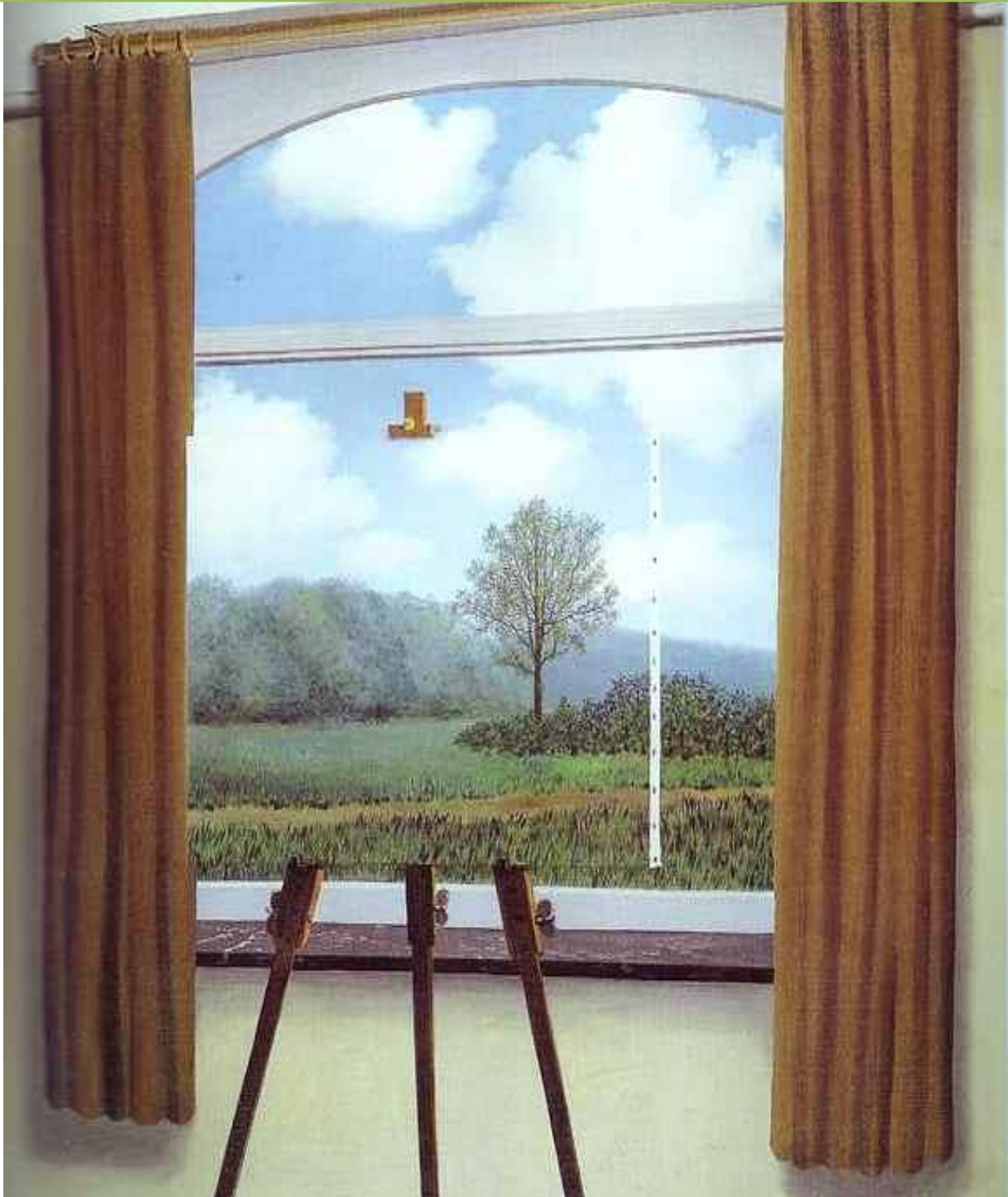# BIODECODING® SCHOOL

OF CHRISTIAN FLÈCHE

STRUCTURE OF BELIEFS

With Annie Roux-Bonnefoy
October 14-16, 2022

CONTENT

I. INTRODUCTION

A. THE LEVELS OF LEARNING (5 STAGES)

1. UNCONSCIOUS COMPETENCE

We don't know that we don't know.

Then everything is good

2. CONSCIOUS INCOMPETENCE

WE REALIZE that we don't know.

We become aware of our ignorance (capacities)

We think that we should know (belief)

From time to time we have the impression that we are useless (identity)

> **KEY POINT OF CHOICE-ACTION**
>
> - Either we get discouraged and we resign ourselves to not knowing
>
> - Or we organize ouselves for the next learning step which will lead us to competence.

3. CONSCIOUS COMPETENCE

We learned but we have not yet assimilated

We continue to look for resources, documentation and conscious thoughts to guide each of our actions.

4. UNCONSCIOUS COMPETENCE

We have assimilated, we know how to do things right away, we go faster than planned.

5. UNCONSCIOUS AND RE-CONSCIENTIZED COMPETENCE

From expert to teacher

We become capable to decrypt consciously, step by step, the elements of excellency which is unconscious.

Source : Institut ressources de Belgique

B. LITTLE GLOSSARY ABOUT BELIEFS

a. BELIEF

It's a generic term which includes all the other categories of beliefs. Beliefs are conscious or unconscious.

b. PRESUPPOSITION

It's an implicite belief which lays the foundation to another assertion and determines it.

Since women are more diplomatice than men, let's hire a woman for this position.

The presupposition is presented as a given : we are not invited to dwell on it. Still we need to do so if we want to clarify the person's system of beliefs and detect the limits that s.he creates.

c. CRITERIA

These are the characteristics used to evaluate, choose and decide.

Example : A « good » training is concrete, applicable and related to the function we exercise.

d. VALUES

When the criteria are about what is really important to us, we call them ''values ».

Examples : freedom, justice, good citizenship, etc.

e. CONCRETE EQUIVALENCES

The criteria are stated in the form of nominalization. The sensorial, visible, audible, palpable equivalences allow us to better understand.

