

Summary of S:DISS-X Basic Practical Program Class 4:

In Class 4 of the S:DISS-X Basic Practical Program, Mike Jay focuses on keeping things clean and basic while addressing a core pitfall in helping: **do not interpret the lift**. He reviews supporting materials including the IMULL visual diagram and an enhanced Ladder of Inference (with Myers-Briggs style variations showing expanding vs. contracting problem-solving loops). The session analyzes an AI-generated example and conducts a live demonstration to illustrate how helpers often project their own capability onto the person being helped (PBH), violating core principles.

Jay stresses that when the PBH says something like “I feel behind... I’m reacting to the feeling, not the task,” the helper must resist adding interpretations such as “enough to begin.” Such moves project unverified **PCC** (Potential Capacity & Capability) and create a false lift that collapses when tension is applied. He explains that over-helping, rushing to close, or assuming understanding substitutes the helper’s system for the PBH’s, potentially causing harm and leading to Amergenics (creating more problems). Helpers should stay selective, use exact word cues sparingly with **pause and breathe**, and let the form choose them based on real IMULL signals.

Through a live ChatGPT exchange starting with “Are you afraid of something?”, Jay demonstrates **juxtaposition** and graceful transitions in and out of selective inquiry experiences. He shows how to dip into helping during normal conversations (parenting, friendship, customer service) and return cleanly without over-staying. The class reinforces meeting people where they are rather than stretching them prematurely, noting that people adapt more than they fundamentally change.

Key teachings:

- **Do not project capability** — cues, scaffolding, support, and lift must match the PBH’s actual readiness, not the helper’s assumptions.
- Stay with exact language and avoid claiming understanding too soon (“If you don’t know, say you don’t know”).
- Use short, selective experiences that create meaningful learning without over-helping.
- Understand the Ladder of Inference and different problem-solving styles to notice patterns and meet people appropriately.
- Protect the third space (the shared helping space) by letting the PBH venture into it first.
- Remember first principles: **do no harm**, less is more, and focus on connection, clarification, and commitment to right action.

Class 4 continues the program’s emphasis on restraint and selectivity for Levels 9–11 learners. It teaches that powerful helping often comes from what we *don’t* say or add, allowing genuine insight and right action to emerge from the PBH rather than the helper’s interpretation.