa (1977) who reported positive results in using hypnosis in calming

anxiety, improving study habits, increasing concentration, and for enhancing the learning process.

This writer believes that in the case of Frank, that hypnosis was achieved in the light stages of sleep as indicated by other authors (Barber, 1969; Milechnin, 1967; Rubin, 1971), since the suggestions which were given were eventually uncritically accepted and acted upon by the student. Furthermore, the results tend to be similar to those normally attained using hetero-hypnosis.

Napowsa (1977) claims that in order to determine the effectiveness of suggestions for enhanced learning in the hypnotic state, they should also be given in the waking state. He feels that by giving suggestions under both conditions, better conclusions regarding the hypnotic procedure, the effects of suggestions for high performance, and the interaction of hypnosis with suggestions can be attained as to its effectiveness.

In this study, suggestions were discussed in general terms prior to starting the hypnotic sessions during a period of counseling. In doing this, it is possible to avoid the

critical evaluation of specific suggestions by the subject in the waking state. Furthermore, the suggestions given to the students during hetero-hypnosis were in line with similar suggestions offered these students by their parents. In fact, their very nature is so common, that they are frequently given by educators, as well as being those given to one's self, in attempting to improve one's abilities. It seems obvious, therefore, that hypnosis was instrumental in allowing these suggestions to be accepted uncritically, by the subconscious mind and then acted upon. These results can be safely concluded based on the findings of others (Arons, 1961; Fross, 1966; Kroger and Fezler, 1976).

Although it is difficult to determine if confabulation (an attempt by the subject to patronize the hypnotherapist by producing a desired result) played a role in the treatment of Vincent, it seems doubtful. The difficulties encountered by this student have plagued him for many years and only changed gradually with treatment. There were no abrupt or magical changes which indicated deceit. This writer also feels that confabulation did not affect the

findings in the case of Frank. Frank showed results only after a period of time which exceeded three weeks. It should be noted, that if there was, in fact, evidence of confabulation that went undetected, this author believes, that based on the findings of this study, that it would have served only to enhance the motivation of the students rather than the acceptance of the suggestions.

With regard to Lisa, several points were quite evident: (a) Tutoring resulted in no improvement of test scores. (b) Through the use of hypnosis, there was a marked improvement on all levels, i.e., test scores, comprehension, attitude, self-confidence, and decreased anxiety. (c) When treatment (hypnosis) ceased, so did the improvement, and there was an obvious regression without any indication for a reversal effect toward making positive gains. Therefore, it appears that it was the hypnosis, and not the tutoring, that effectuated positive results.

While Lisa showed improvement when hypnosis was used, there was an abrupt and obvious decline in performance once it was withdrawn. Although this might very well be attributed

to her disappointment in her parent's decision, it is also possible that she believed that she could no longer enjoy the gains she had made. It appears possible that hypnosis may have served as a crutch for this student in motivating her sense of self-confidence. However, if this was in fact so, then hypnosis merely provided the necessary impetus, and accomplished its purpose in acting as a vehicle to achieve a goal. Hypnosis relies on one's sense of motivation if it is to be successful, much like other modalities, such as behavior modification which uses a token economy to develop motivation to change a behavior.

Since Lisa literally quit and gave up, it is doubtful that whether or not any form of treatment modality would have been effective in perpetuating any gains that might have been achieved during treatment, regardless of the modality used. Therefore, one can conclude that hypnosis was effective with this student, and could also have allowed for continued success if self-hypnosis was utilized.

This study tends to substantiate the parsimonious literature regarding the use of hypnosis in the field of

education to improve study habits, increase concentration, and motivation, as well as reducing test anxiety. It is suggested, however, that while hypnosis is a useful tool, it is not a panacea, and must, therefore, be utilized with other methods and techniques.

The findings in this study substantiate the findings of others (Napowsa, 1977; Arons, 1965) who cite the useful application of hypnosis for educational problems dealing with learning and recall, decreasing tension, increasing motivation, improving work habits and study skills, as well as for concentration etc. However, this study went further in that it integrated psychological concepts with hypnosis. As suggested by Kroger and Fezler (1976), this tends to heighten the effectiveness of using hypnosis, thereby enabling quicker and more positive results than traditional forms of psychotherapy, or by using hypnosis alone.

In addition this study indicates that the concepts of Adlerian psychology were not only beneficial in securing the necessary information from the clients quickly and effectively, but they were also appropriate when used synergistically with

hypnosis. The Adlerian concepts helped to provide a basis from which to formulate the hypnotic scripts and were also easily integrated into the counseling strategies because of their simplistic nature and common sense approach. This enabled the students to better relate to the counseling and to better identify with the interventions that were used to help change behavior or negative attitudes.

Therefore, the methodology that was used for this study was extremely beneficial in that it not only facilitated the process, but also helped to contribute to the general field of counseling psychology through hypnosis and education. It helped to bring out new knowledge and understanding about the use of hypnosis, not only as an educational tool, but also as a counseling tool.

