



DYAD BASICS

By Edrid

Copyright © 1994-1999 Self & Other.

Permission to copy this document is granted for all non-commercial purposes.

Published by Self & Other, 508 Pope Street, Menlo Park, CA 94025, USA.
Phone 650 328-4941. FAX 650 324-9151. Email sao@sandoth.com. Web www.sandoth.com.

DYAD BASICS

This paper briefly summarizes the important basic technical details of the dyad format used for clearing the mind and increasing one's ability to communicate. This paper describes the clearing dyad. The Enlightenment Intensive dyad is somewhat different and is covered in detail elsewhere.

Basic Setup

- Two individuals are seated a comfortable distance apart and at the same height.
- One individual is the *receptive* partner. The other individual is the *active* partner.
- The partners reverse roles (active and receptive) after each completed *cycle*. This is often called “changing-over”.
- A cycle may be a fixed interval of time, typically 5 minutes, or after one complete compliance with a dyad instruction. This latter form is called “cycle change-overs”. (The compliance is described in detail below.)

If the 5-minute interval is used, a monitor calls out, “Thank your partner. Change over,” at the end of each 5-minute period.

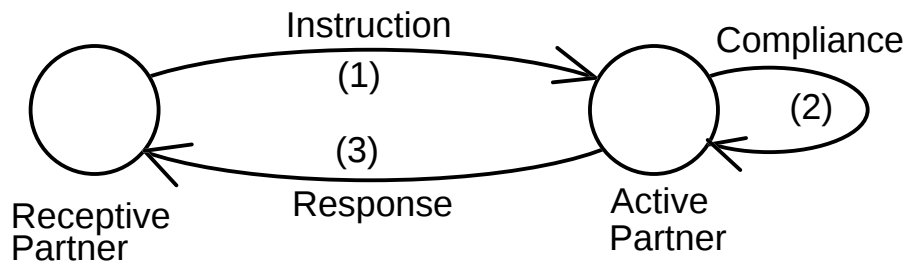
- A dyad *period* lasts 40 minutes and ends with a bell or gong. A monitor says “Thank you.” at the end. Active partners should finish up their current cycles quickly after a bell.

Receptive partner's role

- Gives an *instruction* to the active partner. (Many possible instructions are given in the “Dyad Instruction List”, later in this document.)
- Keeps attention on the active partner.
- Listens to what the other says.
- Understands what the other says.
- Acknowledges when the communication cycle is complete.

Active partner's role

- Receives the instruction from the receptive partner.
- Generally does something “internally” to comply with the instruction.
- Communicates a response to the receptive partner.



Dyad Cycle Summary

- Receptive partner gets the instruction clear in his own mind.
- Receptive partner puts his attention on the active partner.
- Receptive partner communicates the instruction clearly and directly to the active partner. (1)
- Receptive partner keeps his attention on the active partner and is open to a response.
- Active partner listens to receptive partner and receives the instruction.
- Active partner complies with the instruction to the best of his ability. (2)
- Active partner communicates his compliance to the receptive partner. (3)
- Receptive partner listens to, receives, and understands the active partner's communication.
- Receptive partner acknowledges the compliance by saying "thank you", "OK", or some equivalent phrase.
- Partners reverse roles.

The Communication Cycle—The Ideal Form

- You have a *thought*.
- You *intend* that another *duplicate* that *same* thought in their consciousness *from you*.
- You do *whatever it takes* to get the thought across.
- The other *duplicates* the thought. He gets *that* thought, nothing *added on* and nothing *left off*.
- The other *acknowledges* that he got *your thought, from you*. (A simple “OK”, “thank you”, “got it”, or the equivalent will do.)

Note that it may *not* be possible to get a communication across. It depends on the receiver as well as the sender. There are just a few alternatives:

- Wait until the other is ready—could be forever
- Drop it entirely
- Find a *prior* communication that, if told to him first, would enable him to get your main message. There may be more than one *prior message* required.

One must be able to tolerate not getting a communication across to another.