A ''concrete'' training can mean that we spend 75% of the time practicing and 25% of the time learning the theorical knowledge. For the same criteria, each person will have his or her own equivalences.

f. INTERNAL RULES

They are beliefs related to a behavior to adopt : I must, I should absolutely, we cannot…, etc

C. SPECIFICITIES OF NLP

The specificity of NLP is to address the structure of the experience, to decode its organization and discover the beliefs given to this experience. We can compare this with writing or words. We need words to communicate ; if we put them side by side without any organization, it won't mean anything. For words, spelling is enough.

If we want to build sentences to be understood, we need grammar. It's the grammar that will organize words into verb, subject, adjective, complement, etc…

By respecting the function of each word, we get the meaning of the message. NLP is the grammar of the experience.

D. THE 5 LEVELS OF CHANGE

1) Intellifeeling

Emotional awareness of the connection between symptom-bio-feeling-bio-shock.

Example : I have eczema since I separated from…, I heal.

2) Emotional release, I express my bio-feeling, my emotion

To re-experience the bio-feeling and name it (I'm worthless) = I heal

I scream, I cry… I identify the shock, I empty the emotion.

Example : anger against my father / expressing it or crying it out…

What is outside is no longer inside.

3) Bring resources

If you father did not see you, what is it that you need today (a color, a person…) ?

What is the unmet need that provoked this emotion ?

4) Change the belief in the story (for a structuring programming).

Example : I'm 10 years old, a friend stops talking to me and hangs out with someone else. I will never trust friendship again.

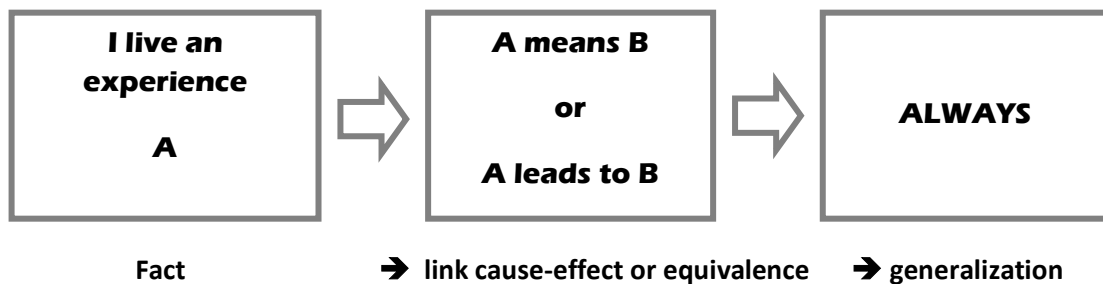Make a change of the personal story, a NLP tool.

5) Reimprinting

The reimprinting is meant for the structuring program. A structuring program influences our whole life. Modification of the story. The NLP tool Reimprinting changes the patient's family system and changes the imprint left in the different contexts of his life. (family constellation)

II.   BELIEFS

A. DEFINITION

They are one of the key components of our « deep structure''. They are essentially judgements and evaluations of ourselves, of others and our surrounding world. And in order to keep a certain coherence, we unconsciously organize ourselves to validate them tirelessly.
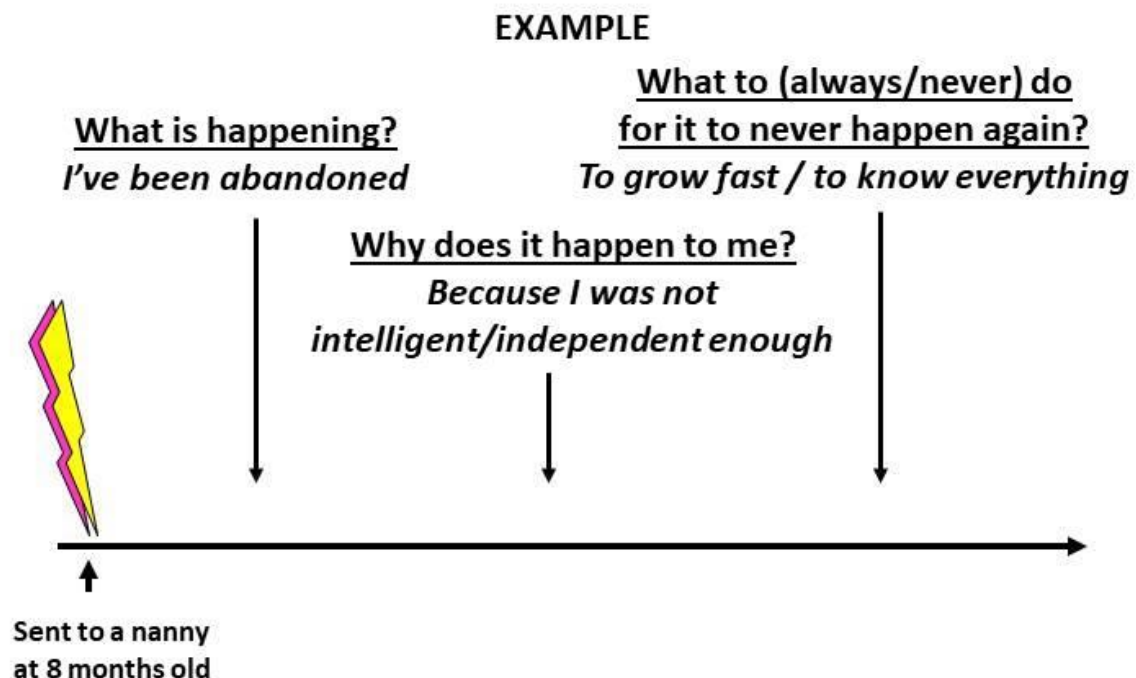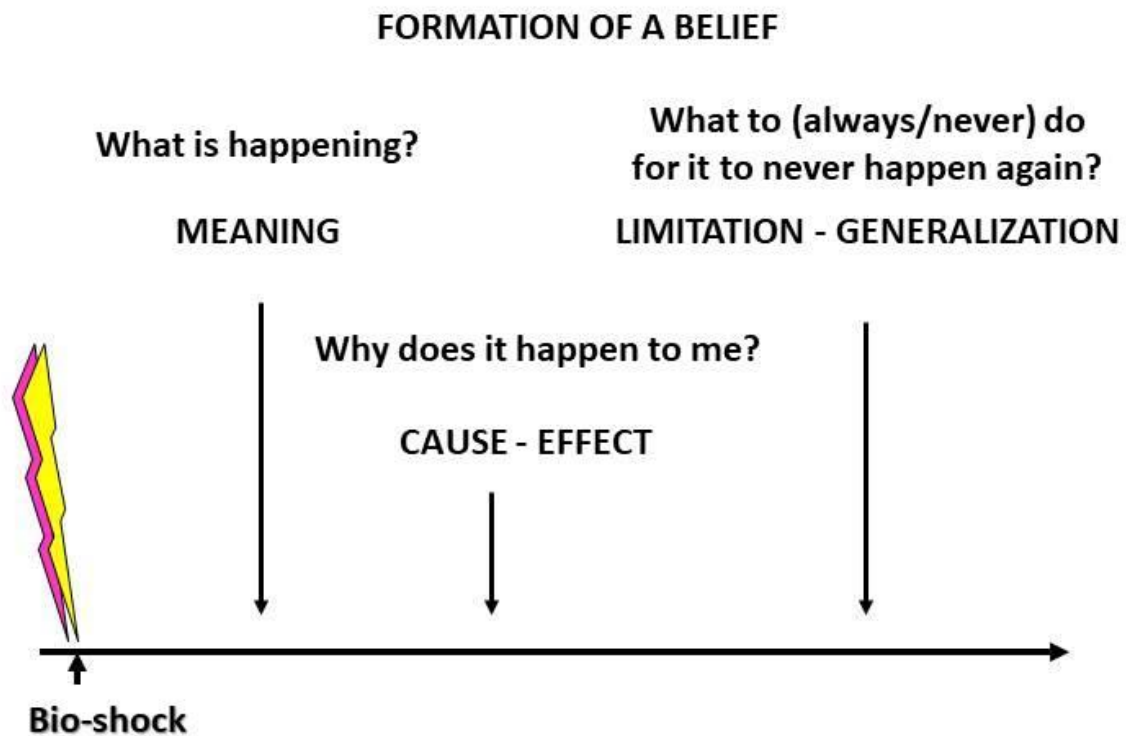
    a. The belief is a **fixed coding** of a past emotional experience which takes the place of reality.