I feel that this study enabled me to utilize my skills as a teacher, counselor, and hypnotist, and to gain a better knowledge in formulating hypnotic scripts, systematically approaching problems and interventions, and for applying Adlerian counseling skills. As an educator, I learned to better understand, and to be more sensitive to student

problems. It also provided me with the opportunity to reflect back to my younger years and early school career, and to empathize with the students. As a professional it gave me the opportunity to pool together my academic and experiential skills, and to apply them in a helping way that enabled me to produce positive results.

Future Study

The use of hypnosis in dealing with educational problems does merit greater consideration. This study indicates the positive results that can be obtained with the use of hypnosis, especially when it is used synergistically with other modalities. The net result has the potential to not only help students in their present educational settings, but during their educational careers during their lifetime. Additionally, the potential for other forms of educational applications such as for learning disabilities, behavior problems, etc., might be explored for its possible use. It is suggested for future study that controlled research be conducted to investigate its potential in education, as compared with other task-oriented procedures, so that its use could be maximized to benefit a larger number of students.

Bibliography

- Alexandroff, M. Hypnosis and Your Child. St. Catherines, Ontario: Almet Diversified and Publishing Co. Ltd., 1972.
- Ansbacher, H.L., and Ansbacher, R.R. (Eds.). The Individual Psychology of Alfred Adler. New York: Harper and Roe, 1964.
- Arons, H. Hypnosis For Speeding Up the Learning Process. Irvington, N.J.: Power Publishers, Inc. 1965.
- Arons, H. Master Course in Hypnotism. So. Orange, N.J.: Power Publishers, Inc., 1961.
- Arons, H., and Bubeck, M. Handbook of Professional Hypnosis. Irvington, N.J.: Power Publishers Inc., 1971.
- Barber, T.X. Hypnosis: A Scientific Approach. New York: Van Nostrand, 1969.
- Baruth, L., and Eckstein, D. Life Style: Theory, Practice and Research (2nd ed.). Dubuque, Iowa: Kendall/Hunt Publishing Co., 1981.
- Cooke, C.E., and Van Vogt, A.E. Hypnotism Handbook. Alhambra, California: Borden Publishing Co., 1965.
- Corsini, R. (Ed.). Current Psychotherapies. Illinois: F.E. Peacock Publishers, Inc., 1973.
- Erickson, M.H. Advanced Techniques of Hypnosis and Therapy. In J. Haley. Selected Papers of Milton H. Erickson. New York: Grune and Stratton, 1967.
- Fross, G.H. Handbook of Hypnotic Techniques. Irvington, N.Y.: Power Publishers Inc., 1966.
- Gill, M.M., and Brenman, M. Hypnosis and Related States. New York: International University Press, 1959.
- Hayman, G. Your Successful Suggestions. Hypnosis Quarterly, Vol. 20, No.1, 1977, pp. 17-19.

- Hilgard, E.R. Hypnotic Susceptibility. New York: Harcourt, Brace, and Jovanovich, 1965.
- Hull, C.L. Hypnosis Suggestibility. New York: Appleton - Century - Crofts, 1933.
- Kroger, W.S., and Fezler, W.D.. Hypnosis and Behavior Modification: Imagery Conditioning. Philadelphia: J.B. Lippincott, Co., 1976.
- Manaster, G.J., and Corsini, R.J. Individual Psychology. Illinois: F.E. Peacock Publishers, Inc., 1982.
- Milechnin, A. Hypnosis. Bristol: John Wright and Sons Ltd., 1967.
- Napowsa, W.D. Hypno-Technology - Roles of the Hypno-Technician. St. Petersburg, Fla., Vol. 1: Media Graphics, 1977.
- Powers, M. Mental Power Through Sleep Suggestion: Learn While You Sleep. Hollywood: Wilshire Book Co., 1952.
- Powers, M. Self-Hypnosis - Its Theory, Technique, and Application. Hollywood: Wilshire Book Co., 1977.
- Rubin, F. Learning and Sleep - The Theory and Practice of Hypnopaedia. Bristol: John Wright and Sons Ltd., 1971.
- Rule, W.R. (Ed.). Lifestyle Counseling for Adjustment to Disability. Rockville, Maryland: Aspen Systems Corp., 1984.
- Sarbin, T.R., and Coe, W.C. Hypnosis: A Social Psychological Analysis of Influence and Communication. New York: Holt Rinehart, and Winston, 1972.
- Segall, M.M. Questions About Hypnosis. South Orange, N.J.: Power Publishers, Inc., 1973.
- Weitzenhaffer, A.M. Hypnotism: An Objective Study in Suggestibility. New York: John Wiley and Sons, 1953.

APPENDIX A

Script for Hypnopaedia (Endless Cassette Tape)

Frank, for a time, you will hear my voice speaking to you. Your sleep will not be disturbed in any way, so do not let the sound of my voice, or what I say to you affect your sleep.

As you know from our previous discussions, you said you wanted help to change your negative attitude toward reading and also to be able to do your school work better, easier, and faster. While you lie in bed, I will give you suggestions that will help you to do these things. The suggestions I will give you are good for you and will make you a better person. These suggestions will help you a great deal in school and they will make your school work a lot easier. When you concentrate on your school work, it will take less time to do it and you will be able to do it faster so your life will be easier now and in the future. You will also have more time to play with your friends because you will finish your school work when it has to be done.