Perfecting the Technique

- The receptive partner should not change the wording of the instruction, give it sloppily, or put his own emotional content on the instruction to lead the active partner. The instruction is given clearly and cleanly.
- The receptive partner should not use facial expressions, nods, body language, “vibes”, or any other means to express an opinion or evaluation of what the active partner says.
- With cycle change-overs, *never* change over (reverse roles) until an *understanding* is reached.
- Whenever either partner doesn’t know what to do next, he or she raises a hand to get help from a monitor.
- If the active partner doesn’t understand what he or she is being asked to do or what the purpose of the instruction is, he or she should raise his hand for help from a monitor. The dyad should not continue while there is confusion about what the active partner is to do to comply with an instruction.
- If the receptive partner can’t remain neutral about what the active partner says, he or she should raise a hand for help from a monitor.

- When the receptive partner does not understand what the active partner said, he or she can say,
 - ⇒ “Clarify that.”, or “Clarify the part about <...>.”
 - ⇒ “Give me that again.”
 - ⇒ “Say that again, louder.”
 - ⇒ “Summarize your answer.”
- The receptive partner must not use the queries (listed above) to convey an opinion about what the active partner said or about what his or her own response to the instruction would be. (The receptive partner shouldn’t be doing the instruction along with the active partner. The receptive partner remains receptive.)
- The active partner can say, “Give me the instruction again” to help him or her refocus on the instruction. This is done within an existing communication cycle—it doesn’t mean that they are starting a new cycle.
- If the receptive partner is:
 - Certain that he or she is in no way caught up with the active partner’s process, and
 - Certain that he or she can interact with the active partner without contaminating the active partner’s process with his or her own mental material,
 he may make up an appropriate query to help arrive quickly at an understanding of what the active partner said. He should keep such queries simple and to the point.

Key information about the clearing instruction and its compliance

- It is an *instruction* directed to the active partner, not a question. It’s not “What is help?”; it is “(You) Tell me what help is”. The instruction should be delivered with the expectation of a *compliance*. The difference between giving an instruction and asking a question is that an instruction is directed toward the individual. A question tends to go directly to the mind, bypassing the individual.
- The instruction is something the active partner *can do*. If the active partner does not understand what to do, or just can’t do it for whatever reason, it is not a valid instruction for him or her. The active partner must grasp the meaning of the instruction. If not, he or she will either go silent or respond with something other than what is intended.
- The instruction must be clear to the receptive partner as well. Just saying the words will not work because the receptive partner will not know if the active partner complied or not and this will communicate some of the receptive partner’s confusion to the active partner. The receptive partner must know exactly what he or she wants the active partner to do. Don’t begin a dyad until both partners understand the intent of the instruction. Get help from a monitor if either loses this conviction.
- The receptive partner has the responsibility for getting the instruction across to the active partner, and for deciding that the cycle is complete when it has been complied with. Of course the active partner must also be satisfied that he or she complied with the instruction. The receptive partner is “in charge”. (No authoritarian role is implied however.)

- The instruction is something *from the receptive partner*, not from a sheet of paper or part of the receptive partner's memory storage in his brain. It is a live inquiry.
- Give the instruction each time as if it were the first time—fresh. It is not connected with a previous cycle nor does it anticipate a later cycle.
- The active partner does the instruction. The receptive partner does none of it.
- The active partner's response should be due to the fact that he or she has understood what it is the receptive partner wants.
- The active partner's response must in some way comply with the instruction. Otherwise it is a "non-compliance". It is the responsibility of the receptive partner to make sure there actually was a compliance. (With the enlightenment questions, there is an agreement to say what comes up as a result of contemplation. Although this might not sound like a compliance to the instruction, it is accepted. But in a clearing communication cycle, there must be a compliance to the instruction.)
- Fixing up what seems to be a non-compliance to the receptive partner takes some tact. The receptive partner says, "Tell me how that complied with the instruction." in a non-blaming way. Don't change over until *both* are satisfied that an understanding occurred. Ask a monitor to help if it starts to get complicated.
- The active partner is *never* wrong (i.e. bad) for not complying with the instruction. Just correct the non-understanding and proceed. Get help from a monitor if necessary.
- The receptive partner should have the active partner continue explaining about his compliance until the receptive partner is sure he, the receptive partner, understands.
- If the active partner says, "I said some things but I don't know if I complied with the instruction," the receptive partner accepts that, acknowledges, and gives the instruction again.
- The receptive partner doesn't have to agree with the active partner's communication. He or she just has to understand it. The receptive partner must see that it is a valid response in the *active partner's estimation* and can understand how it is a compliance.
- There is no *right answer* to the instruction. There is only the receptive partner's understanding of how the active partner sees that the response is a compliance and how the active partner sees that it is a compliance.
- If the receptive partner has a lot of unconscious confusion or charge in his or her own mind or emotions in the area that the instruction addresses, he or she will have more trouble understanding the active partner's responses. This will slow down the process, but it can still work.