I live an experience A	→	A means B or A leads to B	→	ALWAYS
Fact		**→ link cause-effect or equivalence**		**→ generalization**

    b. Then it manifests through **emotions** or **behaviors** (external or internal = symptoms)

    c. It 's a **SMOKE SCREEN between ONE'S SELF and the external world** ! It is self-validating and does not take into account reality : It replaces reality.

    d. The belief **acts** like :

- A stabilizator = > it **gives a meaning**, a coherence to what happens around us. (Note : a stabilizator is a substance added to something to maintain it in a stable or unchanging state)

- A prophecy = > it acts on the future = > induces behaviors that come to confirm the belief ; it proves what it asserts !

    e. The beliefs are neurologically associated with the **limbic system** and the **hypothalamus** in the middle brain. The limbic system is connected to emotions and long-term memory.

    f. They produce changes in the fundamental **physiological functions** of the body and are responsible for many of our unconscious reactions. That's why they have such a powerful influence on **health** and the **healing process**.

> *Example* : *a person who deeply believes that she suffers from an incurable disease is going to start organizing her life and actions around that belief through consequent decisions. A person who deeply believes that her disease will heal will make totally different decisions.*

In Biodecoding®, each organ is linked to a value which seeks to be satisfied.

FORMATION OF A BELIEF

What is happening?

MEANING

What to (always/never) do
for it to never happen again?

LIMITATION - GENERALIZATION

Why does it happen to me?

CAUSE - EFFECT

Bio-shock

EXAMPLE

What is happening?
I've been abandoned

What to (always/never) do
for it to never happen again?
To grow fast / to know everything

Why does it happen to me?
*Because I was not
intelligent/independent enough*

Sent to a nanny
at 8 months old

C. DIAGRAM OF A BELIEF

Belief : arbitrary link between two objects (= or =>)

| Object B: Value (= principle) Criteria(= Personal value) | B | => or = | C | => or = | D |

Link A=B or A=> B

| Object A: Concrete equivalence Behavior | A |
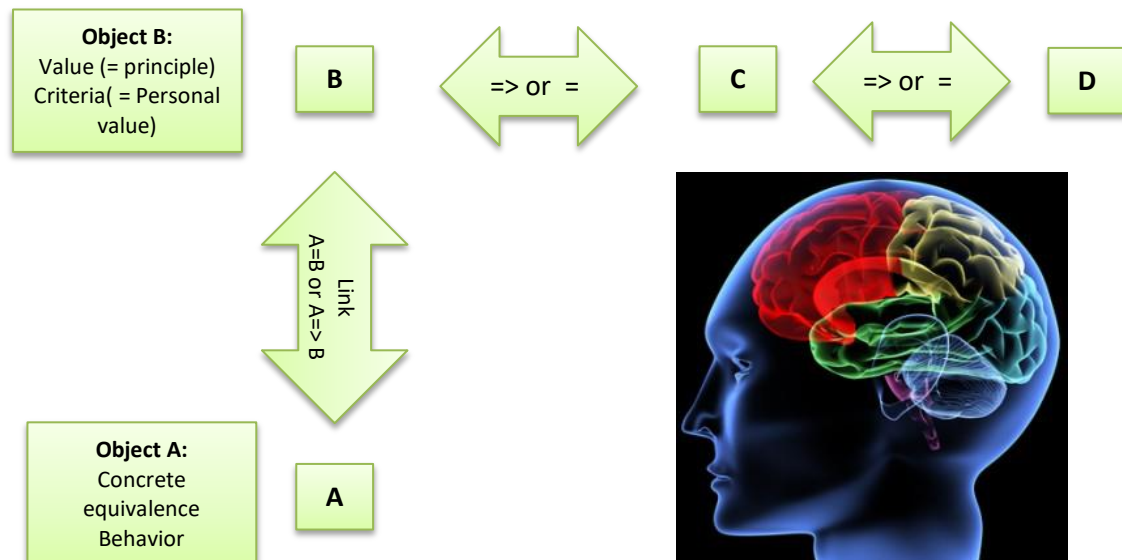
D. THE LINGUISTIC META MODEL

It's the linguistic meta model that allows us to get closer to the facts, to verify the causality, equivalences, mind reading and presuppositions (distortions), and to ''crack'' the generalizations.