You can do this very easily and without any effort

by helping yourself to continue to do well in school, and by increasing your willingness and desire to read. You know reading helps you to learn things much faster so that you can do your school work much faster and much easier; and if you give reading a fair chance, you will find the more you read, the more you will like and enjoy it; because reading is fun and interesting. Reading helps you to learn faster. Reading helps you to understand the things you learn easier and helps you to do your school work faster and better. Reading helps you to do well in school and helps you to get good grades that will bring you praise and rewards from your mother and father and praise from your teacher and even your friends. Everyone will respect and admire you for being a very smart boy.

Reading brings many pleasures and teaches you about many interesting things. There are many adventures you can discover in reading. Reading helps you to learn about many new and interesting things, like the way other people in different parts of the world live. Reading can help you learn more about outer space, the different stars

and planets in our universe, and about travel. Reading helps you to learn about the many discoveries made by explorers and scientists. Reading can also help you learn more about the things you enjoy doing. Reading will help you to learn more about rocks, minerals, shells, fossils and where you can go to find them and how to identify them for your collection. Reading can help you learn more about your lapidary hobby and stamp collecting. You see, reading helps you in many ways. You know you are interested and want all the good things reading can do for you.

Let yourself imagine a story. Picture yourself giving other students help with their work because you have finished your work before they did. They will admire you for your help. Imagine yourself coming home and showing your report card to your mother and father. See them smile and how they are proud of your good grades. Imagine how quickly you finish your school work and homework. All these things can happen to you. From now on, all these things are going to happen to you. Of course, it is going to take work, but you will not mind it at all. Instead, you

will take pleasure in working and studying because you know that the rewards are worthwhile. You will receive praise and respect from your friends, teachers, and parents, and you will have more time to play and do the things you want. You will also have satisfaction in knowing that you are doing good work. You are going to take great pleasure and pride in completing all your school work both in school and at home, and will always find doing this pleasant and enjoyable. Reading is the key to good grades and the praise you want, and that you are going to have. You are going to find, as you develop this enjoyment and pleasure you take in reading and schoolwork, that it will get easier and easier all the time.

Let these suggestions become part of you, very easily and without effort. Allow yourself to think of the good things reading can do for you. Think of the pleasant things, the praise you will receive, the extra time to play with your friends because you are able to finish your work faster and easier without effort. You do very well in everything you do because you spend your time in a

good way - a very useful way.

You want to change your attitude toward reading and to do your school work faster because you like receiving praise and rewards. When you are good at home and do things that please and make your parents happy, you always receive rewards and praise from them. You also love your brother very much and enjoy playing and helping him. You find this fun and enjoyable. You know it makes your parents proud of you when they see you loving and helping your brother. This makes you feel good and makes you happy.

Your brother loves when you play with him; he looks up to you and tries to do the same things you do. In fact, you enjoy this; it makes you feel good to know he loves and respects you this way and you want him to continue loving and respecting you this way. You are setting an example for your brother; you want to continue setting a good example. You want your brother to be good. You will want your brother to be able to do well in school as you are doing well in school. You will want your brother to be able to read well and do his school work faster when

he goes to school. You can help your brother to do these things; you love him, you want to set a good example for him. Imagine how much more he will admire you when he comes to you for help when he goes to school - just as he comes to you for help now. Imagine how good it will make you feel. Keep this image in your mind.

Imagine yourself in school; let yourself see your classroom, your friends sitting at their seats, your teacher in front of the room. Look around the room, see everyone working at their seats; you are also doing work. See yourself. See yourself concentrating on your work; see how quickly you can do your work. You are an above-average student, you know your work, you are smart, you know the answers; they come to your mind very quickly and very easily. See yourself finish your work faster - you are finished with your work. Let yourself look around the room. You see, you have finished your work faster, much faster than many of the other students, faster than many of your friends. See how happy and pleased your teacher is with what you have done. Feel how happy you are. It

feels good. You will not have to bring your work home to be finished. Instead, you have time to play in class while the others are still working. You will have time to play with your friends after school. You have no homework because you did well in school and were able to finish your work faster. You are very happy and pleased with yourself and with the praise you received from your teacher. Your teacher is proud of you; she knows you are a smart boy. You are in the top reading group in your class. You are a good student. Your friends even admire you because you are smart. You want them to continue to admire you. You want to remain in your reading group. You know you want to enjoy reading more so everyone will continue to admire you and be proud of you.

Imagine yourself at home doing your reading. Imagine you are going to play a "game of surprise" with your parents after supper. You are going to do your reading without having to be told and without being nagged. You are sitting at the dinner table looking at your parents; you are smiling. You are going to surprise them tonight.

