

Summary of S:DISS-X Basic Practical Program Class 3: "Slow Down, Notice, Help Better"

In Class 3 of the S:DISS-X Basic Practical Program, Mike Jay continues building foundational skills by emphasizing restraint, exact word cueing, and selective inquiry. He reviews the Class 2 After-Action Review (AAR) structure and the IMULL visual diagram, reminding learners to stay grounded in **IMULL** (Importance, Motivation, Urgency, Leverage, Low-hanging fruit) while coordinating with **CCR at VUCA** (Culture, Conditions, Requirements in Volatile, Uncertain, Complex, Ambiguous environments). The session focuses on less front-end material and more practice, teaching one core distinction: use **exact word cueing before interpretation**.

Through analysis of a ChatGPT dialogue and a live demonstration, Jay models how to stay close to the person being helped (PBH). When the PBH says "I feel behind," the helper repeats "Behind?" with a deliberate **pause and breathe** to slow the pace, model deliberation, and invite deeper narrative without leading or scripting. He critiques over-mirroring (repeating without IMULL leverage) and active listening interpretations, stressing that repeating exact language only works when it carries high leverage. The demo explores combinatorial forms — **probe, permit, perturb** — and shows how one well-placed cue can surface readiness and potential capacity.

Jay highlights common pitfalls like over-helping, rushing, or substituting the helper's thinking for the PBH's. He introduces concepts such as the **Ladder of Inference** (data → perception → judgment → conclusion) and problem-solving styles (expanding vs. contracting) using simple words like "AND" and "SO" to illustrate differences without overwhelming beginners. The class reinforces that good helping creates short, meaningful experiences that protect learning and avoid Amergenics (creating more problems through superficial fixes).

Key teachings:

- **Notice the move, recognize the pattern, let the form choose you** — stay basic, one small opening at a time.
- **Pause and breathe** before responding to create space for subconscious narrative and reduce ping-pong scripting.
- Use exact words only when they combine IMoL; otherwise, cue gently to continue the story.
- Do not interpret or over-help — connection, clarification, and commitment to right action often emerge naturally when tension stays with the PBH.
- Recognize **PCC** (Potential Capacity & Capability) and **RWAF** (Ready, Willing, Able, Fit) through how people respond.
- A good close protects the example and preserves the learning experience.

Class 3 deepens the "less is more" principle by showing how minimal, paced interventions allow helpers to meet people where they are, reveal true problems, and support genuine right action without forcing solutions. Jay encourages ongoing practice with AI and real interactions, noting that these short exchanges can create powerful, memorable shifts in helping relationships.