

S:DISS-X Minibook
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Part One – Recognition & Regulation

Chapter 1 – The Cost of Premature Helping

Someone opens up. Confusion hangs in the air. Silence begs to be filled.
You speak—advice, a question, a strategy. It feels helpful.
The other person nods, says “that makes sense,” and something valuable disappears.

Helping is instinctual. We learn early to fix, to solve, to improve.
Often the impulse arises from care. Sometimes from our own unmet needs.
The problem is rarely intent. It is almost always timing.

What if silence is not absence but gestation?
What if the most effective help is knowing when not to intervene?

Dynamic Inquiry begins here—not with better techniques, but with unlearning the reflex to move forward before the moment is ready.

Before we speak, we attend.
Before we teach, we listen.
Before we act, we pause.

Chapter 2 – The Urge to Intervene

The desire to help is not wrong.
The question is: whose discomfort are you actually relieving?

Urgency often belongs to the helper, not the helped.
Intervening prematurely soothes our anxiety more than it serves their process.

Silence can feel like failure. Inaction can feel like abandonment.
Both sensations are usually ours, not theirs.

Real helping requires the discipline of not-doing until the system itself asks for movement.

Chapter 3 – Is Something IMULL?

Slow the reflex long enough to ask one question:

Is something Important, Motivating, Urgent, Leveraging, or Low-hanging (IMULL) right now?

Not what you know how to fix.

Not what you assume is wrong.

But what the present configuration of person + context is actually ready, willing, able, and fit to address.

Readiness is revealed through:

- observed behavior
- energy in pauses and hesitations
- recurring themes phrased slightly differently each time
- alignment between stated problem and underlying CCR (Culture, Conditions, Requirements)

$pCc = \text{potential} \times \text{CAPACITY} \times \text{capability}$

When pCc is low, even brilliant insight lands inert.

The central discipline: attend to what is emerging before you decide what is needed.

Chapter 4 – The Crack Where Learning Lives

Breakthroughs are rare. Fractures are common.

A pattern slips. An assumption no longer holds. The old map fails.

Most helpers rush to repair the crack.

S:DISS-X treats the crack as an entrance.

Discomfort is data.

Rupture is opportunity.

Unlearning begins at the edge of certainty.

Chapter 5 – The S:DISS-X Framework

S:DISS-X is not a method. It is a metasystem of relational inquiry that emerges when four domains achieve sufficient alignment:

B – Behavior (observable, duplicable acts)

D – Design (cuing, scaffolding, support structures)

K – Knowledge/Skill/Experience

S – System (CCR: Culture, Conditions, Requirements)

BDKS alignment = actionability.

Without it, insight remains decorative.

The seven combinatorial skills are not sequential. They are rhythmic invitations that arise organically when attention, intention, alignment, and relationship converge.

1. PING Insight
2. PROBE Belief
3. PROMPT RightACTION
4. PERMIT Story
5. PERTURB Assumptions
6. PAUSE & BREATHE
7. PACE Change

These are not tools you wield. They are patterns the situation calls forth when the helper restrains the impulse to transact prematurely.

The goal is generativity: movement toward lives and systems that create more possibility rather than consume it.

Chapter 6 – First Principles

1. Attention is not intervention.
2. No skill is pure; every skill contains traces of the others.
3. Inquiry is noticed, not applied.
4. Actionability requires BDKS + pCc + CCR fit.
5. Readiness to help \neq readiness to receive.
6. Timing belongs to the system, not the helper.
7. Every micro-move reflects the whole.
8. Purpose is already present; it is uncovered through discovery, disclosure, acceptance.

Part Two – The Seven Skills

PING Insight

Minimal cue that opens spacetime for insight to test itself.

Often non-verbal or single-word. Never imposes context.

Examples: “So...” “Hmm.” raised eyebrow, echo of last word.

Purpose: let the field speak before shaping it.

PROBE Belief

Focused exploration within an already-emerged context.

Unpacks how a belief functions—what it allows, what it prevents.

Examples: “Can you unpack that?” “What does that belief make possible?”

Discipline: stay inside the frame the system has chosen.

PROMPT RightACTION

Interrogatory (who/what/when/where/why/how) used only when commitment is already forming.

Examples: “What would be first?” “Who else needs to be involved?”

Rule: resist until the next move is already ripening inside the person.

PERMIT Story

Active non-demand that allows narrative to unfold.

Examples: “And...?” “Is there more?” extended silence.

Purpose: give meaning-making room to breathe without interruption or reframing.

PERTURB Assumptions

Gentle or indirect introduction of productive dissonance.

Examples: “Is that still true here?” “What if the opposite were also possible?”

Condition: use only when trust and pCc can absorb the friction.

PAUSE & BREATHE

Intentional halt that restores rhythm and agency.

Can be verbal (“Let’s take a breath”) or pure silence.

Effect: interrupts automatic momentum, returns center to the person being helped.

PACE Change

Attunement to the natural tempo of the person and system.

Adjusts rhythm without forcing acceleration or artificial delay.

Question: Does this pace match current capacity and purpose?

Chapter 15 – Holographic Nature

The seven skills are not independent.

Each contains echoes of the others.

A well-placed PAUSE is already permitting story and subtly perturbing urgency.

A single PING can carry latent PROBE, PERMIT, and PACE.

Mastery is not flawless execution of isolated moves.

It is recognition of the entire metasystem vibrating in micro-moments.

Practice consists of:

- noticing which rhythm is already emerging
- restraining the impulse to default to PROMPT
- allowing pCc + CCR + IMULL to dictate sequence and intensity

The dance is never planned.

It is witnessed, regulated, and mirrored.