Dyad Instruction List

This is a list of dyad instructions that have been used over the years. It is by no means complete. Just reading the instructions can be a powerful experience.

Confusion Clearing

The format has two steps: “Tell me what <...> is”, alternated with “Tell me what <...> isn’t”. Use the following concepts:

- Improvement
- Help
- Responsibility
- Conflict
- Contact
- Communication
- Understanding
- Ability
- Difference
- Origin
- Power
- Choice
- Enlightenment
- God
- Death

You can also choose any other concept that you want to clear up. The goal is to split off other concepts that are attached to the concept you are trying to clear. Separating similar concepts that are connected in the mind eliminates confusion.

Janus Process

This process is very powerful. It can dramatically increase one’s awareness of interpersonal relationships.

- Tell me something you want to tell me.
- Tell me how communicating *that* changed our relationship

Use 5-minute cycles. Acknowledge and repeat the second line after each response until the end of the 5-minute period.

Compulsion Clearing

Compulsions make it seem like you have no freedom. Compulsions are a false solution to problems in relationship with others who seem powerful.

- Tell me what you think you have to be responsible for.
Tell me what you think you don’t have to be responsible for.
- Tell me a decision you could make.

- Tell me something that is not true.

Thought Conditions Processes

Many people have put conditions on relationship, thus limiting their ability and freedom to relate to others. These processes can help release one from these fixed attitudes.

- Tell me a condition in which it would be all right for you to be closer to another.
Tell me a condition in which it would be all right for you to be closer to others.
- Tell me a condition in which it would be all right with you to communicate with another.
Tell me a condition in which it would be all right with you to communicate with others.
- Tell me a condition in which it would be all right with you to duplicate another.
Tell me a condition in which it would be all right with you to duplicate others.
- Decide that something is so.
Tell me what it is.
Tell me any comments or observations you have about that.

Relating Exercises

Relating exercises open up the path between you and another.

- Tell me how you want to be loved.
Tell me how you want to love others.
- Tell me an outstanding ability of yours.
- Tell me something you think we agree on.
Tell me something you like about me.
Tell me something about yourself (that you think I should know.)
Tell me something about yourself that you want me to understand.
- Tell me something you have held back from others.
- Express with emotion how you feel about life.
- Tell me something about yourself that has never been completely understood.
Tell me what I need to know in order to understand that completely. (Repeat).
- Tell me how you want to be communicated with.
Tell me how you want to communicate with others.
- Tell me how you want to be helped.
Tell me how I could help you.
Tell me how another could help another.
- Tell me how you want to be conscious of others.
Tell me how you want others to be conscious of you.
- Express with emotion yourself.

- Tell me what you think I understand about you.
- Tell me a thought , action, or creation of yours that no one has completely understood.
- Tell me an outstanding ability of yours.
- Tell me a problem you are currently having in life.
Tell me what I need to know in order to understand that problem completely.
- Tell me how you think others see you.
Tell me how you want others to see you.
- Tell me something about yourself that others have not been understanding.
- Tell me a goal (your goals) for life.
Tell me a decision you could make.
- Tell me something you have done to another that was not best in your own estimation.
Tell me something you have done that is similar to that.
- Tell me about your relationship with <...> (Person's name).
- Tell me what you think you should tell me about your family of origin.
- Tell me about your relationships with (men)(women).
- Tell me about your relationship with money.
- Tell me about an incomplete communication you currently have with someone in your life.
If you could talk to this person about yourself, tell me what you would say.
- Put your attention on your partner as a conscious being (1 / 2 to 2 hours).

Recovery Dyads

Recovery dyads handle specific fixed attitudes and emotional blocks that result from upsets and mis-emotional experiences.

