



La Méthode Dolfino®

*Phobia and allergy techniques
– machine rooms*



DOLFINO

ACTIVATE YOUR FULL POTENTIAL

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The learning continues...

You now know the original techniques and tools of the Méthode Dolfino® well and certainly use the basic techniques with the people you support to activate their full potential.

You are now ready to continue the experience and discover new tools and new perspectives on transformation.

Are you ready to play?

Technique: Anchoring

The techniques you will explore a little further in this book require, above all, an understanding and mastery of anchoring... which has nothing to do with immobilizing a ship.

Do you want to reduce your stress... or that of your partner, your children or your boss? The anchoring technique is perfectly suited for that.

ABOUT THIS TECHNIQUE

The anchoring technique simply consists of creating an association between the emotion felt during a lived experience and a stimulus.

Does it ever happen that you associate a smell, a song or a taste with a specific memory? That scent of roses brings back grandma's garden... The song “ *Let it be*” by the Beatles, a party with friends... In fact, an anchor serves to instantly and automatically awaken a memory and, above all, the emotion associated with it.

To create the anchor, you need to create an association between the emotion felt during a lived experience and a stimulus. For example, the experience could be a trip to London during which you fell in love. The emotion felt is therefore bliss. In the anchoring technique, you will return to London in your imagination at the exact moment you felt that love. You will then choose a stimulus (pinching your thigh, smelling the scent of lilac, saying the word “pumpkin”, etc.) in order to connect, associate, anchor these two things together: the love and the pinch on the thigh, for example. All you will need to do is pinch your thigh to relive the intense love felt in London and thereby brush away the emotional heaviness present. It's as simple as that.

You may have noticed that all your senses, hearing, speech, sight, touch, taste and smell, are used to anchor an emotional state within you.

In your daily life, you can call on this anchor to defuse a quarrel, reduce your stress, banish the urge to smoke, restore your good mood, etc.

USE CASES FOR THE TECHNIQUE

- Getting rid of bad habits
- Triggering a surge of energy
- Increasing focus or motivation
- Accessing the reservoir of inner resources
- Regaining confidence in one's abilities
- Quickly getting in touch with an ally
- Instantly reducing the stress felt
- Better managing emotions

STEPS OF THE ANCHORING TECHNIQUE

1. The desired emotional state

First, determine the emotional state to be reached. This could be: motivation, happiness, fulfillment, serenity, relaxation, determination, courage, a sense of control, a state of detachment, etc.

2. The lived experience

Choose an event from the past during which you felt the emotional state you want to reach. For the effect to be optimal, choose an experience where you felt the emotion very strongly. When you recall this memory, the desired emotion comes back inside you. Example: When you were 5 years old, you performed in a musical. At the end of the show, when you came onstage for the bow, applause burst out from all sides. You then felt a deep and intense joy.

3. The stimulus

Define a stimulus that will anchor the desired state. This stimulus must be unique, meaning it should be chosen specifically to trigger the anchor. It should therefore be something other than running your hand through your hair, a gesture you probably do fairly often. Touching a specific point behind your ear, or pressing your middle finger and thumb together, can be relevant stimuli, as can breathing in the scent of lavender essential oil or saying the word “ sunflower ”.

4. The anchor

Here is the crucial step where the stimulus is associated with the desired emotional state. Begin with a few good breaths, eyes closed, relaxing. From this point, it is also possible to induce a trance state to continue the technique. This nonetheless remains optional, since simply closing your eyes and breathing already brings about the state conducive to anchoring.

Now visualize the chosen experience. For at least twenty seconds, relive this moment through images, sounds, smells, etc. The image must be large and clear. If needed, increase the brightness of the visualized image; the colors must be intense.

Focus your attention on the feeling. While carrying out the visualization, take the time to relive the desired emotional state to the fullest.

When the intensity of the desired emotion is at its peak, when the state is easily felt in the posture, facial expression, and breathing, apply the chosen stimulus (gesture, word, smell, etc.).

5. The separator state

Direct your attention elsewhere for a few seconds. Think about dinner, your to-do list, or the state of your hair. In short, change your train of thought. This is a separator state.

6. Repeating the anchor

Repeat the anchoring followed by the separator state twice in a row. Then activate the anchor at least ten times during the first week so that it becomes durable and continues to produce the desired effect.

KEY POINTS TO REMEMBER

- The visualization must be clear, precise, and have great intensity.
- The anchor point, the stimulus, must be set at the moment when the felt emotion is most intense and before that intensity decreases.
- The anchor point, the stimulus, must be unique and must not risk being activated involuntarily.
- It is essential to repeat the process several times and to activate the anchor regularly afterward in order to strengthen the neural connection.
- Use the anchoring technique every time you want to replace an unwanted emotion.

EXAMPLE OF AN ANCHORING PROCESS FOR A FEELING OF CALM

In your memories, search for an intense memory of calm and inner peace. It could be, for example, a particularly pleasant moment of meditation or relaxation.

Fully visualize your memory with all the details, all the physical sensations, all the emotional feelings that you can bring back to the surface with intensity.

Relax your body. Enjoy the moment. Let the pleasant emotions within you rise up. Feel that calm sensation, so beneficial, so pronounced.

Clench your right fist while increasing the sensation and fully experiencing it.

Grow this sensation until it doubles. You feel so good, more and more calm as you clench your fist.

Feel the well-being settle deeply within you. Let the images, sounds, emotions, and sensations rise up.

Enjoy. Clench your fist. Take a deep breath.

Now, release the fist, exhale, and think about something else for a few moments.

Repeat the whole thing at least twice.

Anchoring alone is a powerful tool that can serve on many occasions. Its only limit is your creativity.

Technique: The Excellence Booster

ABOUT THIS TECHNIQUE

The excellence booster is a technique that generates self-confidence and energy in a simple, effective, and fast way. It is truly a coaching tool that allows the person you are guiding to fully activate their potential for achievement.

This technique is valuable and helpful whether in a professional, educational, or family setting, or in any circumstance requiring a boost to go beyond one's limits.

The guided person is standing, eyes closed, and the session simply begins with a lighthearted conversation.

Extremely simple to set up, this technique draws its strength from the three anchors activated simultaneously, namely the auditory, kinesthetic, and visual anchors.

The excellence booster can then be used immediately or as soon as the need arises.