You are going to play a "game of surprise" with them. You are smiling, you are happy with yourself. You are thinking how pleased and happy they will be with your "game of surprise". You are thinking, they will be so pleased with your "game of surprise" that they may even reward you with a surprise of their own - just for you. Dinner is over, you are ready for your game now. You leave the table quietly and go for your reading book and start your daily reading all by yourself - without being told or nagged. You feel something, yes, you feel sort of surprised. It is easy to pick up your book and to start reading. You don't even seem to mind it at all. In fact, you find it enjoyable - it's not as bad as you thought. You are excited about your "game of surprise". Your parents will be looking for you shortly, wondering what you are doing. You hear your mother calling. She is coming closer now. She is entering your room and stops. Wow! See how surprised she looks. You smile. She calls your father. Everyone is in the room now, your mother, your father, and even your brother. See how surprised every-

one is? Your smile gets bigger now. Your "game of surprise" has worked. Everyone is so pleased and happy with you. You feel just great. You feel happy and pleased with yourself. Your parents are so happy they tell you they will get you a reward. Your "game of surprise" worked. It was easy. It made you happy. You think to yourself, "I will continue this game". You want to continue this game. You enjoyed reading without having to be nagged; you enjoyed the praise you got from everyone. You are looking forward to your reward - your surprise for doing well and for doing your reading.

You are a very smart and good boy. You know these suggestions are good for you and will help you in many ways. Let these suggestions sink deep into your mind and become part of you. Let them sink deeply into your mind, never to be removed.

Also, you know from our talks, hypnosis will help you in many ways. Allow yourself to let go and to relax when you are being hypnotized. Allow yourself to go into hypnosis easily and quickly each time you are hypnotized. You will go

into hypnosis easily and quickly each and every time because you have asked me to hypnotize you many times. You want help. You want to change your negative attitude toward reading and to do your school work faster. Hypnosis can help you. Hypnosis will make your desires come true. It's so easy to be hypnotized. All you have to do is let yourself go and not fight it - don't resist. Keep an image in your mind of how easy it is to relax and let go when you are being hypnotized. Imagine yourself going into hypnosis time and time again very easily. Imagine us trying the tricks we talked about when you go into hypnosis like not being able to open your eyes or bend your arm. You want to do these things. You want to be hypnotized.

You will easily accept all the suggestions I have given you because you want to accept them and because all the good things that I have suggested are important to you. You want to enjoy reading and do your school work faster. So let the suggestions I have given you become a complete part of you and of the way you do things all the time. Keep saying to yourself, "I enjoy reading because it

will help me do my school work easier, faster, and better,
and brings me the things I want and enjoy." Now let these
thoughts and suggestions sink into your mind very easily
and relax yourself - relax.

Induction Technique - Progressive Relaxation

Sit comfortably in the chair; make sure your back is supported and please keep your arms and legs unfolded. While you are sitting there comfortably, I want you to take several very deep breaths; hold for a moment and exhale slowly through your mouth. That's fine. As you exhale, allow any tensions within you to drain and try to relax yourself. That's fine. Now as you sit relaxed and comfortable, allow your attention to focus on my voice.

1. Close your eyes,
2. Roll your eyeballs up toward your forehead; take a deep breath and hold it as long as you can.
3. Exhale slowly through your mouth and let your eyeballs roll down to their normal position. Allow yourself to feel like you are floating or drifting.

Now I am going to help you to relax. Allow yourself to drift. Let yourself drift very, very deep. Just let every muscle, and every nerve in your body relax. Allow all the tension in your body to drain. Let it flow and drain through your body and out through your fingers and toes. Now unclench your teeth and let the jaw relax; make

sure your teeth and jaws are not clenched and tense. The area of the jaw and throat play an important part in relaxing. So open your mouth slightly, separate your jaws just a bit; make sure your teeth are not clenched. That's fine. Now your throat muscles will have a better chance to relax.

As I mention different groups of muscles throughout your body, allow them to relax. You can do this very easily and without effort, because this is within the power of your mind. While I am helping you to relax you might listen to me and hear me as you do background music. That is, you are aware of my voice, but just not paying too much attention to it. You will be aware of your surroundings, although you may care less and less about what goes on around you. You will find that all sounds that drift into the room will tend toward more relaxation for you. The sounds of talking and walking, of doors closing and doors opening, of cars - all these sounds that you may hear will tend toward further, deeper relaxation.

Now as you sit there quietly, direct your thoughts to the general area of your throat. Think; imagine that your throat muscles are becoming relaxed. All the throat muscles relaxed. Do this easily and without effort. Now direct your thoughts to the top of your head. Let yourself think that whatever tension exists there is rapidly vanishing. Your scalp is becoming less and less taut and the top of your head is becoming completely relaxed. Now think of your forehead and your eyes and all the small muscle groups in that region and allow these muscles to become relaxed. Place your attention upon the muscles, the tiny muscles in the forehead; those muscles that control a frown; let them relax. Let the muscles in this area relax so that the forehead smoothes out, easily, and effortlessly throughout the entire scalp area. Let the tension go. Allow a feeling of relaxation to travel through your facial area, the cheeks, the eyelids, and the muscles that control the eyes. Let them relax, and let the tension go. Allow the muscles around the eyes and eyelids to become loose, limp, and relaxed, totally

relaxed. Just let yourself go and relaxation in this area will follow naturally. Allow this relaxation to travel throughout your body, so that, as a result of physical relaxation, you will also develop mental relaxation.