Spotting the Limiting Beliefs

  *Universal quantifiers

  *Generalizations

  *''One must'', ''I should'' provides a fragment of the belief
  *Cause-effect (this causes that)

  *Mind reading (padding)

  *Presuppositions : what should be true in this reality, cultural reflection (be on time)

  *Lost origin (paradigms, stereotyped sentences)

Observation : P often tells just a part of his belief. Evidences are *padding*

GENERALIZATION PROCESS

VIOLATION	EXAMPLES	QUESTIONS	DESIRED OUTCOME
UNIVERSAL QUANTIFIER	Everything, always, never, nothing, no one, everybody ; Nothing works. Nobody is working here	Repeat the word with emphasis : everybody ? Always ? etc… What would happen if this could work ? Nobody ? Really nobody ?	T downgrades the generalization Find a counterexample
LOST ORIGIN RULE – JUDGEMENT	It's the way it is. It's wrong to do that. It's good to be honest	Is it your opinion ? According to who ? Based on what ? How do you know ?	Find again the source, the origin
MODAL OPERATORS OF : - NECESSITY - POSSIBILITY	One must ; I should. It's not possible I can't tell him that.	What would happen if… ? What prevents you from doing it ? What if you could ?	Find again the outcome or the cause, the consequence or the obstacle.
NOMINALIZATION (a process transformed into something fixed)	The communication is going nowhere. I want respect.	How is that precisely ? In what way ? How do you want to be respected ?	Make the person specify the object and find again the process.

OMISSION PROCESS

VIOLATION	EXAMPLES	QUESTIONS	DESIRED OUTCOME
SIMPLE OMISSION	I disagree I'm angry	About what ? About what, who ?	Find out what's missing, the object of the verb
SUPPRESSION OF THE REFERENTIAL INDEX	I don't mind It's not important No one knows	About what precisely ? What is not important ? Who is ''no one'' ?	Find again the index The verb's object or subject
OMISSION OF THE COMPARISON	It's better to leave He's the best It's more expensive	It's better than what ? Better than who ? In comparison to what ?	Find out the term of the comparison, the norm, the reference, the context.
NON SPECIFIC VERB	He misled me I followed his advice He won	In what way ? How ? In what way ?	Make the person provide a precision about the verb

DISTORTION PROCESS			
VIOLATION	**EXAMPLES**	**QUESTIONS**	**DESIRED OUTCOME**
COMMON QUESTION		What connection do you make between x and y ?	Clarification of the logic. Use CE and EC
CAUSE – EFFECT (X causes y)	He reprimanded me because he hates me. He makes me feel sad.	How do you make yourself feel sad ? Have you reprimanded someone without hating him ?	Break the link of cause-effect
COMPLEX EQUIVALENCE (X is equivalent to Y)	He does not greet me, he is distracted.	How does not greeting you mean that he is distracted ?	Question the equivalence
PRESUPPOSITION	If she loved me, she would not say that. He did something stupid.	How do you know… ? What makes you believe that … ?	Find the implicite beliefs
MIND READING	I know what he meant. He does that because…	How do you know that ? What makes you say that ?	Find the origin of the information

''In Tibet the new leather skins are exposed in the sun and rubbed with butter to soften them. The disciple is like a new skin, hard and rigid with limited views and a conceptual rigidity.

The teaching, the Dharma, is like the butter, it penetrates thanks to the friction of the practice, while direct experience is like the sun ; when the two are applied, the disciple becomes supple and docile.

But we also preserve butter in leather bags. When we leave butter in a bag for several years, the leather of the bag becomes hard like wood and can no longer be softened regardless of the amount of fresh butter applied to it.

Whoever spends years studying the teachings, greatly favoring the intellect with very little practical experience becomes as rigid as hard leather.

Teachings can soften the hard skin of ignorance and conditioning but once they are stored in the mind and they don't penetrate the person through practice, or are not warmed up through direct experience, then the person can become rigid and hard in her intellectual conception.

New teachings won't soften her, won't penetrate her or change her.

We must pay attention to not store teachings like simple intellectual knowledge for fear of blocking the access to wisdom.

Teachings are not ideas to collect but a path to walk''

Tenzin Wangyal Rinpoché

III.   TRANSFORMATION OF BELIEF

A. WAHT BELIEFS ARE BASED ON ?

1. ONE experience of a BIO-SHOCK

2. TWO experiences : they are enough to make a generalization.

3. Education, loyalty, etc…

4. Repetition

B. RESISTANCES TO CHANGE :

1. The patient has an

    1. ➔ **Intellectual awareness** of the avantages of the belief
    2. ➔ **Emotionnal awareness** of the inconveniences of the belief

2. The belief is sometimes true (ex : mean people)

3. Patients are in the everything or nothing

4. **Smoke screen** : resistance to go into the bio-feeling. The patient starts to be vague and confused, changes the topic suddenly, words out of context…

5. **The red herring :** it's a fake clue. The patient puts you on a wrong track to protect himself from what he does not want to discover ➔ calibrate the signs of congruency

6. **The fish in the dream :** Procrustean conflict. It's the therapist who wants to absolutely validate his idea ➔ put aside your own map of the world

7. **The critical mass** : For resistant patient, one must put some pressure for the problem to emerge ➔ pour the last drop of whatever will make the vase overflow ! Act on the entire belief system.