STEPS OF THE EXCELLENCE BOOSTER TECHNIQUE

1. The lived experience

Ask the person you are guiding to recall the memory of an experience during which they felt a strong sense of confidence.

2. The felt sensation

Question the person so they locate and feel this sensation in the body, so they are fully aware of the physical effect that reviving this moment produces:

- Where do you feel confidence in your body?
- What does that feel like?
- How is the breathing?
- What images do you see?
- Are you saying anything to yourself in your head?

3. Kinesthetic anchoring

Now associate these sensations with a sign or gesture that represents victory, success, well-being, confidence... for the person you are guiding. It's important to remember that the gesture used for the anchoring must be specific, different from a gesture made in an everyday situation. Perform this association at least three times in a row with a separator state, as indicated in the previous anchoring technique.

4. The circle

Then invite the person to visualize a circle of their favorite color on the ground in front of them.

5. Visual anchoring

Now instruct the guided person to jump into the circle while simultaneously performing their gesture. Have them notice the well-being they feel along with the emotion they bring into the circle. Repeat this process at least three times to build up the emotion. With each jump into the circle, the person can bring with them, in their imagination, allies, objects, scents... to reinforce the state of confidence and well-being. Intersperse the jumps with a separator state.

6. The verbal stimulus

Have them choose a code word associated with the positive emotion and have them say it. The word should be simple, like "Yes", "Ok", "There I am", "That's iiiit", "Yeees", "Yippee", "Bueno", etc.

7. The triple anchor

Repeat the jumps into the circle, simultaneously combining the jump, the gesture, and the word with conviction. Repeat this process at least three times, increasing the volume of the voice. Once again, intersperse the jumps with the separator state.

8. Validation

Now ask the guided person to imagine themselves in a situation requiring a state of confidence and serenity. Have them perform only the gesture and lead them to notice the benefit they feel.

You can use the excellence booster any time you need resources of self-confidence and energy.

Technique: Changing perceptions and phobias

Phobia, from the Greek "phobos," meaning fear, would result from a dysfunction of communication between different components of the brain.

According to Doctor Thierry Steimer of the Geneva University Hospitals, phobias are part of anxiety disorders. These disorders involve regions of the brain that are also involved in learning so-called "conditional" fear, meaning fear associated with a particular signal, a "condition." For example, being in a public place for the agoraphobe, or the appearance of a spider in the case of the arachnophobe. The main region involved is the amygdala, a collection of nuclei located in the temporal lobe that manage emotions in general and conditional fear in particular. The prefrontal cortex, which plays a modulating role on emotional responses, also certainly plays a role. Finally, the hippocampus, involved in memory of context, of situation, could be a third important partner.

A phobia, that distressing fear triggered by an object or situation presenting no apparent danger, is therefore the result of a neural network, a pathway, built in the brain following a mistaken perception.

The Young Me, who simply wanted to protect you, made an encoding error leading to unpleasant behaviours. The technique for changing perceptions and phobias aims to pave an alternative path bypassing the unwanted reaction.

ABOUT THIS TECHNIQUE

Important precautions are built into the structure of this technique to avoid directly confronting the person with the object of their phobia, as this could trigger a crisis.

This would cancel out the technique's potential. It is therefore essential to follow its methodology closely.

This technique also uses anchors. These anchors are a very effective way to create a cause-and-effect link between a bodily stimulus and a state of mind, a sensation, or an emotion. You use a positive anchor that will be associated with pleasant sensations and a negative anchor that will be associated with the unpleasant sensations generated by the phobia.

PRELIMINARY REMARKS AND PRE-INDUCTION DIALOGUE

It's important to "calibrate" the perception of the people you're guiding regarding the technique you're going to use. You can, for example, cite examples of people who got rid of phobias in a single session and how it works in the brain.

It seems important to bring up the Young Me's positive intention. Let the unconscious know that it did good work with the phobic association, given that its intention was positive and protective.

STEPS OF THE TECHNIQUE FOR CHANGING PERCEPTIONS AND PHOBIAS

1. The goal

Name the perception or phobia to change: "Dogs", "driving over a bridge", "bees", etc.

2. Calibration

Observe the person's reactions as they briefly tell you about the last time they were in contact with the object of their fear. This step must be brief to avoid triggering intense emotion.

3. Anchor points

Define the points that can be used for the anchors. Usually the shoulder is used for the positive anchor and the knee for the negative anchor. It's important to make sure the touch of these two points is appropriate for the person you are guiding. As with any other anchor, the associated gestures must be specific to the technique. In other words, if touching around the knee or lightly pressing the shoulder already evokes something for the person you are guiding, other anchor points will need to be defined.

4. The positive anchor

Install the positive anchor from an experience of well-being and calm or an experience of joy. As the person recalls their memory, apply very light pressure on the shoulder with your hand. Engage as many senses (VAKOG) as possible. This step can also be done after inducing trance. Refer to the anchoring technique to review the important steps and details of the procedure.

5. Inducing trance

(See the Méthode Dolfino ®: basic techniques, title 3 on induction, page 44 and following.)

6. The negative anchor

Very briefly interrupt the positive anchor with the negative anchor. While touching the shoulder and evoking the pleasant memory, release the shoulder, touch near the knee with your fingers for one second while naming the object of fear, then quickly return to the positive anchor. Begin and end with the positive anchor. The negative anchor is literally sandwiched in between. Repeat this step until the signs of tension disappear when the object of fear is evoked, or are nearly gone.

7. The scenario

Narrate the scenario:

- a) The guided person walks around and meets their Young Me, that is, a version of themselves as a small child. They take them to the cinema to watch the film of their life. Young Me is eager to discover it.
- b) The guided person leaves the young Me sitting in the movie theater and goes to the projection booth, finds the film of their life and starts the projection. The guided person does not see the screen. They go back into the theater to rejoin the young Me.
- c) The young Me does not watch the film, they busy themselves with something else... They hide, or pick up popcorn from the floor, or peel gum off the seats... While the guided person's attention is on the unruly young Me, the film runs, the episode passes. The film stops. Neither the guided person nor the young Me sees the projection of the past life.

