

THE EFFECTIVENESS OF NEUROLINGUISTICS PROGRAMMING
TECHNIQUES IN REDUCING BEHAVIORAL, EMOTIONAL,
AND PHYSIOLOGICAL PROBLEMS

A Dissertation
Presented to
the Faculty of the Graduate School
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Clinical Psychology

by
Cecilia B. Banaag
June 1990

DE LA SALLE UNIVERSITY

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371.4 B22 1990
D-1202*

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ABSTRACT

This study was primarily conducted to determine the effectiveness of NeuroLinguistic Programming Technique namely: Anchoring, Unconscious Reframing, and New Behavior Generator in reducing the behavioral, emotional, and physiological problems of Filipino high-school students. Specifically, the study also sought to answer the following questions:

1. What are the positive and negative occurrences within the session as perceived by the clients and the counselor?

2. What part of the intervention contributes to the change process as viewed by the individual client by the counselor?

3. What happens with the problem behavior/emotion of the clients a day after the therapy? during the first week after the therapy? during the first month after the therapy? and during the third month after the therapy as perceived by the clients? by significant others (parents and teacher-adviser)?

4. What NLP technique brings about reduction



in the negative emotions experienced by clients with respect to the presented problem.

5. What NLP technique brings about changes in the behavioral and physiological functioning of the client in relation to the problem being presented?

Six clients were selected from 144 high school students at the Don Severino Agricultural College. Two of them were males and four were females. Their ages ranged from 12 to 16 years.

The study made use of a case study design, the $n = 1$. This is a design in which the individual was the focus of the study. It was replicated once to have a clearer grasp of the outcome, procedures, and conditions under which the treatment could be effective.

The treatments used included three NLP techniques namely: 1) Anchoring, 2) Unconscious Reframing, and 3) New Behavior Generator. Two clients, determined by drawlots were assigned for each of the treatment.

Process measures included 1) recall on postsession interview, 2) written report of the positive and negative events, and 3) the rating of the



counselor's verbal communication which were collected immediately after the intervention.

Outcome measures include the subjective and objective measures. Subjective measures are Improvement Rating Scales, and the oral and written reports of the clients, their significant others (parents and teacher-adviser), and counselor. These were gathered a day, one week, one month, and three months after the therapy. Objective measure includes, the Filipino Self-Appraisal Inventory (FSAI) which was administered before the treatment and at the end of three months

Initial interview with the client was conducted. This was followed by another interview a week later to get additional information about the problem presented.

Clients were subjected to their respective treatment one week after the administration of FSAI. Tagalog language was the main medium of communication during the intervention and treatment process. Anchoring was used for the first two clients during the first day and Unconscious Reframing was used to the next two clients on the second day. The New Behavior



Generator was used to the last two clients on the third day. Counseling therapy for 10 to 20 minutes was done in the morning.

Postsession interview, rating of counselor's verbal communication patterns, and written report of the positive and negative events that happened followed immediately after the therapy/counseling.

Follow-up interviews (a day, a week, a month, and three months after the intervention) was conducted to gather report of the clients progress. During these periods, significant others (parents and teacher-adviser) also provided their written observations on the client's behavioral, emotional, and physiological functioning. Counselor, likewise conducted an observation of the clients' behavior during the interviews conducted.

The results showed that the clients subjected to the three different treatments manifested positive changes in their behavioral, emotional, and physiological functioning. However, relapse was observed on one client subjected to Anchoring. This was triggered by the events that happened on the clients.

Changes were not very visible on the first day



after the treatment but as the observation period becomes longer, the positive gains became more apparent. The changes were brought about by the processes which were the characteristics of the treatment.

It can be said that the adapted version of NLP technique namely: Anchoring, Unconscious Reframing, and New Behavior Generator were equally effective in reducing the problematic, emotional, and physiological symptoms. The degree of improvement observed on the clients as a result of the treatment varied with individuals.



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TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGMENT	viii
DEDICATION	x
LIST OF TABLES	xi
LIST OF FIGURES	xiii
Chapter	
I THE PROBLEM AND A REVIEW OF RELATED LITERATURE	1
A Review of Literature	7
Representational System	8
NLP as an Analytic Tool	15
NLP as a Therapeutic Tool	18
Behavioral and Emotional Problems Among High School-Aged Population	22
Summary	33
Conceptual Framework	35
Statement of the Problem	52
II METHOD	54
Research Design	54



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Clients	57
Researcher-Counselor	58
Significant Others	60
Treatment.....	61
Anchoring	61
Unconscious Reframing.....	62
New Behavior Generator	63
Process Measures	64
Recall/Postsession Interview ...	64
Positive and Negative Events ...	64
Outcome Measures	65
Subjective Measures	65
Objective Measures	67
Procedure	69
Selection of Clients	69
Initial Interview	70
Translation	71
Treatment Procedure	72
Follow-up Sessions	74
Judgement of Counselor's Performance	75
Documentation	77



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III	RESULTS	78
	Client 1	78
	Client 2	99
	Client 3	119
	Client 4	140
	Client 5	164
	Client 6	187
IV	DISCUSSION	207
	Anchoring	207
	Unconscious Reframing	223
	New Behavior Generator	237
	Synthesis	249
V	SUMMARY, CONCLUSION, AND RECOMMENDATION	255
	Summary	255
	Conclusion	261
	Recommendation	262
	REFERENCES	265
	APPENDICES	272
	Appendix A. Ankoring	273
	Appendix B. "Unconconscious Reframing"	274
	Appendix C. Pagpapanibagong Gawii..	277
	Appendix D. Panukat ng Pagbabago..	282



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Appendix E. Permission to Conduct the Study	285
Appendix F. Judge Rating Scale ...	286
BIOGRAPHICAL SKETCH	287



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LIST OF TABLES

Table		Page
1	Client's Behavior and Emotional Changes (Client 1)	85
2	Counselor's Performance in the intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 1)	97
3	Client's Behavior and Emotional Changes (Client 2)	105
4	Counselor's Performance in the Intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 2)	118
5	Client's Behavior and Emotional Changes (Client 3)	128
6	Counselor's Performance in the Intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 3)	139
7	Client's Behavior and Emotional Changes (Client 4)	149
8	Counselor's Performance in the Intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 4)	163
9	Client's Behavior and Emotional Changes (Client 5)	174
10	Counselor's Performance in the Intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 5)	185



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11	Client's Behavior and Emotional Changes (Client 6)	196
12	Counselor's Performance in the Intervention Process as Perceived by the Client, Counselor and Outside Raters (Client 6)	206



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LIST OF FIGURES

Figure		Page
1	Schematic Diagram of the NLP's Concept of the World Mapping	39
2	Nomological Network of the NLP's Concept of Pain/Problem	42
3	Nomological Network of the Treatment Modality	48



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Chapter I

THE PROBLEM AND A REVIEW OF LITERATURE

Schools exist for the child. They have the function of stimulating the development of the child's knowledge and the disciplining of the mind. They also seek to facilitate the development of the child as a useful individual in the society. There are however instances when the schools focus their attention only on the development of the child's academic skills. They fail to put emphasis on their responsibility to contribute to the psychological and sociological development of a child.

Students in their day to day experience are often confronted with problems which when left unattended would hamper their quest for a fulfilling and productive life. Students' capacity to accept and integrate information is very much affected by events and relationship which may not be related to any classroom activities. Students' emotional reactions inside and outside the classrooms greatly influence the attainment of their set goal.