8. **Diagnosis conflict** : plant *''viruses'' of thoughts* in the patient

9. **Self-triggering** : no need of trigger from external stress

10. **Placebo :** Mr Wright's story

11. **Patients who change therapists constantly in order not to change.**

C. STEPS OF CHANGE

1 – Establish a **quality relationship** with the Patient

2 – Set up **a Stable Rock**

3 – **Define the limiting belief**, active and responsible for the problem

4 – Destabilize **the belief**

5 – **Find** the origin of the belief

6 – **Define the opening belief**

7 – Verify the **ecology** (protocol **VICTIMIZATION/VICTORY**)

8 – **Install** the new belief

D. FROM LIMITING BELIEFS TO OPENING BELIEFS

UNCONSCIOUS **LIMITING** BELIEFS	CONSCIOUS **OPENING** BELIEFS
Generalizations – everything or nothing	Discernement / flexibility Maybe / sometimes / or No
Identity : ''I am''	Behavior / Capacity / capable of / able to
One must – I should	I can
Positive function of the problem	Stable rock
Belief's territory : the links are set	Break all the links of the territory

E. EXAMPLES OF LIMITING BELIEFS

- ❖ I can't have what I desire

- ❖ Men are absent and we can't rely on them

- ❖ If you go away I will die

- ❖ A man must be strong

- ❖ I must be strong and manly like my ancestors

- ❖ Love = violence

- ❖ I must be perfect

- ❖ I comfort women to exist / I cuddle men to exist

- ❖ I put on masks to have the impression that I exist

- ❖ If I don't feel anything then everyhting is good

- ❖ If I cry, I no longer belong to the family ; a man does not cry

- ❖ We can't engage with a woman otherwise we are emasculated

- ❖ If you never want to manipulate, you're dead

- ❖ If I divorce like my parents then I betray myself

- ❖ I should not deceive

- ❖ I must live hidden

- ❖ For my parents to love me, I must do like them

- ❖ If I succeed and I'm happy, then I don't respect the family rules. To live is death and failure

- ❖ I should not trust men/women, the man/woman destroys

- ❖ If I love, I lose

- ❖ Papa is grieving, I must take the place of the dead

- ❖ I must be the glue between my parents

- ❖ I must be at the service of others and I apologize for being here

- ❖ I'm the savior-child : I have no right to deceive

F. PERSONALITIES AND BELIEFS

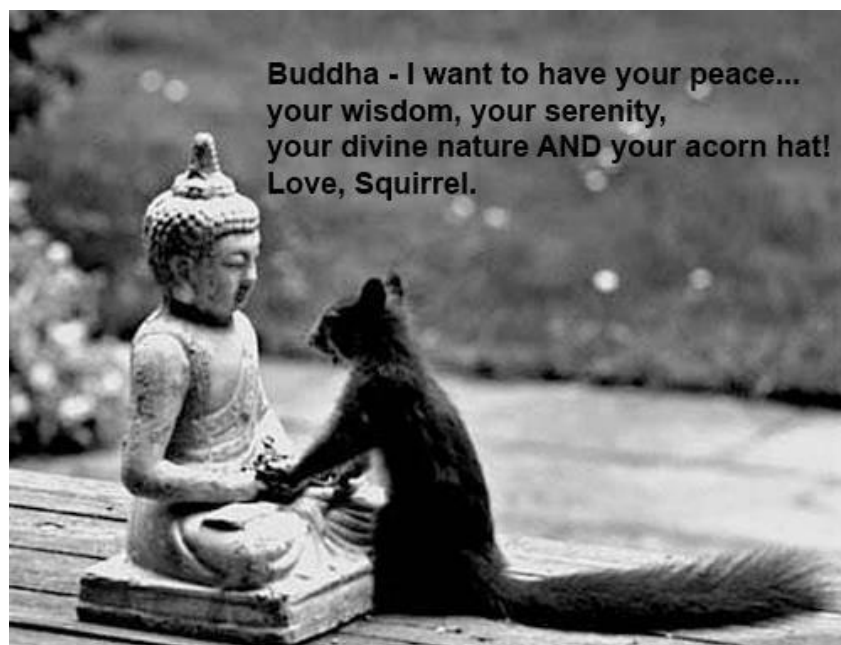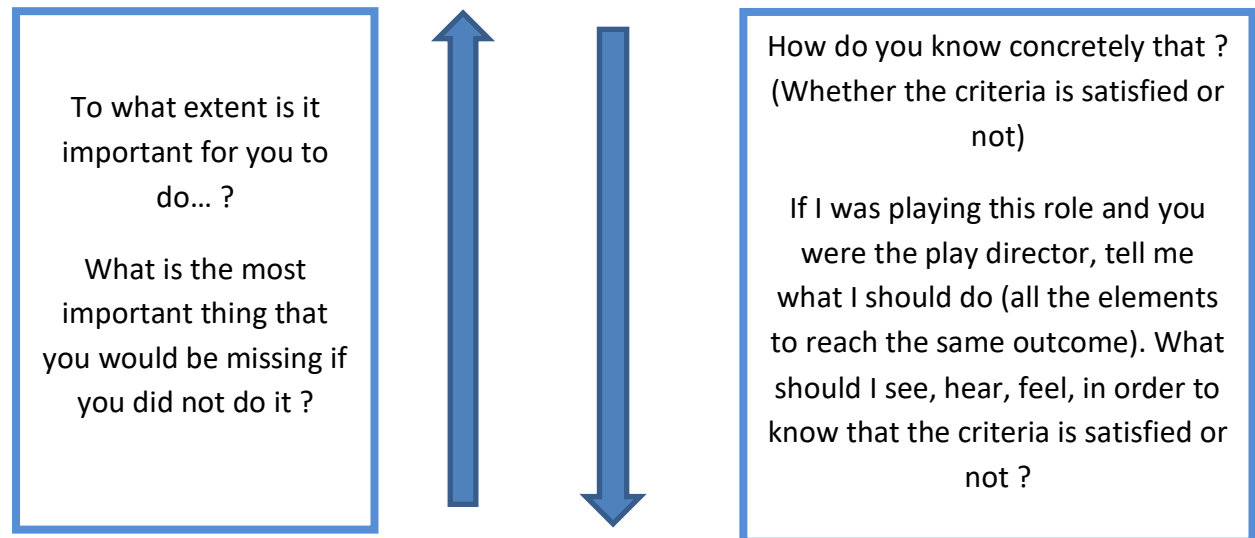| PERSONALITY	CONSTELLATION OF BELIEFS	PERSONAL RULES
ANXIOUS	''the world is full of danger'' ''If we are not vigilant, we are in danger''	''I must always anticipate problems, and always plan for the worst.''
PARANOID	''I'm vulnerable, the others can be against me and hide things from me''	''I must always be wary, and see beyond what is said or shown by others''
HYSTRIONIC	''No one will take interest in me spontaneously.'' ''To seduce is to prove my value''	''To take my place, I must draw attention'' ''I must dazzle and charm others''
OBSESSIVE	''Things must be done perfectly'' ''Improvisation and spontaneity lead to nothing good''	''I must control everything'' ''Everything should be done according to the rules''
NARCISSISTIC	''I'm exceptional'' ''Others come after me''	'' I'm entitled'' ''One should know I'm amazing''
SCHIZOID	''I'm not like anyone else'' ''Social life is the source of	''I must remain isolated, not engage in intimate