- d) The guided person would have liked the young Me to see this episode where they felt so good...
[Redo the negative anchor step. Carefully observe the guided person's reactions as the negative anchor is set. A complete absence of reaction is desired]
- e) The young Me's interest is tenfold at the mention of this experience. Disappointed at having missed it all, they ask to see the film and promise to behave.
- f) The guided person goes back to the projection booth and restarts the film. They hurry to rejoin the young Me in the theater. The guided person still does not see the screen.

- g) And there it is, the young Me got distracted again... They never see the film of the past experiences.

[Repeat the negative anchor steps until there is no more visible reaction linked to the negative anchor. It is time to expose the guided person to the old fears.]

- h) In the projection room, the guided person picks up the film of their future life. They set it up and hurry to rejoin the young Me to watch it. The film will show joyful moments alternating with moments where the object of the phobia appears.

[Clearly expose the person in trance to the object of their phobia. At this stage, evoking the fear-inducing element should no longer trigger any reaction. The overexposure must be lively, realistic and acted out by the guide. In this step, the anchors are no longer stimulated. In case of negative reactions, stop the film and start the alternation of positive and negative anchors again.]

- i) The guided person and the young Me decide to stop watching in order to live life rather than watch it on a screen. They leave the theater. As they are about to part, the young Me becomes luminous and merges with the guided person.

8. The return

(See the Méthode Dolfino ®: basic techniques, title 3 on induction, page 44 and following.)

Allergy desensitization technique

An allergy is actually a malfunction of the immune system's response, producing a defense that is out of proportion to a substance that is, in fact, harmless. To put it in a picture, it would be like killing a fly with a bazooka...

Even though in many cases it mostly amounts to discomforts such as watery eyes, congestion or hives, the immune system's allergic reactions can be severe enough to cause anaphylactic shock and lead to death. Seafood, peanuts, bee or wasp stings, as well as certain antibiotics, anesthetic products and latex, are among the substances for which the immune system triggers strong rejection reactions.

That shows just how powerful the immune system is in the body.

Why did the immune system make such an error? No one really knows and... it does not matter for fixing it. Here, the "how" is preferable to the "why".

That said, certain theories, such as Metzinger's danger theory, hold that in a stressful situation, the immune system's response could shift toward an allergic mode of response, even though the substance was previously well tolerated by the body.

Just as with phobic reactions, the limbic system is involved in this massive bodily response. Rather than choosing flight, in the case of an allergy, the unconscious has programmed fight.

In summary, we can consider that at some point, the "Young Me" misinterpreted a piece of information and remained convinced of the relevance and validity of that erroneous information. The allergy desensitization technique aims to offer a new mode of response.

ABOUT THIS TECHNIQUE

This technique was developed by Robert Dilts in 1987, then further refined afterward by many practitioners.

Just as with the perception and phobia change technique, important precautions are built into the structure of this technique to prevent the person from being directly confronted with their allergen, as this could trigger a reaction. This fascinating technique is remarkably effective. You can expect a success rate of about 85% in a single session if the allergen is known.

It should also be noted that for food intolerances, lactose or gluten for example, since this involves a completely different bodily process, a combination of techniques will best help resolve the issue.

During this technique, have fun, use humor, keep it light.

PRELIMINARY REMARKS AND PRE-INDUCTION DIALOGUE

The success rate of the technique is closely tied to the person's conscious and unconscious desire to be rid of the allergy. Make sure the change is healthy, even ecological, for the person. Does the person lose something if the allergy disappears? For a child, losing the attention of a parent or of those around them can be disadvantageous. There are usually no benefits to keeping the allergy, but it should still be checked.

Explain to the person you are guiding that their allergic reaction is due to a misinterpretation by the “young Me”. For one reason or another, it believed there was danger and that it had to do everything to eliminate the invader. Its process was the same as when it activates the immune system to fight viruses and bacteria. Acknowledge that it did excellent work fighting the allergen!

Consequently, you should congratulate the young Me for its vigilance and its great protective abilities. Explain to it, however, that in the end, it was a simple misinterpretation and that it can stop this reaction. You could say to it: “Well done, that's great, you did an amazing job protecting Michel. Sometimes, though, there can be misinterpretations, thinking a peanut is dangerous when it isn't... What's fantastic is that every error can be corrected and that everything can be set right very simply.”

During the technique, you will adapt elements of the scenario according to the targeted allergen. You will set the action in a house for allergies to dust mites, household products, dust, volatile organic compounds (VOCs), mould, etc. A forest or a natural setting will be preferred for allergies to pollen, grasses, feathers, certain plants, etc. The animal enclosure will be reserved for allergies to dogs, cats, cows, horses, etc. Finally, you will choose to set your scenario around a table for food allergies, medication allergies, and any ingestible substance.

STEPS OF THE ALLERGY DESENSITIZATION TECHNIQUE

1. The goal

Name the allergen. If the allergenic substance is unknown or uncertain, ask questions to get as many details as possible.

2. Calibration

Ask questions about the reactions caused by the allergen, about what is felt, and about the parts of the body affected during an allergic reaction.

3. The non-allergen

With the person you are guiding, define the non-allergen, meaning a substance very similar to the allergen, but to which they have no allergic response. Take the time needed to choose a substance that is meaningful for the guided person. The closer the substance is to the allergen, the more spectacular the effect of the technique will be. Note here that it is the guided person's vision that matters. As a guide, you never impose your own map of the world. For example, if the guided person chooses a ball of bread crumb as the non-allergen for a peanut allergy, that's perfect. For clarity in the course of the technique, this substance will be called the "non-allergen".

4. The anchor points

Define the points that can be used for the anchors. Usually the shoulder is used for the positive anchor and the knee for the negative anchor. It's important to make sure the touch of these two points is appropriate for the person you are guiding. As with any other anchor, the associated gestures must be specific to the technique. In other words, if touching around the knee or lightly pressing the shoulder already evokes something for the person you are guiding, other anchor points will need to be defined.

5. The positive anchor

Install the positive anchor from an experience of well-being and calm or an experience of joy. While the person recalls their memory, place your hand on the shoulder while applying very light pressure. Engage as many senses (VAKOG) as possible. This step can also be done after the induction into trance. Consult the anchoring technique to review the important steps and details of the procedure.

6. The induction into trance

Guide the person toward the altered state of consciousness. Once the state is well established, congratulate the Young Me for its excellent protective work.