You will be able to throw off all tension and with it all fatigue and irritation simply by thinking of certain parts of your body - by dwelling on the idea of those parts becoming relaxed. That's what relaxation can do for you. Now visualize your neck and your shoulders. Allow your neck and shoulder muscles to relax. Allow the muscles in your shoulders, those larger muscles, to become loose, limp and relaxed. The body functions so much better when it is relaxed than when it is tense, so start to let that relaxation travel into the rest of the shoulders; let it travel down through your arms, flowing easily, and effortlessly. Allow this relaxation to continue traveling without any effort, down through the elbows, the fore-arms, down through your wrists, and to your hands. Now think of your chest, all the muscles and organs within

your chest. Let these muscles relax completely. As a result of relaxation in your chest area, your heart beat, and your breathing all relax and function normally. Place your attention upon the region of the diaphragm, and relax. Relax your abdomen, all the muscles and organs within that area; allow them to become relaxed, completely relaxed. Now let your attention drift to the muscles in your back. Allow all the muscles in your back, the long muscles and the short muscles in your back, all the muscles that extend downward from your shoulder area to become loose, limp, and relaxed. Let the tension go, let yourself sink comfortably and easily in the chair as a feeling of relaxation and calmness comes over you. Allow this feeling of relaxation to travel all the way down through your lower back. Feel comfortable, feel relaxed, completely relaxed.

Think of your thighs and relax your muscles there. Allow this relaxed feeling to travel down through your thighs, down towards the knees. You allow this through the power of your mind. Allow this feeling to do down lower and lower through the knees, traveling downward

through the calves of your legs, the ankles, and the feet, so that you feel all the tension in your entire body, letting go and leave through your toes, never to return. Just let yourself go completely. Just go limp all over. Permit every organ and every muscle in your entire body to become completely and deeply relaxed. All the muscles loose, limp, and relaxed. It feels so pleasant to be fully relaxed. All the muscles of the body from the very top of your head down to your toes, totally, and deeply relaxed, loose, limp, and relaxed.

APPENDIX C

Relax and Deepening

Now that you are relaxed and comfortable, you are ready to enter, an even more pleasant, even more relaxing state. When you are wide awake, outside noises and events demand your attention. Your conscious mind requires all your attention. When you are asleep your conscious mind stops working. The subconscious mind then emerges and then allows you to dream. Let your body and conscious mind relax. Your subconscious mind is always alert. It keeps you from falling out of bed when you are sleeping. It is always protecting you, even if you walk in your sleep. It helps you in doing things by habit easily and makes life more pleasant. It is your guide that tells you what you want and don't want. You are going to learn to control your subconscious mind so that it will work for you whenever you so desire. You can learn how to stop uncomfortable feelings, discomfort, fear, and all the things that plague the human being. Now you are going to go deep, beneath the conscious, to the subconscious mind and you will be aware at all times, and be aware of how the sub-

conscious works. You will gradually become more and more unconcerned of other sounds and distractions, and you will begin to feel more and more attached to my voice. Just as though my voice was your own voice speaking to you. As you go deeper into hypnotic sleep, your breathing and your pulse rate will be slower. At that time you will be receptive to my suggestions to help you to be able to learn self-hypnosis, to be able to apply positive ideas and suggestions to help you in your life, to allow nothing to worry you. Outside sounds are less important to you, they may be there but you just don't seem to care. Now put your attention on your right hand. You allow that right hand to feel limp and heavy. Relax it even more and feel how much heavier it can be. Now put your attention on your left hand and become aware of how heavy you can allow that hand to be. Now allow your legs and your feet to relax. Relax the neck muscles and the shoulder muscles. Take a deep breath and let it out slowly through your mouth. Feel, experience, your whole body relaxing even further. Just allow your mind to be

absolutely free, absolutely passive; free your mind, let it go. Perhaps in this dream-like state you would like to imagine that you are lying down in a clump of dry leaves, or by a rippling stream, dream about that, warm, comfortable and still. Listening so passively to that stream and the ripple of the water over the stones. As you lie there by that stream you feel more and more relaxed. You become drowsy and dreamy, drowsy and dreamy. You lie there and you begin to dream. Imagine yourself on a train and your dream train rattles and clicks against the rails. You hear the clicking of the wheels on each rail, you hear the wheels clicking in a rhythmic fashion against the rails, you feel heavier and heavier. You breathe slowly and deeply, slowly and deeply as you look out the window at the calm, peaceful countryside. You feel so relaxed, you feel just wonderful. Your mind is free and you drift away in a dreamy reverie. Deep hypnotic sleep, your breathing and pulse rate are slower now, and my voice may seem far away. The sounds of the wheels on the rails, you just want to dream, relax, be