	complications''	relationships''
TYPE A BEHAVIOR	''Only first place matters'' ''People must be reliable and competent''	''I must overcome all challenges'' I should go as fast as possible in completing tasks''
DEPRESSIVE	''We're on Earth to suffer'' ''I have no right to pleasure''	''We cry victory too early'' ''I must work hard to measure up''
DEPENDENT	''I'm weak and not very able'' ''Others are strong''	''in case of problem, I must immediately call for help'' ''I should not upset others''
PASSIVE AGGRESSIVE	''I deserve better than what I have'' ''People are not worth more than me but they always try to dominate'' They can be aggressive if we contradict them too openly	''I should not let myself be pushed around, I know what is right'' ''When one disagrees, I must resist indirectly''
AVOIDING	''I am of no interest'' ''If people see who I am, they will reject me''	''I should not reveal myself'' ''I should keep distance otherwise I won't measure up''

EXERCISE : MY LIST OF LIMITING BELIEFS

1. My role in life is ....

2. The most important decision I made is ....

3. One of the things that distresses me is ....

4. As a child I was dreaming of ....

5. One I would like ....

6. I spend a lot of my time ....

7. A big regret in my life is ....

8. My father has always said..

9. My mother taught me...

10. Money is the most ....

11. The person who has influenced me the most taught me that ....

12. My family likes ....

13. What is your favorite statement ? . . . .

IV. CRITERIA AND VALUE

A. BEHAVIOR X (CONCRÈTE EQUIVALENCE)

To what extent is it important for you to do… ?

What is the most important thing that you would be missing if you did not do it ?

How do you know concretely that ? (Whether the criteria is satisfied or not)

If I was playing this role and you were the play director, tell me what I should do (all the elements to reach the same outcome). What should I see, hear, feel, in order to know that the criteria is satisfied or not ?

Buddha - I want to have your peace... your wisdom, your serenity, your divine nature AND your acorn hat! Love, Squirrel.

At the logical level, going from the criteria or the abstract (value) to its concrete equivalentce, and vice-versa, satisfies two functions :

1. To change and verify the equivalence between the two world maps. When two people talk about the same abstract criteria (value), do they give them the same concrete equivalences ? When two persons speak about two specific propositions, do they give them the same criteria (value) ?

2. To find creative alternatives to satisfy the criteria (values) that an individual tries to manifest through a behavior or a request.

B. ACT ON THE HIERARCHY OF CRITERIA

Objective : To find what is most important in the patient's situation.

Exercice : Choose a context, a criteria and a concrete equivalence.

> For example, at my workplace : ''I can't stand Bob because by not greeting me he shows his impoliteness and coldness''.

1) Question the cause-effect link between criteria and concrete equivalence : ''Is it really impolite to not greet someone?

2) Attach another criteria to the concrete equivalence : ''not greeting you may mean that he is shy.''

3) Attach another equivalence to this same criteria : ''true impoliteness would be that he bumps into you.''

4) Use a criteria higher in the hierarchy : ''is there something more important in a coworker than politeness ? What about his competence ?''

5) Redefine the behavior : ''it's not that he does not greet you, it's that he doesn't want to disturb you.''

6) Assess again the pertinence of the criteria in relation to the objective-outcome : ''is politeness really important when your objective is to finish your report tonight ?''

7) Think again about the pertinence of the desired behavior in relation to the objective : ''how will greeting you help you to finish this report ?''

8) Question the pertinence of the criteria in relation to the context, place, time and person : ''is it really the best place, person and moment to want to satisfy these needs of politeness and warmth ?''

9) Modify time-place framework : ''At another moment and place didn't you have a demonstration of his politeness and warmth ?''

10) Disqualify the criteria : ''politeness does not exist.''