7. The negative anchor

Very briefly interweave the positive anchor with the negative anchor. While touching the shoulder and evoking the pleasant memory, release the shoulder, touch around the knee with two fingers for a fraction of a second while naming the allergen, and return very quickly to the positive anchor. Begin and end with the positive anchor. The negative anchor is inserted like a sandwich filling. Carry out this step until the signs of discomfort disappear when the allergen is evoked, or are nearly nonexistent.

8. The scenario

Narrate the scenario:

- a) The person settles comfortably into an extremely well-protected, transparent shelter. It's an indestructible shelter. This pleasant place offers a beautiful view of the outside. The air is filtered and everything inside is extremely pure.

[Find an opportunity to let them recall their good memory and take advantage of the moment to stimulate the anchors. Calibrate the person.]

- b) A double of herself, entirely made of light, comes out of the person's body. This luminous, perfect clone leaves the shelter by passing through the wall. It moves about, perfectly calm and at ease, in the environment it discovers. (Choose an environment based on the allergy: house, forest, animal pen, buffet...)

- c) At first, the double of light makes contact with the "non-allergen" and plays with it. (The double of light can juggle, do pirouettes, etc. Picture the scene with lightness.)

- d) While the double of light plays in this environment, the person remains safe and sound in the shelter. She has all the time she needs to recall her good memories...

[Activate the anchors. Calibrate the person. Note the decrease or disappearance of reactions during the negative anchor.]

- e) The double of light now makes contact with the allergen. It plays with the substance. (Use creativity in the same way as during contact with the non-allergen.) The person is still in the shelter where everything is pure...

[Activate the anchors, especially if signs of discomfort were still present during the negative anchor.]

- f) The double of light has a lot of fun living out its experience of contact with the allergen. [Calibrate the person. Bring playfulness into this step.] Since everything is going really well

for the double of light, which has lived through fabulous experiences, it decides to come back to share the story of its experiences. (This is the moment when the immune system will understand that it must react the same way as with the neutral substance. The physiological change, at this stage, is generally visible.)

- g) The double of light returns to the indestructible shelter with everything it has learned and reassociates with the guided person. (Take the time to fully reintegrate the double of light into the person's body with all your creativity and elegance. Also focus on the felt sense.)
- h) The guided person then leaves the shelter to go live these enriching experiences. She first makes contact with the non-allergen. In a similar way, she plays with the non-allergenic substance.

[Activate the anchors. Calibrate the person. Make sure no reaction, even a minor one, has been triggered by contact with the non-allergen. If there are symptoms, immediately redo the positive and negative anchors.]

- i) The person is having a lot of fun and decides to push their experimentation further. They now make contact with the allergen.

[Calibrate the person and proceed the same way as for the non-allergen. Before continuing the scenario, confirm that everything is going well.]

- j) The person is very happy and having a great time. Since everything is going very well for them, and they're enjoying it, they decide to overexpose themselves to the allergenic substance. (This could be swimming in a pool filled with the allergen, having a dozen affectionate cats rubbing against them and nuzzling their face... In short, any exaggerated or funny situation where contact with the allergen is over the top.)

[Calibrate the person and make sure no reaction emerges while they are overexposed.]

9. The bridge to the future

Ask the guided person to test several everyday situations where they will be in contact with the allergen.

10. The return

In the case of food allergies, ask the person to undergo testing before coming into contact with the allergen.

The Machine Room technique

Your unconscious, your Young Me, is, so to speak, all-powerful. It controls every one of your bodily and mental functions, without you being aware of it. While you read this, you're breathing, blinking, producing saliva, secreting various hormones, your nails are growing...

The Machine Room technique from the Méthode Dolfino® lets you metaphorically access your control center, the cockpit that manages the various activities and functions of the body.

It's a technique that satisfies both the conscious and the unconscious when it comes time to resolve an issue affecting the human body.

ABOUT THIS TECHNIQUE

Depending on each person's life experience and the makeup of their inner world, the appearance of this machine room will vary considerably. It's difficult, if not impossible, to predict what the guided person's machine room will look like.

Yet certain symbols and situations come up more often than others. For example, when working on insomnia, the guided person often has to deal with power outages or broken electrical wires. For depressive states, it's often a thorough cleanup of the machine room that's needed first, since it tends to be dark and gloomy. In short, there are scenarios that come up from time to time and that seem to be associated with certain issues.

Your priority is to follow the guided person into their world. They have the solution. Stay flexible and don't try to strictly apply procedures without respecting what the guided person perceives.

It also happens frequently that people see dials in their machine room. That's excellent, because that is precisely what we look for in a room of this type: indicators. However, it sometimes happens that these dials show numbers that correspond directly to lived reality. In these situations, you must be very careful, because you are reaching the edge of the world of symbolic representation.

In the following examples, although there are numbers, they have no direct correspondence with reality. There is therefore no risk associated with these situations:

- The guided person wants to stop having sweaty hands and is faced with a dial graduated from 0 to 100.
- The guided person wants to reduce the frequency of their migraines and is faced with a digital dial displaying series of numbers.

Here now are examples where the numbers correspond to something in reality and for which you must take precautions:

- The guided person wants to lose weight and wishes to go from 70 kilos to 65 kilos. In their machine room is a dial graduated from 0 to 100.
- The guided person wants to stabilize their blood sugar level after meals between 0.8 and 1.2 g/l and sees a dial graduated between 0 and 5 appear.

Precautions to take with numbers and consistent indicators

If you suspect a direct link with reality, take the following precautions and guide the person so that the following measures are applied:

- Change the indicators by 5% or less at a time
- Make a maximum of four (4) variations in one session (total 20%)
- Favor a total variation of less than 10% as an insurance policy

USE CASE

- Regulate the hormonal, lymphatic, nervous, etc. systems
- Re-educate the unconscious and encourage it to adjust overall body mass
- Adopt a restorative sleep cycle
- Enhance the effect of certain medical treatments or other care approaches
- Reduce pain
- Increase the efficiency of tissue repair
- Any other objective related to the human body

PRELIMINARY REMARKS AND PRE-INDUCTION DIALOGUE

This technique in no way replaces medical treatment. It is only meant to guide the person to help them better communicate with their “Young Me” so that they adopt new tendencies to achieve better balance at the physical or other level.

The unconscious of the person being guided is wise; it holds the solutions within itself. Trust that it will find the source, the mechanism, to restore optimal functioning. Guide without being directive. Ask questions to gather the information you need to adapt, follow, and guide them within their own universe.

