

# *Contents*

## *Introduction*      1–5

## *I. Who's Driving the Bus?*      7–19

Most of us let our brains run wild, and spend a lot of time having experiences we don't want to have. Bandler pokes fun at many of our current ways of attempting to think about and solve human problems, as he begins to provide alternatives.

## *II. Running Your Own Brain*      21–35

Depending upon the size, brightness, closeness, etc., of our internal pictures, we respond very differently to the same thoughts. Understanding these simple principles allows us to change our experiences so that we respond the way we want. "Briefest therapy" is demonstrated.

## *III. Points of View*      37–48

Seeing a memory from your own point of view (through your own eyes) has a very different impact than watching yourself in that memory from some other point of view. Knowing how to use this difference allows you to cure a phobia or a "post-traumatic stress syndrome" in a few minutes, among other things.

## *IV. Going Wrong*      51–67

We often try to correct problems *after* something has gone wrong, rather than doing things ahead of time to make sure they go the way we want them to. The attempted correction often makes the problem worse.

## **V. *Going for it* 69–80**

We all motivate ourselves to do things repeatedly throughout the day. Knowing how this works makes it possible to choose what we're motivated to do, and to use powerful positive feelings to do it. A way to change critical internal voices into friendly and useful allies is also demonstrated.

## **VI. *Understanding Confusion* 83–101**

The ways we each organize our experience to understand something are unique, and can be directed and modified. Much can be learned by trying out someone else's way of understanding.

## **VII. *Beyond Belief* 103–115**

Our brains code our internal experiences so that we know what we believe and what we don't. By directly accessing and changing this internal coding, it is possible to quickly change limiting beliefs about yourself into resourceful and empowering beliefs.

## **VIII. *Learning* 117–129**

Our educational system has attempted to teach students content, rather than teach them *how* to learn. "School phobias" which prevent learning can be dealt with easily. Memory and "learning disabilities" are also discussed.

## **IX. *The Swish* 131–152**

By understanding how your brain links experiences, it is possible to make any problem situation into a cue for you to become more of who you want to be. This method provides a generative solution for almost any problem behavior or response. It is demonstrated with smoking and other habitual responses.

## ***Afterword* 155–159**

## ***Appendices* 162–169**

## ***Selected Bibliography* 170**

## ***Index* 171–172**