11) Disqualify the qualitfication of the person in evaluating the criteria : ''Are you well placed to assess what is polite ?''
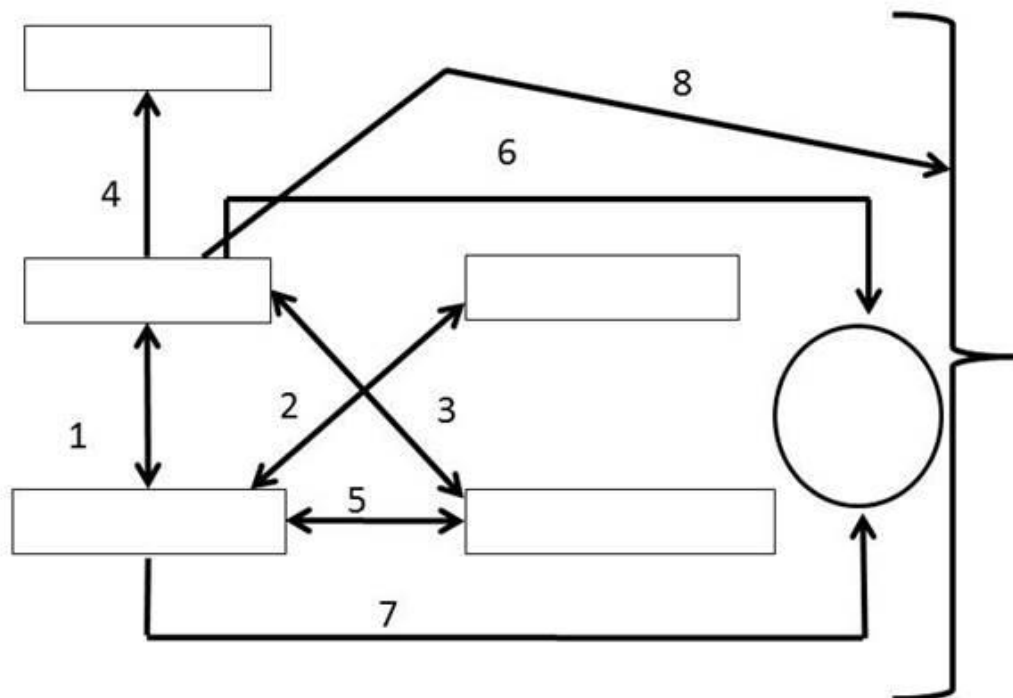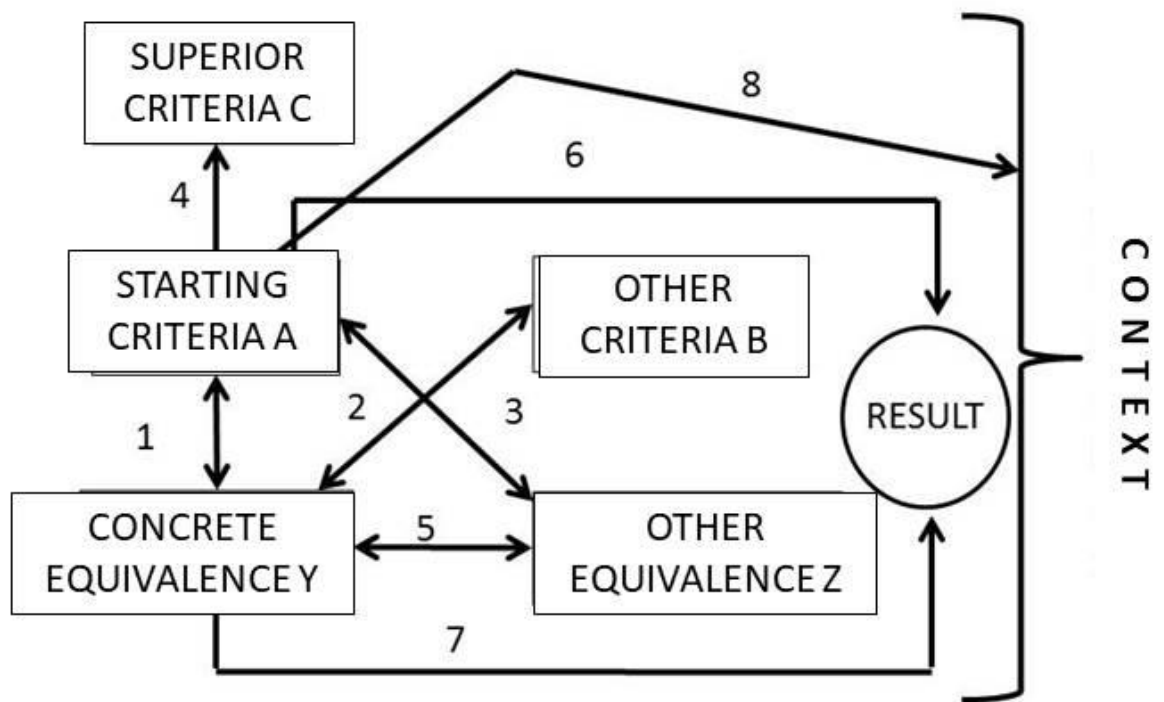
C. BIOLOGICAL DECODING OF VALUES

|	
RECOGNITION	IdentitY ➜ rectum
SECURITY	Envelops, inner ear, retina, white blood cells…
LOVE	Veins, cervix, breast
FREEDOM	respiratory system, muscles
RESPECT	Bones, dermis
SURVIVAL	All the organs of the Brain Stem
RELATIONSHIP	4th stage, ectoderm, sensory organs
AESTHETICS	Fat, sternum
TO MEASURE UP	Pituatury gland, spine
SELF-CONFIDENCE	Thalamus, pharyngeal nodes
TIME	Thyroïd
SPEECH	Gums, ear
JUSTICE	Bile ducts
BOUNDARIES	Bladder
PLEASURE	sensory nerves
CLEANNESS	Colon
EXISTENCE	Alveoli, life/death
PROJECT	motor nerves
DISCERNMENT	small intestine

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs
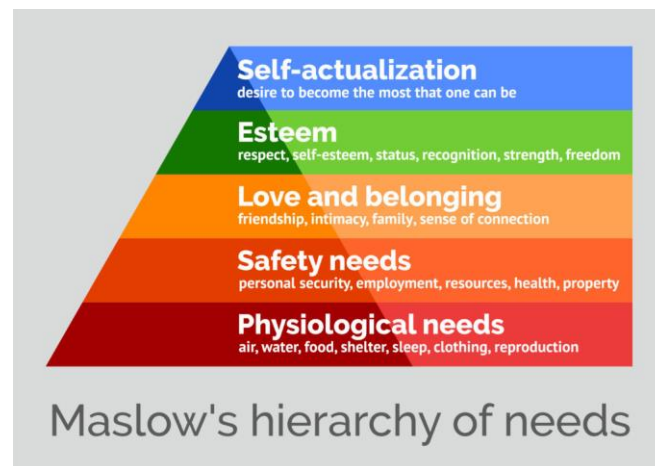
Bateson's Logic Levels