If the person consulting you has a health issue you are not familiar with, find out more before the meeting and ask them whether they have a medical diagnosis. If you do not feel comfortable guiding the person, refrain from doing so. You could, for example, refer them to another colleague trained in the Méthode Dolfino®.

As mentioned earlier, this technique should remain within a symbolic framework. Prepare the person you are guiding to view everything from a metaphorical standpoint. You could also amend your guide convention to reinforce this intention. (See Méthode Dolfino®: basic techniques)

Whatever situation the guided person finds themselves in throughout the technique, you will always be able to restore a calm and pleasant state of mind through the anchor. Be sure to install it before setting out on the machine room adventure.

STEPS OF THE MACHINE ROOM TECHNIQUE

1. The goal

Using “My goal in twelve questions,” define the goal. (See Méthode Dolfino®: basic techniques)

2. Trance induction and deepening

Induce the altered state of consciousness and increase the depth of trance.

3. The positive anchor

Proceed again according to best practice to install a positive anchor. If the person you’re guiding already has one, reinforce it or make sure it responds well.

4. The machine room

- a) Guide the guided person toward their machine room. Several variations on the scenario can be offered to them. Here are two to fuel your creativity:
- The guided person goes to their tree and enters it. They go down three steps and find themselves in front of the machine room door.
 - The guided person takes an elevator down one or two floors, and when the doors open, they're in front of the double doors of a machine room, or they find themselves right inside the room.
- b) Ask the person about the place they're in and encourage them to make it more beautiful.
- What's it like?
 - To make the place more pleasant, what could be done?
- c) Explore the facilities. Find the source of what needs fixing. The basic principle is: "There's something there to fix, what is it?" Ask questions, questions and more questions. There's no need to understand everything the person is doing, it's their universe after all, but making sure everything is going well and that they're doing everything that needs to be done is essential.
- d) Manage the situation. Whatever comes up, make sure the person arranges their control room so that it's perfect. Go beyond weak ambitions that translate into answers like "It's better", "That could work" or "It's good enough for now". Also pay attention to nonverbal cues, they'll tell you a lot.

5. Anchoring the control room

To make it easier to return to the control room during self-hypnosis, install an anchor linked to the state of consciousness and to this place where the person can regulate their bodily functions. As with any other anchor, repeat the association of the gesture with the state, followed by a separator state, at least three times. This step is optional, feel free to practice it.

6. The fuse

Suggest to the young Me that all changes will happen at the right pace and for the greatest good of all. As with any issue related to the human body that could require medical intervention, this suggestion will protect the person from any transformation that could be harmful to them.

7. The return from trance

Return to the waking state. To close the technique, you can add:

“Now, it’s best not to analyze too much what happened for you today. You need to let a night pass on your experience, so that your unconscious mind can take the opportunity to finish sorting through everything you’ve learned.”

Or draw inspiration from this metaphor:

“There you go, you’ve planted the seeds... Now, it’s a bit like a small child who has buried flower seeds... They stay there waiting for them to grow... Actually, there’s no need... They can go play, do something else. Coming back in a few days, they’ll find flowers, to their surprise...”

Keep in mind for it to work:

- Take the time to induce a good trance. Creativity will be greatly enhanced.
- Adapt your vocabulary to be understood by the young Me. Avoid scientific terms. For example, talk about bedwetting rather than enuresis. Without infantilizing the young Me, choose a level of language that would also suit a 5-year-old child.
- Explain the body’s dysfunctions using very simple metaphors.
- Congratulate the young Me for the excellent work and explain that it can do even better.
- Make sure the person understands the explanations and is able to embellish, modify or change the dials and indicators or any other problematic element.

EXAMPLES OF METHODOLOGY WITH DIALS

Far from being an “instruction manual” to be followed to the letter, the following pages nonetheless give you a few avenues to explore. This procedure and these drawings are offered for explanatory purposes only.

Remember that this technique and these procedures in no way replace medical treatment and are only intended to guide the person so they can better communicate with their “young Me” in order to suggest the tendencies it should adopt to support the body in achieving the best possible balance.

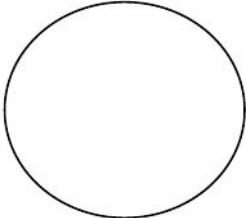
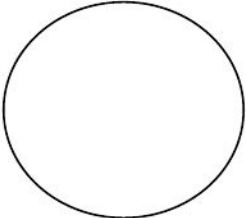
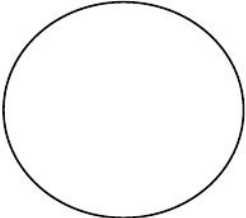
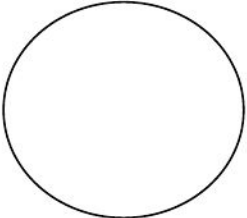
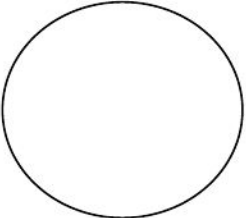
Weight and metabolism disorders (to lose or gain weight)

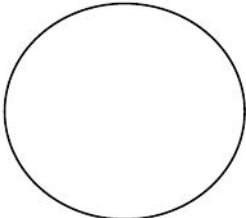
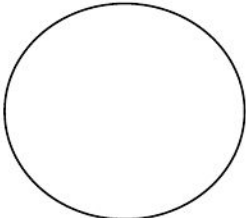
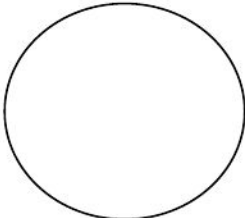
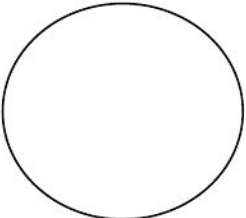
The scale: A large dial is located right in the center of the room... It looks like... a scale.

The metabolism dial: located on the back of the scale dial.

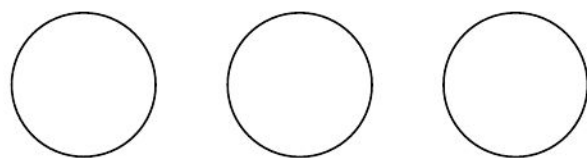
Check the small thyroid dial.