- Tell me about you having to be perfect.
- Tell me about your fear of criticism.
- Tell me about you denying your own consciousness.
- Tell me about you denying your own accomplishments.
- Tell me about you regularly overextending yourself.
- Tell me about you having to seek approval.
- Tell me about you feeling more alive in a crisis.

- Tell me about your fears when things are going well.
- Tell me about you feeling compulsively responsible or compulsively not responsible.
- Tell me about you feeling that you have to take care of (or rescue) others.
- Tell me about you having to isolate yourself from others.
- Tell me about you having anxiety in relation to authority figures.
- Tell me about you having fear of angry people.
- Tell me about you feeling victimized.
- Tell me about you having trouble with intimate relationships.
- Tell me about you confusing pity with love.
- Tell me about you attracting and seeking people who tend to be dysfunctional.
- Tell me about your clinging to relationships out of fear of being alone.
- Tell me about you mistrusting your own feelings.
Tell me about you mistrusting other's feelings.
- Tell me about you finding it difficult to express your emotions.
- Tell me about you having to control others to feel safe.
- Tell me about you feeling shame.
- Tell me about your feeling of abandonment.
- Tell me about you feeling that there's never enough.
- Tell me about you feeling that you don't have the right to be you.
- Tell me about you feeling that is never enough time.
- Tell me about you blaming another.
Tell me about what you are avoiding in yourself by blaming another.
- Tell me about you denying your own needs.
- Tell me about you denying that others have choice.

Couples Dyads

Use couples dyads to open the flow between you and your partner.

- Tell me something you like about me.
Tell me something you think we agree on.
Tell me something you think I should know.
- Tell me something that you have withheld from me.
- Tell me your goals I life.
Tell me your goals for our relationship.
- How could I help you?
How could you help me?
- Tell me how you want to be loved.
Tell me how you want to love others.
- Tell me what you think I should know about sex.
- Tell me what you think I should know about money.
- Tell me what <...> is. (May be paired with “Tell me what <...> isn’t.”)
 - Love
 - Sex
 - Friendship
 - A partner
 - Marriage
 - A husband
 - A wife
 - Infatuation
 - Communication
 - Understanding
 - Reality
- Tell me something that is very important to our relationship.
Tell me what I need to know in order to understand that completely.

Karma Clearing

Clears karma in relationships. Frees you from suffering from past mistakes.

- Tell me something you have done (to another) that you think you should not have done.
Tell me what standard of yours you think you have violated.
Tell me what effect you think this has had on <...> (another’s name).
- Tell me something you have failed to do (for another) that you think you should have done.
Tell me what standard of yours you think you have violated.
Tell me what effect you think this had on <...> (other’s name).
- Tell me something you have withheld from another.
- Tell me something you have done to another that was not best in your own estimation.

Body Instructions

Improves your relationship with your body.

- Tell me your idea of what a body is.
Tell me your idea of what a body isn't.
- You get the idea of being a body.
You get the idea of not being a body.
- Be your body.
Tell me what you did to be your body.
Unbe your body.
Tell me what you did to unbe your body.
- Pick a body part.
Put your attention on it.
Tell me your comments and observations you have about that.
- Tell me a mental attitude.
Tell me a body feeling.
Tell me your comments and observations you have about that.
- You put a feeling in your body.
You put an opposite feeling in your body.
Tell me your comments and observations you have about that.

Mind Course Exercises

These exercises were used to educate students who were taking Charles Berner's Mind Course. They are drills that inform you about the nature of mind. They increase your ability to visualize or create pictures in your mind.

- Close your eyes.
With your attention look to the right (left, above, below, behind, in front) of your body.
Describe what you are aware of.
- Get a mental image picture.
Experience and describe as many perceptions as you can of that mental image picture.
Tell me your comments and observations about that.
- Get a mental image picture.
View that picture from the original viewpoint.
Tell me your comments and observations about that.
- Get a mental image picture
Tell me something this reminds you of.
Tell me what similarity of significance is there between the two.
Tell me your comments and observations about that.
- Get a mental image picture that has an emotion in it.

Tell me the emotion.
Get a mental image picture with a similar emotion.
Tell me the difference between the two emotions.
Tell me your comments and observations about that.