limp like a rag doll. It's so good to be peaceful, it is so nice to allow the mind to drift, become completely passive, feel so drowsy. Just sink into a feeling of tranquility, absolute, passive, tranquility, to dream; sleep, sleep, feel more and more relaxed, drifting into blissful tranquility, feeling limp and detached. Enjoying the warmth and repose of deep hypnotic sleep, still breathing slowly and deeply, slowly and deeply, even more liberated from all cares, nothing matters, just want to sleep, sleep, sleep so deeply. Drifting deeply into this wonderful, peaceful, sleep, deeper and deeper, deeper and deeper. Sometimes you might feel as if you are drifting from one soft spongy cloud to another, relaxing more and more, releasing your mind from all concerned. Nothing matters; sounds don't distract or bother you in any way as you listen peacefully and dreamily to the sound of my voice, deeper into sleep. You like feeling relaxed and feeling this peaceful sensation, drifting more passively, becoming more drowsy; all cares gone. You get relief from all the tensions in your life as you listen to the

sound of my voice. As my voice seems more and more like your own voice, my voice becomes your subconscious guide. It's so close to that wonderful sleep it is so inevitable, sleep that is becoming real just as I said it would. My voice there in your subconscious, lulling you, helping you to go deeper and deeper into sleep, peaceful, quiet, relaxing sleep. Allow your mind to drift freely. The only other thought in your mind will be the thought of my voice as you become completely passive, completely mellow and warm. Releasing your consciousness from the world like you do in nighttime sleep. Leave your subconscious free to dream, sleep and dream. Be passive, sleep and dream. It's so wonderful to relax as you go deeper, sleep and dream, dream, sleep. It's so beautiful to become completely passive, caring about nothing, drifting deeper and deeper into hypnotic sleep. So nice to rest after an exhausting day, to be drowsy and passive, to escape from weariness, and you are so close to this sleep, listening dreamily to the sound of my voice, breathing regularly and deeply, regularly and deeply. Your mind is as if it were drifting through the

Universe, through warm soft, furry clouds; dream you are in a small boat at sea, no one there but you and the sound of my voice, pleasantly warm. The sound of the brook going over the pebbles and the stones. As you look upward you see a leaf fluttering down to the ground. In your dream you can be whatever you want to be. We are reaching into the subconscious where you can do marvelous things. Now imagine you are resting on a hillside, watching the most beautiful and colorful sunset you have ever seen. The sun appearing as a large red ball that is sinking behind the hills in the distance and it finally disappears and you see all the beautiful hues in the sky. The sun reflecting in the sky and the clouds, the golds and the purples; they seem like all the colors of the spectrum. Now the late evening breeze brings fragrance of flowers, fragrance of flowers, and the sweet sounds of birds returning to their nests; and you can enjoy these exotic places in your dreams whenever you so desire. Allow your mind to be passive, let it drift into sleep, deep hypnotic sleep, breathing slowly and comfortably,

slowly and comfortably, down to the rim of the subconscious, a rim of sleep; and now you are in a deep pleasant, peaceful sleep, and you hear my voice and you can ignore any and all worries and problems; here your mind will respond to my suggestions. Your subconscious hears my voice and you will relax deeper and deeper until I ask you to become alert. As I talk, each word I say, deeper and deeper and deeper. You relax deeper and deeper as you drift in this pleasant state of mind

APPENDIS D

Self-Confidence

Now allow yourself to continue relaxing. Go deeper and deeper asleep. As you go deeper, you are realizing, perhaps for the first time, that you are a grown person with the strength and ability that has come with being a person your age. You are acquiring confidence in yourself. You feel growing within you a realization of the fact that you have the ability to handle any situation that may arise. You have confidence in your ability to make decisions wisely.

You have confidence in your intelligence. You have confidence in your ability to master your studies. When you listen, you listen intently, and you remember what you hear. When you read, you read with absolute concentration and you remember what you read. You are confident of your ability to complete your schoolwork. You are confident that you will pass with the grades you need and desire because you have the ability to do the work. You have the ability to pay close attention to what is said, the ability to concentrate when you are reading, and the ability to remember what you have heard and read.

(The following is added to the foregoing when examinations are scheduled.)

When you take your examination you are completely confident of your ability to write a perfect examination paper. You know the subject. You are knowledgeable of the subject matter that you have learned. You are calm and self-assured. You read the questions on the exam one by one. Read all the questions before attempting to answer any. You have the knowledge to answer all the questions correctly. As you read the first one, you are sending an order down to the subconscious mind. This order is that the full and correct answers be delivered from the subconscious up to your conscious memory. Sometimes this takes a little while. As you are reading the second and following questions, the answer to the first will be working up to memory level, and at the same time you will be sending down orders for the answers to the other questions. By the time you have finished reading all the questions, you will be fully ready to answer the first one. By the time you have answered the first one,

you will be ready to answer the second fully and correctly, and so on down the line. If, for any reason, the answer to a question is a little slow in being delivered, pass the question, and go on to the next one. Your second reading of the question will reinforce the order, and by the time you have finished all the questions which come easily, the answers to the more difficult questions will be ready for you. Remember that usually the last counts as much as the first. Never wait for the answer for a certain question until you have answered all the ones that you can answer easily.