Check the cortisol dial: the “nasty stress hormone”.

Scale	Scale	Scale	Scale	Scale
				
What weight is displayed?	Ideal weight (< 20%!)	Bring down (in steps of 5%)	Erase the values higher	Set the new one weight at max

Metabolism	Metabolism	Metabolism	Metabolism
			
What is the % displayed	% that should be displayed (>)	Increase (in steps of 5%)	Put a piece rubber

Look for a small dial marked
“Thyroid”



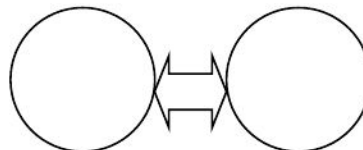
What is the %
displayed

What should it
be the ideal %?

Bring down
(in steps of 5%)

Look for 2 red dials connected together

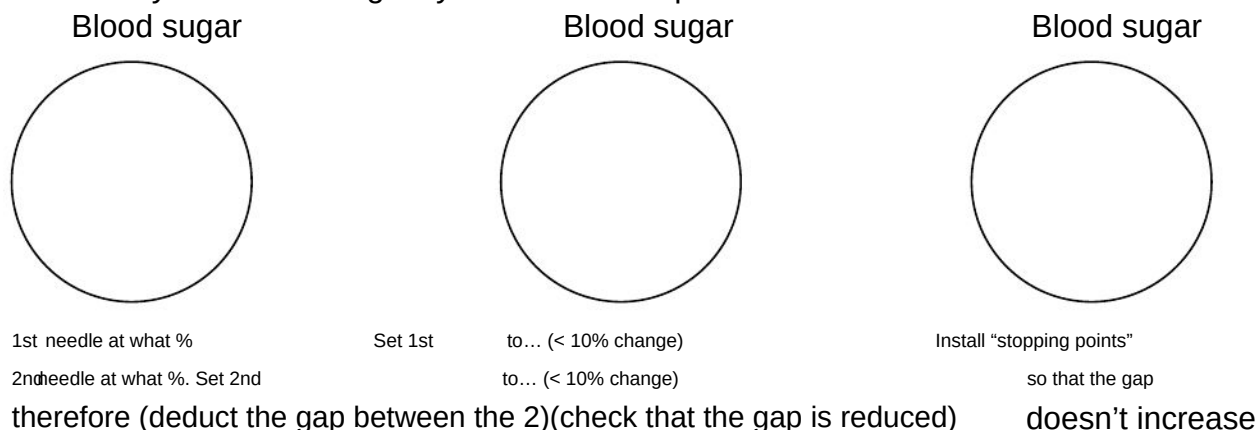
It says “cortisol” above and they
show the same value



Blood sugar imbalances (hypoglycemia or type 2 diabetes)

A dial marked blood sugar with a colored zone.

Explain that when we eat sugars, whether they taste sweet or not (bread, cereal, rice, etc.), these dials react. That's excellent, but if they react too strongly or not enough, it isn't ideal. They should move gently and as little as possible.



Blood pressure imbalances:

There are 2 connected dials. One has a higher number than the other:

1st needle at how much	Set 1st to... (< 20% change)	Install "stop points"
2nd needle at how much	Set 2nd to... (< 20% change)	

The target here is about 120/80 (it's very important to maintain a gap of 40 between the 2 values).

The cortisol level associated with stress

See what was done with these dials in the weight loss section. Note that you can install "stop points" (like a small stopper that holds the needle back). If the needle knocks down the "stop point", give advice to the young Me on how to manifest the problem (repeated yawning, trembling, etc.) so that the alert is given.

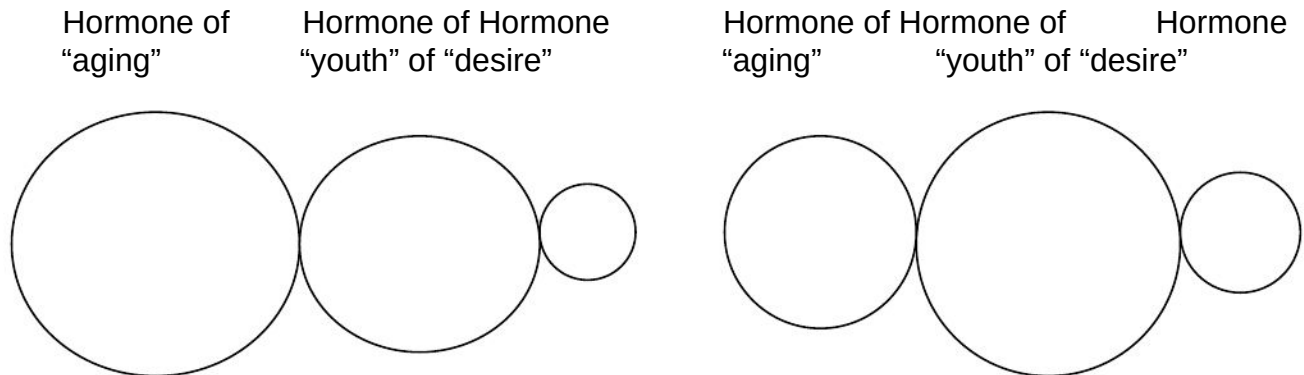
Thyroid disorders

This is the standard protocol. There is a small dial that you need to encourage to increase or decrease as needed. You can install rubber stop points to prevent them from getting out of order again.

Sex hormone imbalances (progesterone, estrogen and testosterone)

Give a brief explanation of the 3 hormones and point out what is off. Generally, there is an excess of estrogen due to pollutants, as well as a profusion of toxins that the body treats as estrogens (they're often called xenoestrogens). Their excess is very harmful. The "youth" hormone, progesterone, is also often too low. If there is a loss of libido and sexual desire, the testosterone dial may also be too low.