My relationship with what is greater than me **Meaning/Vision**	*Broader : to whom/what ?*
What type of person am I ? **Identity**	*Who ?*
My values, criteria, permissions, motivations	*To what ?*
My **competencies, capacities**	*How ?*
What I do in this context, **actions and specific reactions**	*What ?*
The context in which I act **Coercion, opportunity**	*Where ? When ?*
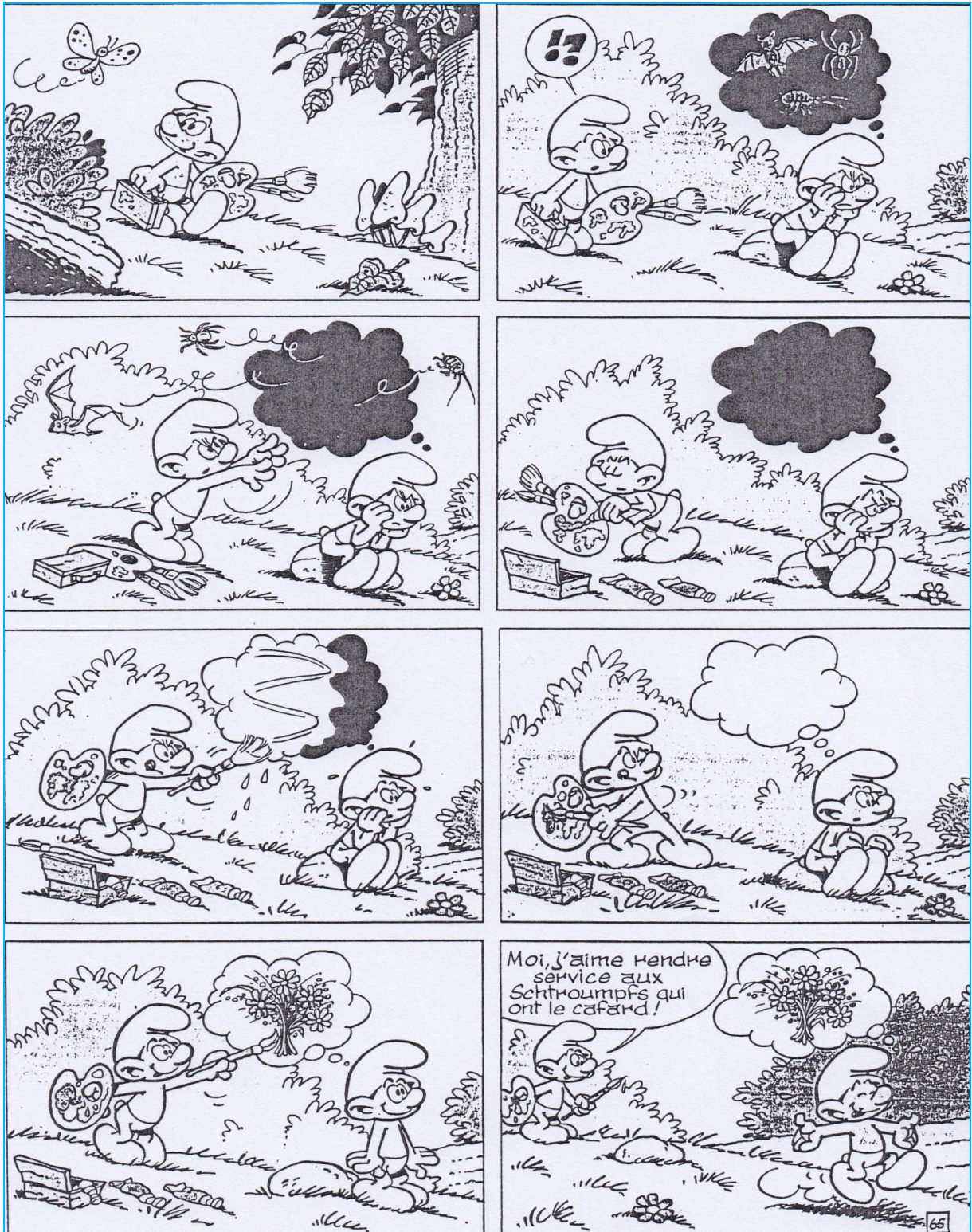
''I like helping Smurfs who are in the doldrums''

A farmer had a magnificient white stud. But it happened that the emperor who wanted to give a birthday gift to his son was looking for such a rare horse. He sent emissaries throughout the whole kingdom but they came back empty-handed. One day, one of his men arrived at the farmer's village and learned about the existence of this white stud. He went to meet the farmer to make him a very generous offer.

The neighbours and other villagers came to congratulate him for his imminent luck and wealth. But the farmer loved his stud so much that he did not accept the offer. The emissary tried to double and triple the amount, but nothing would do. The farmer remained inflexible and the emissary left empty-handed. Then people told him that he was completely crazy to have refused this exceptional opportunity. The farmer simply replied : ''Maybe… »

Some time later, the stud broke through the pen and ran away in the forest. Then the villagers told the farmer : ''what a misfortune, you refused wealth and now you don't have any horse anymore.'' The farmer again said :''maybe…''

A few days went by and suddenly, one morning, the farmer had the stupefaction to see his stud back in the pen in company… of a magnificient mare of the same breed. The villagers told him then : ''How luck you are. You did not have any horse and now you have two thoroughbred. You will be able to breed them and get rich !'' The farmer said : ''Maybe… »

The following week, while training the mare the farmer's son fell and broke his leg. The villagers all said to the father : ''What a misfortune ! Because of this mare, your son will be immobilized for a long time and won't be able to help with the harvest.'' Imperturbable the farmer repeated : ''Maybe…''

Then the kingdom went through a war. Soldiers came to the village with the order to recruit all the able young men. But the farmer's son because of his broken leg was the only one who was spared. The villagers in great dismay to have lost their sons perhaps forever, told the farmer : ''you are blessed by the gods, you see how your family got spared !'' But the farmer still in total serenity, could only tell them over and over again the same thing : ''Maybe…''
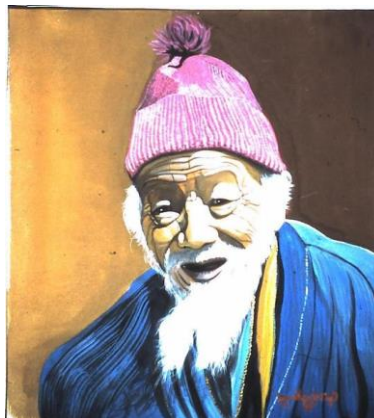
"Do not believe in anything simply because you have heard it.

Do not believe in anything simply because it is spoken and rumored by many.

Do not believe in anything simply because it is found written in your religious books.

Do not believe in anything based merely on the authority of your teachers and elders. Do not believe in traditions because they have been handed down for many generations.

But after observation and analysis, when you find that anything agrees with reason and is conducive to the good and benefit of one and all, then accept it and live up to it."

Buddha (Hindu Prince Gautama Siddharta, the founder of Buddhism, 563-483 B.C.)