You are always calm and self-confident throughout the entire examination. Because you are calm and self-confident, you work with the highest possible efficiency, and you do it easily. You are calm and relaxed throughout the entire examination, and when it is over you are confident of your grades.

APPENDIX E

Suggestions for Study Habits

I would like you to imagine yourself completing an examination in your most difficult subject. It has been an especially difficult exam, but you are confident that you did well in it. The correct answers to all of the questions seemed to come naturally to you. You were relaxed all through the examination. You didn't feel tense for a moment. Develop this image in your mind. Give your imagination full reign. Picture yourself being praised by your teacher. How proud you feel. Imagine yourself giving other students help with their studies. They will admire and like you for your help. Imagine yourself coming home and showing your report card to your mother and your father. See them smile and beam with pride. All of these things can happen to you. All of these things are going to happen to you. From this time on, all of these things are going to happen to you. Of course, it is going to take work and effort on your part, but you won't mind it at all. Instead, you will take pleasure in working and studying because you know that

the rewards for working and studying will make it all worthwhile. These rewards are a secure future, praise and admiration of your friends, teachers, and parents and the satisfaction that you, yourself get from doing a good job. You are going to take great pleasure in completing all assignments given to you. You will enjoy doing your homework neatly and completely. You will find studying an enjoyable past-time. You will never think of it as being unpleasant. Studying is the key to good marks and the appreciation you want and you're going to have. You're going to find, as you develop this enjoyment and pleasure you take in your schoolwork, it will get easier and easier all the time. As you get better and better marks, your enjoyment and pleasure will increase. When you take an exam, you will be completely relaxed and confident that you know your work. The answers will come to you easily. You will find that you can remember and recall all of the things that you have studied and discussed in class. You will always find it easy to recall anything you have learned. This will increase your con-

confidence in yourself and help you to relax. Relaxing will help you to remember. Anything you have learned you can always recall. When exam time comes, for instance, all the information you have studied, all that you have learned will come back to you easily and completely - increasing your confidence in yourself and your own abilities and all of your marks will improve and show the result of your work. Always keep these thoughts in your mind. Also, when you study, keep the following thought in your mind, say it to yourself: "I am deeply absorbed in the material I am about to study. I will retain this information and recall it at any time I wish," because this incorporates the three necessary things for learning - be interested, some people call it concentrate, be absorbed, I prefer to call it retention - retain it in your mind; and recall - that you can bring it from your storehouse of knowledge in your subconscious mind to your conscious mind at any time you wish.

You know that every experience you have ever had has left its trace in your mind. Some of these things are buried deep in the subconscious, but you know that

with hypnosis, we can go back and recover them. There is in your mind a record of everything that you have ever heard or read or thought or felt or done. Now we are going to make all of the material that you have studied available to you to be recalled whenever you need it.

While you study or review for a test, your concentration on your books and notes will be intense. Your concentration will be so great that nothing can disturb you. During this time you will read and study rapidly and accurately, with full understanding; because the material will bring to the upper part of your mind the studies that you have already mastered.

Once self-hypnosis has been learned, the following is added to the foregoing:

You will continue using the "sandwich method" of learning. You will do this willingly, easily, and without effort because you realize it is helping you with your studies and schoolwork and because it makes learning easier and more enjoyable and brings you the things you desire.

APPENDIX F

Self-Hypnosis Procedure and Exercise

Under hypnosis the subject is instructed as follows:

In this condition, your subconscious mind is at the forefront: it is now readily accessible to my suggestions to you. Therefore, I will now teach you the first exercise in your self-hypnosis training.

Step 1. Each night, until I see you again, you will repeat to yourself 20 times the auto-suggestion, "Self-hypnosis brings me the results that I desire", using the following procedure:

1. Get yourself comfortably into your usual position to fall asleep.
2. You will place your hands, palms down, at your side and repeat the auto-suggestion to yourself 20 times. To keep count, you will use the fingers of both hands. You will press down slightly with the little finger of your right hand and say the suggestion once. Then you will press down with the ring finger and say it a second time. Then you will use the middle finger, the forefinger and the thumb, repeating the suggestion with each finger. You will

do the same with the left hand, making it ten times, and again with the right, making it fifteen, and again with the left, thus completing twenty repetitions.

3. Mouth the words, but do not say them aloud.

4. You will do this every night for seven nights.

Do not let yourself fall asleep until you have done it 20 times. This is necessary in order to establish a conditioned reflex, a sort of habit pattern which is produced by the coordination of a thought in your mind with the physical movements of your fingers. Therefore, in seven nights a kind of channel of communication is established between your conscious and subconscious mind through this procedure, and assures that the suggestion gets into your subconscious.

Step 2. At the next hypnotic session while the subject is in hypnosis, he/she is instructed as follows:

You will continue doing the exercise you learned last week, but you do not need to stay away for twenty repetitions if you feel like falling asleep sooner. Therefore, as you fall asleep, the suggestion in your mind at the

time will simply drop into your subconscious. Then, while you are sleeping, it does its work in your subconscious, producing the results that you are seeking, without any effort on your part.