For women:



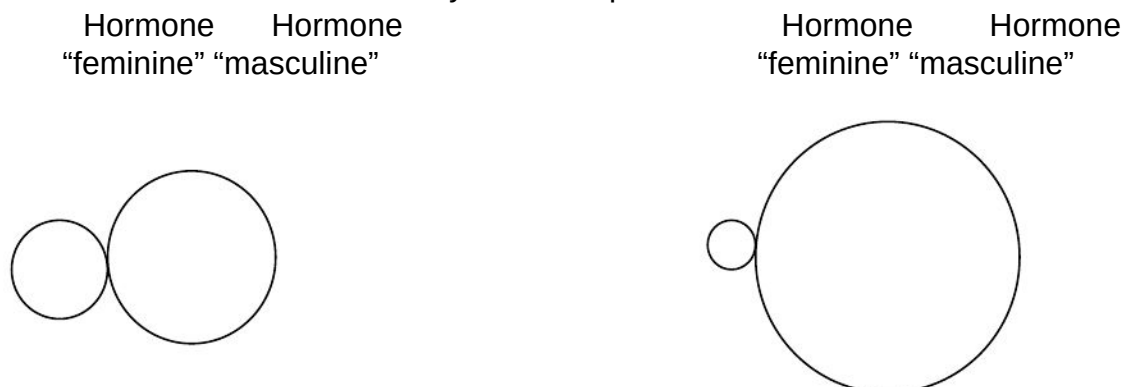
****In this procedure, you only work with the size of the dials.****

Generally, when menopause symptoms are very strong, you can:

- Reduce the size of the "aging hormones" dial
- Increase the size of the "youth hormones" dial
- Slightly increase the size of the "desire hormone"

For men:

Briefly explain, as if to a 5-year-old, that this is about andropause (a drop in the male hormone) and its effects. You can also talk about pollutants and the female hormone, which may be overrepresented.



Neurotransmitter imbalances (depression, attention deficit, etc.)

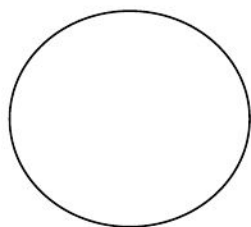
Always ask for the neurotransmitter tests to be done before working with these dials.

You also need to explain the respective responsibilities of each neurotransmitter and their functions, as if telling a metaphor.

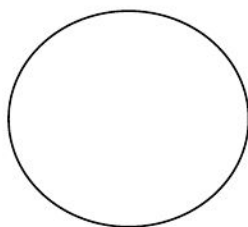
Dopamine (red) Acetylcholine (yellow) Serotonin (orange) GABA (blue)

Also known as hormones:

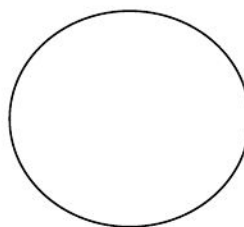
“of energy”



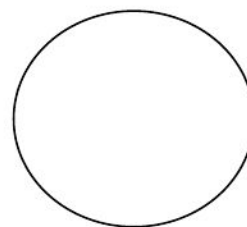
“of focus”



“of pleasure”



“of relaxation”

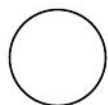


You'll make sure to bring them all to “noon”. To do this, you need to adjust them 1 by 1 until they're all at the right value. Careful, the guided person must correct them 1 by 1, then go back to the first one after doing the last, to make sure they're still properly adjusted, because it often happens that they get thrown off during the corrections. Now that this is explained, all that's left is to play.

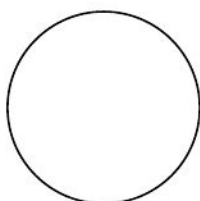
Insomnia, sleep quality and cycles (circadian rhythms)

Speak to the 5-year-old in a simple way about the 4 sleep cycles that last a total of between 1 hour 10 and 1 hour 40. Then, explain that the first 2 sleep phases are only useful for leading into phases 3 and 4... So you shouldn't spend more than a few minutes there and should spend much more time on these last phases.

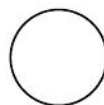
Phase 1
(10%)



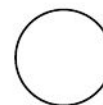
Phase 2
(50%)



Deep sleep
10 to 20%

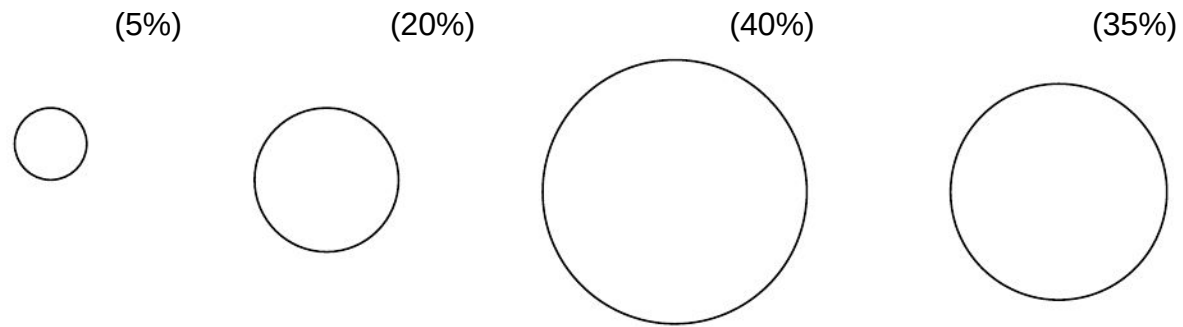


REM sleep
25 to 50% (children)



Then, have the size of the 4 dials changed so they look like this:

Falling asleep:



Conclusion

You now have additional tools that add to the basic games of the Méthode Dolfino®.

Dare to combine basic techniques like the Scanner or the search for an ally with these new techniques. You'll be able to fit them in perfectly for the greater good of the people you guide.

You're invited to keep exploring and to keep creating more and more, with simplicity and play, for ever more spectacular results.

Notes

TO LEARN



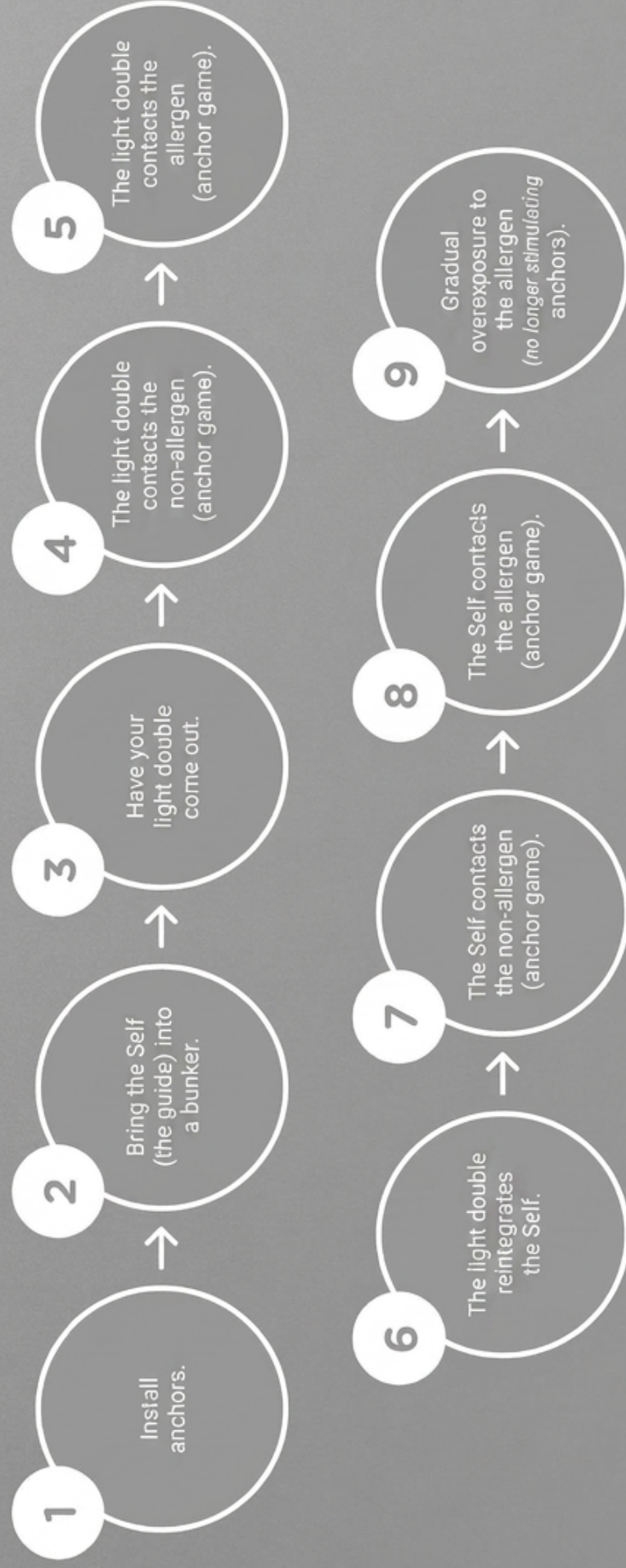
The excellence booster: technique

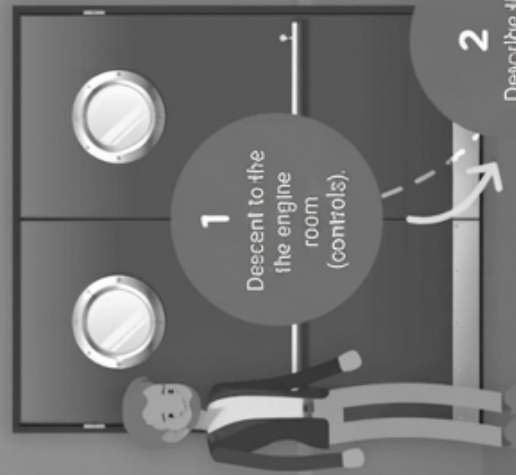
- 1 The lived experience
- 2 The feeling
- 3 The kinesthetic anchor
- 4 The visual anchor
- 5 The auditory anchor
- 6 The validation

Phobia technique: recap



Allergy Technique: Summary





1
Descent to the
the engine
room
(controls).

2
Describe the
place.
Improve it.

3
Explore
the place.



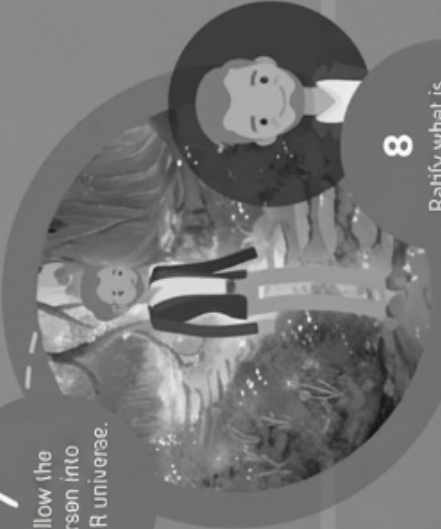
4
Find the place, the
source which allows to
vary and regulate what
is not going well.

What is it that
I can do?

5
Ask
questions.

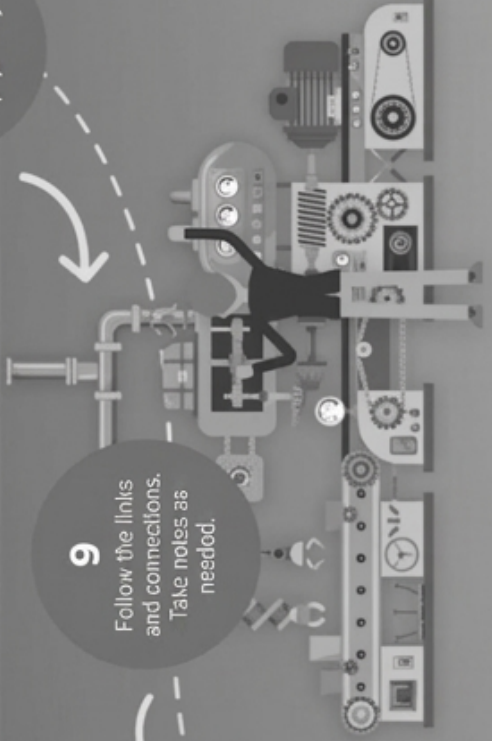
6
It's how?
What is it that
you can do?

7
Follow the
person into
THEIR universe.

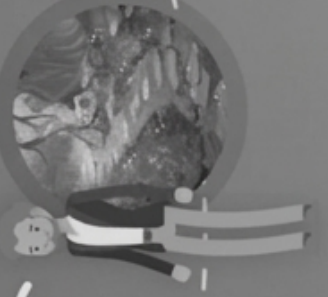


8
Ratify what is
happening
physically.

9
Follow the links
and connections.
Take notes as
needed.



10
Set the
anchor.



11
Exit +
protection fuse.





DOLFINO

ACTIVATE YOUR FULL POTENTIAL