Now I will teach you how to place yourself in a self-hypnotic state. You will do the following daytime exercises three times a day - once in the morning, once in the afternoon and once in the evening. You will hypnotize yourself, stay in hypnosis for about three minutes, and then awaken yourself.

Here is how you will do this: You will sit in a comfortable chair, place your feet on the floor and arms at your side, support your back, place your head straight, take several deep breathes exhaling slowly through your mouth, and count from 1 to 3.

1. Close your eyes.
2. Roll your eyeballs up toward your head and take a deep breath and hold it as long as you can.
3. Release your breath slowly through your mouth and let your eyeballs roll down to their normal position. At

this point allow yourself to feel like drifting, or floating, or sinking into a relaxing state of hypnosis. Actually, this is a post-hypnotic suggestion which will enable you to go into hypnosis as you count from 1 to 3.

You will remain in hypnosis for about three minutes. To maintain and deepen the hypnosis, you will begin to count backwards to yourself from 50 to 1, with the word "relax" between each numeral. You will do this easily and semi-automatically, as this too is a post-hypnotic suggestion.

When you have finished counting from 50 to 1, then think to yourself, "Now I will give myself the signal to awaken, when I reach the count of 1, I will be wide awake and alert." Now you will count from 3 to 1 and then open your eyes.

You will do these exercises even if you do not feel like you are entering the hypnotic state, because this is a preparatory exercise to learning auto-suggestions and not a relaxation exercise in itself.

Step 3. At the third session, a week later, while in hypnosis, the subject is instructed as follows:

After I awaken you, I will prepare a suitable suggestion that you will now start to use. This suggestion will be written on a card, and you will use it in the following way:

Just before you hypnotize yourself three times a day, you will read the card to yourself five times. That is, you will get yourself in the proper position for hypnosis, hold the card up in front of you in one hand, and read it over mentally, five times, concentrating hard on the words. Immediately after the fifth reading, you will drop your hand holding the card and at the same time close your eyes, roll your eyeballs up, take a deep breath, hold it, and then release it slowly through your mouth, letting your eyeballs roll down and drop into hypnosis. As you go into hypnosis, the words in your conscious mind automatically slip into your subconscious.

Now you do nothing except lie quietly. You do not need to count anymore, because the counting has already served its purpose in conditioning you for the length of time you will remain in hypnosis. You will now find,

as you sit, that the words on the card are now in your mind, in your subconscious mind, going around in a peculiar, semi-automatic way. You will find the words mulling around in your mind, going around and around in your mind by themselves, without any conscious effort on your part.

After a while you will feel that the time is up, that is the time that you conditioned yourself to remain in hypnosis by counting back from fifty. You may feel like the words are slowing up or stopping, or it may seem like a light has gone on in the room. Or, you may simply feel you wish to awaken. At this time you will immediately count back from 3 to 1 and awaken.

Each of the foregoing steps are repeated to the subject, while in hypnosis, at the respective time they are presented into the hypnotic session and they are further discussed in the waking state.

Appendix G

Abbreviated Lifestyle Form

Please respond to all the questions as you remember yourself and your family before approximately age six.

1. Family Constellation: Name all siblings in descending order, from oldest to youngest (including yourself). Give sibling's age in terms of + or - the number of years age difference from you. Include siblings that died as well as step-siblings in the home.

A. Siblings (Only children are compared with significant playmates, clients with only one sibling describe different and similar characteristics)

1. Who was most different from you? _____

In what respects?

2. Who was most like you? _____

In what respects?

3. What kind of kid were you? (Expand on "personality" characteristics)

B. Parents

1. If father could have really molded you exactly to suit his notion of an ideal child, how would you have been?

2. If mother could have really molded you exactly to suit her notion of an ideal child, how would you have been?

3. What kind of person is your father?

4. What kind of person is your mother?

5. What kind of family atmosphere exists in the home?

II. I will now ask you to describe your three earliest childhood memories. Please keep the following points in mind.

- * The early memory (recollection) must be a specific incident, event, occurrence, or happening that you can remember. Early memories which describe incidents that occurred over and over again (example: "We used to do such and such," or "I did this many times") are not true early recollections.
- * Report any early recollection that comes to your mind, even if you are not sure the incident actually occurred.
- * Report any specific recollection that you think of regardless of how insignificant it may seem to you.
- * Report the recollections in the order that you remember them, even if you are not sure which ones really occurred earlier. It is not important that the recollections be reported in their true chronological order; rather, in the order that you remember them.
- * Report only those recollections which you think occurred approximately before age eight (8).

III. Description of recollection (or dream) No.____, and age____ of occurrence.

1. How were you feeling (i.e., your emotions) during this incident? (Keep in mind that sometimes we have mixed feelings about events)

2. Where any other people there?

3. What is the clearest, most vivid part of the recollection for you?

4. What happened right before?

What were you feeling right before?

5. What happened right afterward?

What were you feeling right afterward?

6. (If appropriate) What was your purpose for behaving like that?

7. What was the most important thing you learned from this incident.